

**Administrative Guidelines:**

**Student Code of Conduct**



**San Carlos Unified School District #20**

## **VERSION CONTROL**

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## INTRODUCTION



October 22, 2012

Dear Teacher, Staff Member or Administrator:

San Carlos Unified School District #20 considers the success of each student in every learning environment to be a high priority. Both individually and together as a learning community, our approach to student behavior issues can either support or challenge all other efforts intended to achieve this success.

The San Carlos Unified School District #20 *Student Code of Conduct* (SCOC) was developed to communicate a common understanding about what the effective management of student behavior "looks like" within the district and addresses the following concerns for teachers, staff and administrators:

- The district's philosophy for managing student behavior;
- The district's expectations for students and where these apply;
- The actions and behaviors that constitute SCOC violations;
- The strategies and options for addressing SCOC violations;
- The procedures that we use to take these actions; and
- The rights of students and their parent(s)/guardian(s) before, during and after these actions where applicable.

The SCOC is intended to support, rather than take the place of, existing Governing Board policies and administrative procedures relating to student conduct, and does not establish new policies or procedures in this area. Further, the SCOC is not a substitute for good judgment, nor does it cover every possible behavior management situation that may be encountered by a teacher, staff member or administrator during the performance of his or her duties.

When in doubt about any course of action with a particular child, please consult your direct supervisor.

Sincerely,

Dr. Richard Wilde, Superintendent  
San Carlos USD #20

# **ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT**



## **INTRODUCTION - CONTINUED**

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## POLICY AUTHORIZATION

San Carlos Unified School District # 20

Policy # [XXXXX] - Administrative Regulations & Guidelines: Student Behavior Management

San Carlos Unified School District #20 administrators, teachers and staff members who supervise students shall:

1. Ensure that all measures used to manage student behavior are consistent with both the SCUSD Behavior Management Philosophy and the mission, vision and beliefs of the district.
2. Relate the behavioral expectations contained within the Student Code of Conduct to students and their parent(s)/guardian(s) on a regular basis.
3. Recognize and address Student Code of Conduct violations that negatively impact the integrity of the learning environment, the rights of other stakeholders or the legitimate interests of the district.
4. Take or initiate corrective action promptly, deliberately and equitably whenever Student Code of Conduct violations are verified.
5. Comply with all mandatory reporting obligations associated with the Student Code of Conduct.
6. Select or recommend corrective actions that represent alternatives to disciplinary consequences wherever reasonable and appropriate.
7. Ensure that all corrective actions are consistent with applicable federal, tribal, state and local law and/or SCUSD policy.

Ratified this \_\_\_\_ day of \_\_\_\_\_, 2012.

Signed:

\_\_\_\_\_  
President, San Carlos Unified School District Governing Board

**ADMINISTRATIVE GUIDELINES:  
STUDENT CODE OF CONDUCT**



**POLICY AUTHORIZATION - CONTINUED**

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STATEMENTS OF PURPOSE AND INTENT

The following administrative statements were developed to assist all staff in understanding the purpose and intent of the San Carlos Unified School District #20 (SCUSD) *Student Code of Conduct (SCOC)*:

### **PURPOSE OF THE STUDENT CODE OF CONDUCT**

The purpose of the SCOC is to ensure that each staff member is aware of his or her responsibility for supporting the mission, vision, beliefs, philosophy, principles and goals of the district:

- A. **Mission.** The mission of the district is to empower graduates with skills to be 21<sup>st</sup> century *N'nee*.
- B. **Vision.** With parents/guardians and tribe as partners, 80-85% of San Carlos Unified School District students, in three to five years, will graduate having met all state assessment expectations.
- C. **Beliefs.** We believe [SCUSD A]:
  1. **Governing Board:**
    - a. Students are the number one priority.
    - b. The Governing Board conveys the educational needs and desires of the community to the district and establishes policies accordingly.
    - c. The Governing Board maintains high expectations for the district and themselves in working toward excellence.
  2. **Superintendent:**
    - a. The superintendent is the leader, implementer, and facilitator of a successful school district.
    - b. The superintendent promotes and upholds the positive educational climate of the school district.
  3. **Principals:**
    - a. A principal is the instructional leader of the school.
    - b. A principal is the facilitator for a positive learning environment.
    - c. A principal actively seeks parent support and involvement.
    - d. A principal serves as a liaison between school and community.
    - e. A principal maintains high expectations for students and staff members.
  4. **Teachers:**
    - a. Teachers are the foundation of a strong educational system.
    - b. Teachers will maintain high expectations for themselves and their students.
    - c. Teachers should serve as positive role models for students.
    - d. Teachers will actively seek parent/guardian support and involvement.

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STATEMENTS OF PURPOSE AND INTENT-CONTINUED *PURPOSE OF THE STUDENT CODE OF CONDUCT-CONTINUED*

### 5. Students :

- a. Every student will be educated academically and socially so as to be a productive citizen.
- b. All students will have equal educational opportunities to achieve their individual potential.
- c. We have educational opportunities and activities to offer every student.
- d. Each student is unique.
- e. Successful education depends on parental commitment to education.

**D. Educational philosophy.** The district was established by the state legislature, under the authority contained in the Arizona State Constitution and the San Carlos Apache Tribe, for the sole purpose of providing an education to the students of the district [SCUSD AD]. While the establishment of the district also provides other services, such as caring for students during the school day, providing employment to the school staff, and providing facilities for the use of the community, all of these services are necessarily subordinate to the district's prime function of providing an education to students [SCUSD AD]. The Governing Board of the district is selected by the citizens of the community to ensure that this responsibility is accomplished [SCUSD AD]. However, the Governing Board recognizes that it cannot accomplish this objective unless all of the sectors of the school community also accept and perform their responsibilities [SCUSD AD]. The Governing Board considers the responsibilities of these elements of the school community to be as follows [SCUSD AD]:

1. **Community:** The resources necessary to provide education for students are made possible through funding, revenue sources and other supporting services. The Governing Board's goal is that all members of the community, both individually and through their governmental, civic, and social organizations, will continue to support the educational activities of the district.
2. **Parents/Guardians:** The Governing Board recognizes that the ultimate responsibility for the well-being of all children rest with their parents/guardians. All parents/guardians are expected to cooperate in the district's educational effort by ensuring maximum attendance of their children, by requiring that their children cooperate in the educational endeavor of the district, and by fostering an attitude in their children that recognizes the importance of education.
3. **Staff:** The Governing Board fulfills its responsibility for the education of students by employing first a competent superintendent, on whose recommendation it also employs a competent staff. As a condition of this employment, the Governing Board expects each staff member's best efforts to be exerted toward the accomplishment of the educational objectives of the district. Because education is imparted primarily by teachers, the Governing Board specifically places responsibility for maintaining and expanding educational ability on each teacher, to the end that each student may reach maximum potential and develop a sense of dignity and self-worth.
4. **Students:** Education is an opportunity provided to the children of the district by their community. The Governing Board expects that all students will learn to recognize the value of this opportunity, and will therefore work diligently to help ensure that their maximum potentials are realized. The Governing Board further expects that all students will recognize that their fellow students have the right to be educated, and will avoid any action that may interfere with their ability to exercise that right. The Governing Board believes that education should develop habits, attitudes, understanding, and skills necessary for a productive, satisfying life in our society [SCUSD AD]. Students should be taught to understand the duties and privileges of

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STATEMENTS OF PURPOSE AND INTENT-CONTINUED PURPOSE OF THE STUDENT CODE OF CONDUCT-CONTINUED

responsible citizenship as such duties and privileges relate to themselves as individuals and to the whole community. The vast changes brought about by increasing technology, population, and urbanization must also be taught. The input and support of the citizens of the community, and especially the professional staff, are solicited as the school community endeavors to develop the attitudes and abilities demanded in this age of rapid change. In consideration of the accomplishment of these responsibilities by each sector of the school community listed above, the Governing Board, with the concurrence of each individual board member, pledges its best efforts to ensure that the district is governed effectively and efficiently so that the goal of an appropriate and outstanding educational experience is available for all students of the district.

- E. **Principles.** We believe: 1). In human beings as the single most important element in all transactions; 2). In behaving with uncompromising honesty and integrity 3). In challenging people to experience their full potential so each individual contributes to educational excellence; 4). In reaching quality decisions through the involvement of people; 5). In establishing priorities that respond to the needs of our students, staff members, and community, and serve as the driving force behind all of our actions; and 6). In focusing on excellence in everything we do [SCUSD A].
- F. **Goals.** The superintendent will establish an environment conducive to the best learning achievement for each student through meeting the following goals: 1). To individualize the learning program in order to provide appropriately for each student; 2). To protect and observe the legal rights of students; 3). To enhance the self-image of individual students through helping them feel respected and worthy, and through a learning environment that provides positive encouragement; 4). To provide an environment of reality in which students can learn personal and civic responsibility for their actions through meaningful experiences as school citizens; 5). To deal with students in matters of discipline in a just and constructive manner; 6). To provide, in every way feasible, for the safety, health and welfare of students; and 7). To promote regular attendance and good work [SCUSD JA].

Staff fulfill this responsibility when they actively manage student behavior in accordance with the following guidelines [ARS 15-521; SCUSD GCMF, GCK, GCO et seq. and GDJ]:

- A. **Legal expectations for behavior management.** All staff are expected to comply with applicable federal law, tribal code and Arizona Revised Statutes (ARS) in matters pertaining to student behavior management.
- B. **District expectations for behavior management.** All staff are expected to comply with established policies, rules, procedures, and routines established by the district, the superintendent or his/her designee(s) in matters pertaining to student behavior management.
- C. **Behavior management philosophy.** All staff are expected to comply with the district's behavior management philosophy (see [Appendix A](#)).

**Related disclosure(s).** The following related disclosure(s) shall be maintained in student handbook(s):

- A. **Staff (Secondary):** *"Staff are defined as employees of the San Carlos School District and those working as contracted employees of the district, including bus drivers, volunteers and coaches."*

# **ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT**



## **STATEMENTS OF PURPOSE AND INTENT-CONTINUED *INTENT OF THE STUDENT CODE OF CONDUCT***

In accordance with this purpose, the intent of the SCOC is to define a rational course of action for preventing and/or addressing behavioral issues in a manner consistent with legal expectations for behavior management, district expectations for behavior management and the district's behavior management philosophy.

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## EXPECTATIONS FOR STUDENT BEHAVIOR

The San Carlos Unified School District (SCUSD) has both the authority and the responsibility to maintain behavioral expectations for students that are intended to guide them in the selection of actions and behaviors that contribute to safe, positive, and orderly learning environments. Together, these expectations also support student achievement as well.

Each of these expectations provides one or more examples of what appropriate actions and behaviors “look like” for students within the district, and all of them are uniform in nature (i.e., all students within the same grade block are responsible for meeting them) [SCUSD IE, JG et seq. and JIC]. All of these expectations all are based on the same central theme: *That all students have a right to learn, and all staff have a right to perform their assigned duties* [SCUSD AD].

Behavioral expectations for students are maintained in every environment in which the interests of students, staff, the district or the community are involved and apply before, during or after school hours, and whether or not school is in session and apply in each of the following environments:

### ***DISTRICT LEVEL BEHAVIORAL EXPECTATIONS***

District level expectations apply: 1). While students are going to or from school or other school-sponsored activities [ARS §15-341 (A)(13); SCUSD JIC, JK et seq., JLI and JLIA]; 2). While student are at school; 3). While students are attending school-sponsored activities (e.g., field trips or sporting events); and 4). While students are in any other off-campus environment in which their actions or behaviors may have an impact upon any operational area of the district.

**Related disclosure(s):** The following related disclosure(s) shall be maintained in all SCUSD student handbook(s):

- **At school (Secondary):** *“At school means in a school building, on school property (school parking area, play area, etc.) or school bus. This includes activities happening in school buildings, on school buses and at places that are holding school-sponsored events or activities. This includes on the way to or from school.”*
- **District Sponsored Event (Secondary):** *“A District Sponsored Event is any event, which is sponsored or supervised by the district or district personnel either on or off campus.”*
- **School Day:** *“School Day includes activities happening in school buildings, on school grounds, on school buses, and at places that are holding school sponsored events or activities. This definition may include on the way to or from school.”*
- **School Grounds or Property (Secondary):** *“School Grounds or Property includes the school building and immediate grounds, school transportation, stadiums, gymnasiums and other facilities.”*

### **GRADES PK-2**

**Related disclosure(s):** The following related disclosure(s) shall be maintained in the SCUSD student handbook for this grade block:

*“All students are expected to:*

1. *Attend all classes daily and be on time.*
2. *Be prepared for class assignments and activities with appropriate working materials.*
3. *Ask questions when you do not understand tasks and assignments.*
4. *Respect all persons and property.*
5. *Refrain from abusive language and inflammatory actions.*
6. *Conduct yourself in a safe and responsible manner.*
7. *Accept responsibility for your actions.*
8. *Keep yourself healthy, clean and neat.*

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## EXPECTATIONS FOR STUDENT BEHAVIOR – CONTINUED DISTRICT LEVEL BEHAVIORAL EXPECTATIONS - CONTINUED

9. *Dress appropriately for school and school functions.*
10. *Be responsible for your own work.”*

### GRADES 3-6

**Related disclosure(s):** The following related disclosure(s) shall be maintained in the SCUSD student handbook for this grade block:

*“All students are expected to:*

1. *Attend all classes daily and be on time.*
2. *Be prepared for class assignments and activities with appropriate working materials.*
3. *Ask questions when you do not understand tasks and assignments.*
4. *Respect all persons and property.*
5. *Refrain from abusive language and inflammatory actions.*
6. *Conduct yourself in a safe and responsible manner.*
7. *Accept responsibility for your actions.*
8. *Keep yourself healthy, clean and neat.*
9. *Dress appropriately for school and school functions.*
10. *Be responsible for your own work.*

### GRADES 7-12

**Related disclosure(s):** The following related disclosure shall be maintained in the SCUSD student handbook for this grade block:

*“All students are expected to:*

1. **Attend school to receive an education.** *Schools cannot educate those who do not attend school. Students must attend school daily unless ill or legally excused.*
2. **Be on time for all classes.** *Students who enter the classroom after the lesson has begun are interfering with the right of others to learn and study. Punctuality is a habit that students must develop if they are to be successful in the world of work.*
3. **Come to class with necessary materials.** *A teacher should not have to delay instruction because a student comes to class unprepared. This interferes with the rights of others to learn and study.*
4. **Complete all in-class and homework assignments and meet all deadlines.** *The full responsibility does not solely rest on the teacher; education cannot be effective unless students participate in class and complete all assignments.*
5. **Obey school rules and school personnel.** *No one has the right to interfere with the education of others. Rules are designed to allow a school to meet its obligation to educate students. Students are required to obey and be courteous to everyone who works in our schools.*
6. **Cooperate with school staff.** *Every community depends upon its citizens to uphold the rules by which everyone has agreed to live. Students have the responsibility to provide truthful information when asked by school authorities.*
7. **Respect the person and property of others.** *Treat people and their property with respect.*
8. **Respect public property.** *Schools are a community investment and resource for young people. People who damage school property will be held responsible.*
9. **See that school correspondence reaches parent(s)/guardian(s).”**



# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## EXPECTATIONS FOR STUDENT BEHAVIOR – CONTINUED BUILDING LEVEL BEHAVIORAL EXPECTATIONS

Building level expectations apply: 1). In hallways; 2). In cafeterias; 3). On playgrounds; 4). In locker rooms; 5). In restrooms; 6). On buses [ARS §15-353; SCUSD JIC, JK et seq., JLI and JLIA]; and 7). In other non-classroom areas.

### GRADES PK-2

**Related disclosure(s):** The following building level expectation-related disclosure shall be maintained in the SCUSD student handbook for this grade block:

*“All students are expected to:*

#### 1. *Hallways*

- *Be respectful:*
  - *Remain quiet so that you do not disturb others.*
  - *Hold door open for others.*
  - *Give other’s the right of way.*
  - *Be polite and helpful to others.*
  - *Listen to all adults.*
- *Be responsible:*
  - *Walk in a single file on the right side of the hallway.*
  - *Remain in line with your class.*
- *Be safe:*
  - *Walk in hallway in a safe, orderly and timely manner.*
  - *Use kind words.*
  - *Keep your hands and feet to yourself.*

#### 2. *Cafeterias*

- *Be respectful:*
  - *Be patient while waiting in line.*
  - *Practice good table manners.*
  - *Be polite and helpful to others.*
- *Be responsible:*
  - *Follow cafeteria procedures.*
  - *Eat your own lunch/no trading.*
  - *Clean your area when dismissed.*
  - *Keep food on your plate.*
- *Be safe:*
  - *Keep hands and feet to yourself.*
  - *When entering the cafeteria, walk to the lunch counters.*
  - *Use kind words.*

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## EXPECTATIONS FOR STUDENT BEHAVIOR – CONTINUED BUILDING LEVEL BEHAVIORAL EXPECTATIONS - CONTINUED

### 3. Restrooms

- *Be respectful:*
  - *Be considerate of other's privacy.*
  - *Respect personal space.*
  - *Take care of school property.*
  - *Keep your hands and feet to yourself.*
  - *Be polite and helpful to others.*
  - *Use kind words.*
  - *Listen to all adults.*
- *Be responsible:*
  - *Keep the bathroom clean.*
  - *Flush the toilet.*
  - *Wash hands.*
  - *Put used paper towels in the trash bin.*
  - *Report damaged school property to the teacher or adult.*
- *Be safe:*
  - *Take the classroom bathroom pass with you.*
  - *Go directly to the bathroom and return immediately.*

### 4. Playgrounds/commons

- *Be respectful:*
  - *Be polite and helpful to others.*
  - *Share equipment.*
  - *Be a good sport.*
  - *Listen to all adults.*
- *Be responsible:*
  - *Play safely*
  - *Line up quickly and quietly when the whistle blows*
  - *Use equipment properly*
- *Be safe:*
  - *Use kind words.*
  - *Keep your hands and feet to yourself.*
  - *Dress appropriately for the weather.*
  - *Stay in playground boundaries.*

### 5. Buses

- *Be respectful:*
  - *Be polite and helpful to others.*

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## EXPECTATIONS FOR STUDENT BEHAVIOR – CONTINUED BUILDING LEVEL BEHAVIORAL EXPECTATIONS – CONTINUED

- *Keep your hands and feet to yourself and on your own property.*
  - *Listen to all adults.*
  - *Put trash in proper place.*
  - *Be responsible:*
    - *Walk in a line with your class to the bus.*
    - *Board the bus and sit down in a seat*
    - *Stay seated and face front.*
    - *Use quiet voice.*
    - *Be aware of the exit doors.*
    - *Report inappropriate behaviors to the bus driver.*
  - *Be safe:*
    - *Use kind words.*
    - *Keep your hands and feet to yourself.*
    - *Keep aisle clear.*
6. *All other areas*
- *Be respectful:*
    - *Be polite and helpful to others*
    - *Use kind words.*
    - *Keep your hands and feet to yourself and on your own property.*
    - *Listen to all adults.*
    - *Respect personal space.*
  - *Be responsible:*
    - *Make good choices.*
    - *Follow school and bus procedures.*
    - *Use good manners.*
    - *Respect personal space.*
  - *Be safe:*
    - *Listen to all adults.*
    - *Obey safety procedures.*
    - *Respect personal space.”*

### GRADES 3-6

**Related disclosure(s):** The following related disclosure(s) shall be maintained in the SCUSD student handbook for this grade block:

*“All students are expected to:*

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## EXPECTATIONS FOR STUDENT BEHAVIOR – CONTINUED BUILDING LEVEL BEHAVIORAL EXPECTATIONS – CONTINUED

### 1. Hallways

- *Be respectful:*
  - *Remain quiet so that you do not disturb others.*
  - *Hold door open for others.*
  - *Give other's the right of way.*
  - *Be polite and helpful to others.*
  - *Listen to all adults.*
- *Be responsible:*
  - *Walk in a single file on the right side of the hallway.*
  - *Remain in line with your class.*
- *Be safe:*
  - *Walk in hallway in a safe, orderly and timely manner.*
  - *Use kind words.*
  - *Keep your hands and feet to yourself.*

### 2. Cafeterias

- *Be respectful:*
  - *Be patient while waiting in line.*
  - *Practice good table manners.*
  - *Be polite and helpful to others.*
- *Be responsible:*
  - *Follow cafeteria procedures.*
  - *Eat your own lunch/no trading.*
  - *Clean your area when dismissed.*
  - *Keep food on your plate.*
- *Be safe:*
  - *Keep hands and feet to yourself.*
  - *When entering the cafeteria, walk to the lunch counters.*
  - *Use kind words.*

### 3. Restrooms

- *Be respectful:*
  - *Be considerate of other's privacy.*
  - *Respect personal space.*
  - *Take care of school property.*
  - *Keep your hands and feet to yourself.*
  - *Be polite and helpful to others.*

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## EXPECTATIONS FOR STUDENT BEHAVIOR – CONTINUED BUILDING LEVEL BEHAVIORAL EXPECTATIONS – CONTINUED

- *Use kind words.*
  - *Listen to all adults.*
  - *Be responsible:*
    - *Keep the bathroom clean.*
    - *Flush the toilet.*
    - *Wash hands.*
    - *Put used paper towels in the trash bin.*
    - *Report damaged school property to the teacher or adult.*
  - *Be safe:*
    - *Take the classroom bathroom pass with you.*
    - *Go directly to the bathroom and return immediately.*
4. *Playgrounds/commons*
- *Be respectful:*
    - *Be polite and helpful to others.*
    - *Share equipment.*
    - *Be a good sport.*
    - *Listen to all adults.*
  - *Be responsible:*
    - *Play safely*
    - *Line up quickly and quietly when the whistle blows*
    - *Use equipment properly*
  - *Be safe:*
    - *Use kind words.*
    - *Keep your hands and feet to yourself.*
    - *Dress appropriately for the weather.*
    - *Stay in playground boundaries.*
5. *Buses*
- *Be respectful:*
    - *Be polite and helpful to others.*
    - *Keep your hands and feet to yourself and on your own property.*
    - *Listen to all adults.*
    - *Put trash in proper place.*
  - *Be responsible:*
    - *Walk in a line with your class to the bus.*
    - *Board the bus and sit down in a seat*
    - *Stay seated and face front.*

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## EXPECTATIONS FOR STUDENT BEHAVIOR – CONTINUED BUILDING LEVEL BEHAVIORAL EXPECTATIONS – CONTINUED

- *Use quiet voice.*
  - *Be aware of the exit doors.*
  - *Report inappropriate behaviors to the bus driver.*
  - *Be safe:*
    - *Use kind words.*
    - *Keep your hands and feet to yourself.*
    - *Keep aisle clear.*
6. *All other areas*
- *Be respectful:*
    - *Be polite and helpful to others*
    - *Use kind words.*
    - *Keep your hands and feet to yourself and on your own property.*
    - *Listen to all adults.*
    - *Respect personal space.*
  - *Be responsible:*
    - *Make good choices.*
    - *Follow school and bus procedures.*
    - *Use good manners.*
    - *Respect personal space.*
  - *Be safe:*
    - *Listen to all adults.*
    - *Obey safety procedures.*
    - *Respect personal space.”*

### GRADES 7-12

**Related disclosure(s):** The following related disclosure(s) shall be maintained in the SCUSD student handbook for this grade block:

1. *“Buses: Students being transported are under the authority of the bus driver just as they are under the authority of the classroom teacher(s) while at school. In addition, the school administration continues to have authority over consequences for misbehavior while on the school bus. Students shall consider the school bus an extension of the classroom and shall observe established and appropriate standards of classroom behavior and dress while riding a bus. Students shall also observe the following specific standards:*
  - *Follow directions immediately when asked.*
  - *Remain seated until your scheduled bus stop.*
  - *Keep all parts of your body inside the bus and to yourself.*
  - *Talk quietly and use appropriate language.*
  - *Refrain from eating or drinking. A plastic bottle with water is allowed.*
  - *Keep the aisle clear.*

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## EXPECTATIONS FOR STUDENT BEHAVIOR – CONTINUED BUILDING LEVEL BEHAVIORAL EXPECTATIONS – CONTINUED

- *Throw all trash into the trash can on the bus.*
- *Items brought on the bus must comply with school rules, including electronic devices.*
- *Keep all personal property under control at all times.*
- *Leave school bus equipment undisturbed.”*

## SETTING LEVEL BEHAVIORAL EXPECTATIONS

Setting level expectations apply in classrooms or other learning environments during the school day [ARS §15-521; SCUSD JIC, JK et seq., JLI and JLIA]. To assist students in meeting established expectations for student behavior, teachers and staff with student supervisory responsibilities at the setting level are encouraged to use a wide variety of behavioral supports to help students self-regulate their behavior and to pre-empt student misconduct wherever possible (see [Appendix B](#)).

### GRADES PK-2

**Related disclosure(s):** The following related disclosure(s) shall be maintained in the SCUSD student handbook for this grade block:

*“All students are expected to:*

1. *Be respectful:*

- *Be polite and helpful to others.*
- *Raise your hand when you have a question to ask.*
- *Use your listening skills when someone else is talking.*
- *Listen to all adults.*

2. *Be responsible:*

- *Always do your best work.*
- *Follow classroom procedures.*
- *Follow teacher directions.*
- *Come to class prepared (pencil, eraser, homework, etc.).*

3. *Be safe:*

- *Keep your hands and feet to yourself and on your own property.*
- *Use kind words.*
- *Raise your hand and ask for permission to leave your seat.”*

### GRADES 3-6

**Related disclosure(s):** The following related disclosure(s) shall be maintained in the SCUSD student handbook for this grade block:

*“All students are expected to:*

1. *Be respectful:*

- *Be polite and helpful to others.*
- *Raise your hand when you have a question to ask.*
- *Use your listening skills when someone else is talking.*
- *Listen to all adults.*

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## EXPECTATIONS FOR STUDENT BEHAVIOR – CONTINUED *SETTING LEVEL BEHAVIORAL EXPECTATIONS - CONTINUED*

### 2. *Be responsible:*

- *Always do your best work.*
- *Follow classroom procedures.*
- *Follow teacher directions.*
- *Come to class prepared (pencil, eraser, homework, etc.).*

### 3. *Be safe:*

- *Keep your hands and feet to yourself and on your own property.*
- *Use kind words.*
- *Raise your hand and ask for permission to leave your seat.”*

## GRADES 7-12

**Related disclosure(s):** The following related disclosure(s) shall be maintained in the SCUSD student handbook for this grade block:

*“All students are expected to follow the rules established by teachers within each class.”*



# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OVERVIEW

The following administrative guidelines and regulations were developed to ensure that issues involving student conduct are managed in accordance with the district's behavior management philosophy [ARS §15-341 (F); SCUSD BDD, BG, BGC, BGC-R, BGD, BGE, BGE-R, BGE-E, BGF, CB, CH, CH-R and CHD]. The superintendent or his/her designee will assure that these guidelines and regulations are: 1). Reviewed at regular intervals; and 2). Provided to, or made accessible to, all staff on an annual basis. The principal of each school shall ensure that all rules pertaining to the discipline, suspension and expulsion of students are communicated to students at the beginning of each school year, and to transfer students at the time of their enrollment in the school [ARS §15-843 (N); SCUSD CHCA, CHCA-R and JK]. The principal of each school shall also ensure that a copy of all rules pertaining to discipline, suspension and expulsion of students is distributed to the parent(s)/guardian(s) of each student at the time the student is enrolled in school [ARS §15-843 (M); SCUSD CHCA, CHCA-R and JK]. Acknowledgement of receipt shall be obtained from each parent/guardian or emancipated student.

## DELEGATION OF AUTHORITY

The Governing Board is ultimately responsible for the management of student conduct within San Carlos Unified School District #20 and, except in cases of expulsion, has delegated this authority to the superintendent, who, in turn, may delegate this authority to other district personnel [ARS §15-353; SCUSD CCB]. The following lines of authority are designated for each specific type of action:

- A. Authority to use district-approved primary (school-wide) behavioral interventions is delegated by the superintendent to building level administrators and teachers.
- B. Authority to use district-approved secondary (group) behavioral interventions is delegated by the superintendent to building level administrators.
- C. Authority to use district-approved tertiary (individual) behavioral interventions will remain with the superintendent.
- D. Authority to use district-approved disciplinary consequences requiring no due process is delegated by the superintendent to building level administrators and teachers.
- E. Authority to use district-approved disciplinary consequences requiring limited due process is delegated by the superintendent to building level administrators (short-term suspensions only).
- F. Authority to use district-approved disciplinary consequences requiring full due process will remain with the superintendent (long-term suspensions) and Governing Board (expulsions).

## ROLES & RESPONSIBILITIES

Each administrator, teacher and staff member should be aware of all guidelines and regulations regarding student behavior management, including those involving the use of behavior management options outside of his/her scope of authority to execute. In most cases, teachers and principals will assume lead roles in the management of student behavior at the setting and building levels, respectively; however, cases involving significant SCOC violations must be referred to the superintendent or his/her designee for investigation and/or management at the district level.

Responsibilities related either directly or indirectly to student behavior management within the district include, but are not limited to, the following [ARS §1-601 et seq., §15-102, §15-110, §15-113, §15-323, §15-341, §15-342, §15-353, §15-521, §15-761, §15-840 et seq., §32-801 et seq., §32-1401 et seq., §32-1601 et seq., §32-1800 et seq. and §38-503; SCUSD A, ABAA, AC, AD, BBA, BCA, BCB et seq., BDG, BE et seq., BG et seq., CB, CCB, CH, EB et seq., EBD et seq., ECAC et seq., ECAD, EE et seq., EEAEC, EEAG et seq., EHB et seq., GBEB et seq., GBEC et seq., GBGB et seq., GCMF, GCK, GCO et seq., GDJ, IC, ID, IE, IGA, IGD et seq., IHA et seq., IHB et seq., IKA et seq.; IKA et seq.; IKAB; IKC; IKD; IKE et seq.; IKE et seq.; IKF et seq., JB et seq., JE et seq., JFBA et seq., JI et seq., JK et seq., JLD, JLDA et seq., JLF et seq., JLIB et seq., JLIE et seq., JLIF et seq., JR et seq., JRCA et seq., KA, KB et seq.]:

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OVERVIEW - CONTINUED ROLES & RESPONSIBILITIES - CONTINUED

### A. The Governing Board is responsible for:

1. Prescribing rules and procedures relating to the discipline, suspension and expulsion of students in consultation with teachers and parents/guardians in accordance with state statute.
2. Supporting and assisting teachers in the implementation and enforcement of these rules.
3. Developing procedures allowing teachers and principals to recommend the suspension or expulsion of students.
4. Developing procedures allowing teachers and principals to temporarily remove disruptive students from a class.
5. Delegating the authority to remove a disruptive student from the classroom to principals.

### B. The superintendent or his/her designee(s) is/are responsible for:

1. Establishing and maintaining district level procedures and routines that support and encourage appropriate behavior choices by students.
2. Communicating behavior management guidelines to district level administrators, principals, assistant principals, teachers, staff members, parents/guardians and students.
3. Ensuring that these guidelines are consistent with federal law, tribal law, state statute and district policy.
4. Completing formal investigations of incidents involving Class III or Class IV SCOC violations.
5. Completing and interpreting strategy selection rubrics to ensure that the course of action taken is appropriate to the case facts involved.
6. Considering potential alternatives to disciplinary consequences before conducting long-term off-campus suspension proceedings or recommending expulsion to the Governing Board.
7. Maintaining district level behavior management data and reviewing it on a regular basis for quality assurance purposes.

### C. Building level administrators are responsible for:

1. Establishing and maintaining building level procedures and routines that support and encourage appropriate behavior choices by students.
2. Communicating behavior management guidelines to assistant principals, teachers, staff members, parents/guardians and students.
3. Ensuring that these guidelines, and those established at the setting level by teachers, are consistent with federal law, tribal law, state statute and district policy.
4. Referring incidents involving Class III or IV SCOC violations up the chain of command.
5. Completing informal investigations of incidents involving Class I or Class II SCOC violations.
6. Completing and interpreting strategy selection rubrics to ensure that the course of action taken is appropriate to the case facts involved.
7. Considering potential alternatives to disciplinary consequences before making case management decisions.
8. Referring cases that have not responded to selected interventions or consequences up the chain of command.
9. Participating in suspension proceedings when necessary.
10. Maintaining building level disciplinary data and reviewing it on a regular basis for quality assurance purposes.

### D. Classroom level teachers are responsible for:

1. Establishing and maintaining setting level procedures and routines that support and encourage appropriate behavior choices by students.

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OVERVIEW – CONTINUED ROLES & RESPONSIBILITIES - CONTINUED

2. Obtaining review and approval of these procedures and routines by the principal or his/her designate.
3. Communicating behavior management guidelines to parents/guardians and students and aligning these to their counterparts at the building level and ensuring that these are consistent with both Governing Board policy and their building level counterparts.
4. Referring incidents involving Class II, III or IV SCOC violations up the chain of command.
5. Completing informal investigations of incidents involving Class I SCOC violations.
6. Completing and interpreting strategy selection rubrics to ensure that the course of action taken is appropriate to the case facts involved.
7. Considering potential alternatives to disciplinary consequences requiring before making case management decisions.
8. Referring cases that have not responded to selected interventions or consequences up the chain of command.
9. Maintaining setting level disciplinary data and reviewing it on a regular basis for quality assurance purposes.

### E. Parents/guardians are responsible for:

1. Learning about their responsibilities and rights under state statute in matters concerning behavior management.

### F. Students are responsible for:

1. Complying with the rules, pursuing the required courses of study and submitting to the authority of the teachers, the administrators and the Governing Board [ARS §15-841 (A)].

## GUIDING PRINCIPLES FOR BEHAVIOR MANAGEMENT

It is essential that prompt, corrective action is taken whenever it is evident that non-intervention / non-disciplinary behavioral supports (see [Appendix B](#)) have failed to prevent a student from engaging in inappropriate or unacceptable behavior [ARS §15-521; SCUSD GCMF, GCK, GCO et seq. and GDJ]. In situations where student action(s) or behavior(s) are found to represent one or more violations of the SCOC, intervention-oriented or consequence-oriented action must be considered and should reflect the following district goals for the management of student misconduct:

<b>REASONABLENESS:</b>	For the purpose of this SCOC, <i>reasonableness</i> is defined as the management of comparable incidents in a similar manner (i.e., “like management of like misconduct in like circumstances.”)
<b>FAIRNESS:</b>	For the purpose of this SCOC, <i>fairness</i> is defined as the full consideration of all relevant case facts before any behavior management strategy is selected or recommended. Because no two SCOC violations are completely identical, the SCOC was designed to support the consideration of all aggravating and mitigating circumstances from a “whole child” perspective before a course of action is selected or recommended.
<b>CONSISTENCY:</b>	For the purpose of this SCOC, <i>consistency</i> is defined as the use of the same or substantially similar actions in situations involving the same or substantially similar incidents. As such, the SCOC was designed to ensure a high level of internal consistency in matters involving SCOC violations.

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OVERVIEW - CONTINUED GUIDING PRINCIPLES FOR BEHAVIOR MANAGEMENT - CONTINUED

If necessary, disciplinary action will be taken promptly and in compliance with federal law, state statute, tribal code and district policy to protect both the interests of the San Carlos Unified School District, the San Carlos Apache Tribe, and, where applicable, the due process rights of the parent(s)/guardian(s) and students involved. Disciplinary action will be taken equitably and without regard to race, color, religion, sex, national origin or disability, and the private and confidential nature of each such action will be respected at all times [Title VI of the *Civil Rights Act of 1964* (42 USC §2000d; Public Law 88-352), Title IX of the *Education Amendments of 1972* (20 USC §1681 et seq.), Sections 501 through 505 of the *Rehabilitation Act of 1973* (29 USC §720 et seq.; Public Law 93-112), the *Americans with Disabilities Act of 1990* (ADA; 42 USC §12101 et seq.), the *Individuals with Disabilities Education Act of 1997 and 2004* (IDEA; 20 USC §1400 et seq.; 34 CFR §300.1 et seq.; Public Law 94-142) and the *Impact Aid Act* (20 USC §7701 et seq.); ARS §15-843 (L); SCUSD AC et seq., GBEA, JA, JB et seq. and JI et seq., KJGA and KJGAA].

**Related disclosure(s).** The following related disclosure(s) shall be maintained in student handbook(s):

- A. **Right to Equal Opportunity Education (Secondary):** *“Schools must provide students an equal opportunity to a quality education. Each student has the right of access to a professional staff and the facilities necessary for an instructional and co-curricular program. Students who actively participate in these programs will benefit. The San Carlos Unified School District does not discriminate on the basis of race, color, national origin, sex, disability, religion or age in its programs or activities. For information regarding discrimination grievance or complaint procedures, contact the Superintendent at 928-475-2315. Policies expressly prohibit behavior on district property that will damage the dignity, self-esteem, integrity and safety, and/or disrupt the educational process of any individual.”*
- B. **Right to Access Educational Resources (Secondary):** *“A student has the right to be informed of school board policies, district regulations and the rules of the student’s school, classrooms and school buses. A student is entitled to be informed of academic requirements, to be advised of progress, and to have opportunities for assistance. Grades should reflect a teacher’s objective evaluation of a student’s academic achievement. Students have the right to use buildings, grounds, equipment and instructional materials necessary to meet the requirements and needs of their curricular and co-curricular programs in accordance with procedures established by the administration. The student exercising the right to use the resources provided shall accept the responsibility for the preservation and care of the property. Any unauthorized use or deliberate destruction or defacing of the property shall be deemed a violation of the Student Code of Conduct.”*
- C. **Right to Grievance (Secondary):** *“Any student who believes his/her rights have been violated should immediately notify appropriate school personnel (teachers, counselor and building administrators). Students may present a complaint or grievance regarding one (1) or more of the following:” (1) Violation of the student’s constitutional rights; (2) Denial of an equal opportunity to participate in any program or activity for which the student qualifies; (3) Discriminatory treatment on the basis of race, color, religion, sex, age, national origin, or disability; (4) Harassment of the student by another person; or (5) Concern for the student’s personal safety. The complaint or grievance may be filed provided that: (1) The topic is not the subject of disciplinary or other proceedings under the policies and regulations of the district; and (2) The procedure shall not apply to any matter of which the method of review is prescribed by law, or the Governing Board is without authority to act. The Guidelines to be followed are: (1) The accusation must be made within thirty (30) calendar days of when the student knew or should have known that there were grounds for complaint and/or grievance. (2) The complaint or grievance shall be made only to the school administrator or professional staff member. (3) The person receiving the complaint shall gather information for the complaint form. (4) All allegations shall be reported on forms with the necessary particulars as determined by the Superintendent. Forms are available in the school office. (5) The person receiving the complaint shall preserve the confidentiality of the subject,*

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OVERVIEW - CONTINUED GUIDING PRINCIPLES FOR BEHAVIOR MANAGEMENT - CONTINUED

*disclosing it only to the appropriate school administrator or next higher administrative supervisor, or as otherwise required by law. Any questions as to whether the complaint/grievance falls within this policy shall be determined by the Superintendent. Complaints by Jr. High or High school students may be made only by the student on his/her own behalf. A complaint/grievance may be withdrawn anytime. 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 makes 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.”*

An overview of the behavior management process is as follows:

- A. **Identify the SCOC violation.** The specific SCOC violation must be determined. If no clear SCOC violation exists, the investigation should cease and an incident report indicating such should be retained at the level of the investigation. In some situations, additional action(s) may need to be taken immediately with the student involved, or others.

### **AZ SAFE alignment(s) (Mandatory ADE reporting indicated by \*):**

1. **AZ SAFE: Actions Completed in One Day (Threat Assessment).** A process that involves identifying, assessing, and managing individuals that might pose a risk of violence to identified or identifiable target (U.S. Secret Service & U.S. Department of Education, Threat Assessment in Schools).
2. **AZ SAFE: Actions Completed in One Day (Law Enforcement Contacted)\*.** Local law enforcement agency or School Resource Officer (SRO) contacted by school officials.
3. **AZ SAFE: Victim-Related Actions (Meeting with School Counselor).** School counselor formally meets with the student.
4. **AZ SAFE: Victim-Related Actions (Referred to Outside Agency).** Student is provided information for additional services within the community and it is suggested that the student seek the identified services.
5. **AZ SAFE: Victim-Related Actions (Victim Notified of Right to Transfer).**

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. **Duty to intervene (Secondary):** *“When a San Carlos employee observes a student engaged in behavior that violates district policy, the employee is instructed to intervene either by requesting the unacceptable behavior cease or by immediately reporting the incident to the administration. Whenever the school administrator becomes aware of the report from a staff member, prompt and effective action to resolve the problem will be taken. When disciplinary action is appropriate, it shall be according to an established discipline plan. The assistance of the home, other educational support services and other professional community agencies may be utilized. Each teacher will effectively control his/her classroom using the plan, and the student will be referred to the administration. Students who break rules outside of the classroom may be referred directly to the administration or its designee.”*
2. **Referrals, General (Secondary):** *“Students will be referred to the principal/designee for violations outlined in the handbook and when their disruptive behavior interrupts the educational process (see [Appendix C](#)).”*
3. **School Resource Officer (Secondary):** *“Periodically an officer from the SCAT Police Dept. works with our school. The officer is on campus to promote and protect the well-being of our students.”*
4. **Police Presence on Campus (Secondary):** *“Through a partnership with the San Carlos*

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OVERVIEW - CONTINUED GUIDING PRINCIPLES FOR BEHAVIOR MANAGEMENT - CONTINUED

*Tribal Police Department employs police officers to provide an added layer of safety on school grounds. It is expected that police officers will maintain a professional presence as law enforcement while on school facilities or attending school events. Additionally, it is expected that police officers will be professionally equipped with standard issued gear, and may use such equipment when necessary to maintain the safety of themselves and those they are employed to protect.”*

5. **Referrals, Threats (Secondary):** *“When the school administrator or designee identifies a student in graded 7-12 as having caused a threat situation to exist in accordance with the above guidelines, the following procedures will be followed: (1) When any school or district employee becomes aware of an alleged threat, (s)he will report the alleged threat to the school administrator. The school administrator must review the information and convene the Threat Assessment Team (TAT) members, who will make an initial determination of the seriousness of the incident. If the information shows clearly that there is no risk, e.g. misunderstandings or false accusations, the principal or designee completes the Resolution Form (checking Level 5: or false accusations, No/Low Risk) and keeps this form at the home school. No further action is required. If no potential for harm exists, the student is given an appropriate discipline outcome and is returned to class in accordance with the Student Rights and Responsibilities Handbook, Discipline Matrix. (2) If potential for harm exists, but clear and imminent danger is not obvious, the school administrator or designee initiates the site-based Threat Assessment Process. When determining a discipline response to the threat situation, the school administrator will follow the Discipline procedures that can be found in the Student and Parent Handbook. The school administrator or designee convenes the site-based Threat Assessment Team. (3) If obvious clear and imminent danger exists, the school administrator or designee initiates an immediate protective response to secure and stabilize the threat situation and alerts the Director of Student Services and the Director of Special Education and Gifted and local law enforcement. The Crisis Response Team should be assembled.”*
6. **Threat Assessment Team (Secondary):** *“A Threat Assessment Team (TAT) is a trained team of school personnel who convene to collect student information in order to make the most appropriate decision with regards to consequences, resources, placement or other decisions in the best interest of the child and the school as a whole. Any infraction at any level of offense could result in a TAT.”*
7. **Threat Assessment Process (Secondary):** *“Zero tolerance for threatening behavior is a necessity. Every case of a threat must be taken seriously. Every instance of treat behavior will be examined individually. In determining whether a threat situation exist under this process, school administrators and other personnel will be guided substantially by the provisions of ARS §13-1202 and 13-2911 (see below). In general, a threat situation will be deemed to exist when, following an investigation by school administration, a student has been determined by admission or reliable informant(s) to have: (1) Communicated a death threat against self or others; (2) Communicated a threat of mass violence; (3) Communicated a threat involving weapons or explosive devices; (4) Communicated a threat against school property; or (5) Engaged in behaviors that suggest a substantial risk of lethal violence with or without direct communication of a threat. However, the impulsive communication of a verbal threat must be considered in the context of the environment, developmental stage, and interpersonal situation in which it occurs. In such cases, administrators will be guided by the district processes in place to determine whether or not a threat situation exists or may exist under the provisions of [ARS §13-1202](#) (Threatening or intimidating) and [ARS §13-2911](#) (Interference with or disruption of an educational institution). The preceding description of the San Carlos Unified School District Threat Assessment Process is intended only as an overview of the procedures to be followed in assessing threat situations. SCUSD recognizes that the competent assessment of threat, risk, and potential for dangerous and violent behavior requires ongoing training and education in these procedures.”*

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OVERVIEW - CONTINUED GUIDING PRINCIPLES FOR BEHAVIOR MANAGEMENT – CONTINUED

8. **District Level Threat Assessment Review (Secondary):** *“If the TAT’s determination of risk finds a student at a category 1 or 3 (high to imminent risk): (1) Law enforcement may be notified; and/or (2) Victim notification may be initiated. The building administrator or designee may contact the Director of Special Education and Gifted or the Director of Student Services to request a District Level Threat Assessment Review. The District Level Threat Assessment Review is conducted to help the site-based team determine whether further evaluation is necessary and, if so, what kind of evaluation. The determination of risk category, makes recommendations to the district administration for legal and administrative management of the student, makes referrals to outside agencies for needed services, and develops a supervision plan for the student under concern, and if necessary, student protection plan(s) for other involved students. If further evaluation is indicated a referral is made to the site-based Student Study Team. Based upon the results of the District Level Threat Assessment Review, the school administrator or designee, in consultation with the District Team, will make final determination of the student’s status and insure that the supervision plan and student protection plan(s) are adequate to insure the safety of the school environment. Once the supervision plan and student protection plan(s) are developed a Follow-Up Manager will be assigned by the building administrator to assure implementation of all plan(s) are developed as follow-up Manager will be assigned by the building administrator to assure implementation of all plans.”*
  9. **Site-Based Threat Assessment Team (Secondary):** *“A threat assessment inquiry to assess the seriousness of and danger associated with the threat situation will be conducted on all students in grades 7-12 identified by the school administrator or designee as having caused a threat situation with a potential for harm to exist in accordance with this procedure. The Threat Assessment Team will follow the process as outlined in the Threat Assessment Process packet. The school administrator or designee convenes the site-based Threat Assessment Team. The inquiry is to be conducted as soon as possible but in no case later than 1 (one) school day following the determination that a threat situation exists. The student’s parent/guardian should be notified when and where the threat assessment inquiry will take place. Parental input into the Threat Assessment should be obtained through interview. Parents should be notified of the outcome of the Threat Assessment by the building administrator or designee. The administrator delegates tasks and responsibilities to TAT members and oversees all aspects of the Threat Assessment, resolution of the incident, and intervention and protection plans. The TAT makes a determination of risk category and initiates District Level Threat Assessment Review if warranted. Discipline is a separate concern from the TAT. In administering discipline, the Discipline Matrix, found in the handbook, should be followed.”*
- B. **Verify the SCOC violation.** An inquiry or investigation should either refute or support the alleged SCOC violation, and in cases where the allegations are substantiated, the specifics of a charge should be described in as much detail (e.g., the “who”, “what”, “where”, “when”, and “how”) as possible in order to guide the selection or recommendation of a behavior management strategy. If the SCOC violation cannot be substantiated, the inquiry or investigation should cease and an incident report indicating such should be retained in the setting level, building level or district level student record.

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. **Parent Responsibilities-Changes of Address/Telephone (Elementary):** *“It is very important that every student maintain an up-to-date address and telephone or cell phone numbers at the school office. Notify the school immediately if you had a change of address or telephone number during the school year. Phone numbers requiring pin numbers should be provided to the school for their records [SCUSD JR-R].”*

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OVERVIEW - CONTINUED GUIDING PRINCIPLES FOR BEHAVIOR MANAGEMENT – CONTINUED

2. **Parent Responsibilities-Custody (Elementary):** *“It is the responsibility of adults having custody of a student to submit to the school a current certified copy of the effective court order or decree. In sole custody situations, the custodial parent has the right to determine the student’s education unless the custody decree provides otherwise. When parents share joint legal custody neither parent rights are superior with regard to determining the child’s education unless specified otherwise by legal court documents or with regard to determining emergency contacts. The educational records are available to either parent regardless of custody unless the district has been provided a court order that specifically terminates a parent’s right to educational records.”*
3. **Parent Responsibilities-Emergency Information (Elementary):** *“In case of an emergency, each student is required to have on file at the school office the following information: (1) Name(s) of parent(s)/guardian(s); (2) Complete and current address and phone number (text number), with pin number if necessary; (3) Message phone of friend or family member; (4) Doctor’s name and phone number; (5) Medical alert information; and (6) E-mail address (optional)”*
4. **Parent Responsibilities-Student Checkout (Elementary):** *“Only those family members listed on the student registration card will be allowed to check out students. Students who are checked out before 11:20 AM will be counted absent for the entire day.”*
5. **Interviews (Secondary):** *“School officials may question students regarding matters related to school without intimidation. The parent will be contacted if a student is then subject to discipline for a serious offense. A student may decline at any time to be interviewed by the School Resource Officer (SRO) or other peace officer.”*
6. **Surveillance (Elementary):** *“Our school buses are equipped with video cameras and audio recording devices. The objective is to provide the driver and school administrator an additional tool in managing student conduct on school buses and secure a safe environment for students.”*
7. **Searches (Elementary):** *“The school reserves the right to conduct random personal searches of a student, and any personal belongings [SCUSD © JIH].”*
8. **Privacy and Property Rights (Secondary):** *“Students are entitled to maintain privacy of personal possessions within certain limits and are responsible for those personal possessions. A student may not, of course, bring onto school property any substance, object or material prohibited by law or the school board policy. School officials may search a student’s person or personal possessions, such as backpacks, purses, and cars parked on campus, if school officials have a reasonable suspicion that the search will reveal the presence of prohibited or illegal materials.”*
9. **Locks and Lockers (Secondary):** *“Locker assignments are available to students upon request. Only school locks are authorized on lockers. Students are advised to keep lockers locked. Students are not to share lockers or lock combinations. Lockers are provided for storage of books and school supplies. Students are advised not to store personal items such as jewelry, electronic devices, money, etc. The school is not responsible for articles lost or stolen from lockers. Lockers are school property and the school reserves the right to inspect/search lockers at any time.”*
10. **Searches (Secondary):** *“School officials have the right to search and seize property, including school property temporarily assigned to students, when there is reason to believe that some material or matter detrimental to health, safety and welfare of the student exist. Disrobing of a student is overly intrusive for purpose of most student searches and is improper without express concurrence from school district counsel. Items provided by the district such as lockers, desks, storage areas, etc. or personal items are provided as a convenience to the student but remain the property of the school and are subject to its control and supervision. Students have no reasonable expectation of privacy and the aforementioned may be inspected at any time with or without reason, with or without notice, by school personnel. Personal searches may be conducted by a district/school official when*



# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OVERVIEW - CONTINUED GUIDING PRINCIPLES FOR BEHAVIOR MANAGEMENT - CONTINUED

*there is reasonable suspicion that a particular student is in possession of contraband, materials or items, which present an immediate danger of physical harm or illness. The searches will be conducted out of the presence of other students and in a private room. Searches of the student shall be limited to: (1) Searches of the pockets, shoes and socks of the student, jackets, etc.; (2) Any object in the student's possession such as a purse, backpack or briefcase; (3) School and district officials are authorized to conduct a search when on school grounds, in a vehicle owned including, not limited to, drugs, drug paraphernalia, alcoholic beverages, any material or item which presents an imminent danger of physical harm or illness, and/or any materials otherwise not properly in the possession of the student involved. When the owner of the automobile is other than the person in possession of the automobile, the owner will be notified that a search has taken place.*

*Contraband materials as identified in the introduction above may be seized when found in the course of a search. Any such items seized may be: (1) Returned to the parent/guardian of the student from whom the items were seized; (2) Offered as evidence in any suspension or expulsion proceeding if they are tagged for identification at the time seized; (3) Turned over to law enforcement officers; or (4) Destroyed."*

11. **Search Warrants (Secondary):** *"If a search warrant is served, school officials shall not interfere with searches by law enforcement officers who have duly processed the warrant. Every reasonable effort should be made to cooperate with law enforcement officers."*
12. **Arrests (Secondary):** *"When a peace officer enters a campus with a warrant or subpoena or expresses intent to take a student into custody, office staff shall request the officer provide proper identification and complete/sign a form. The school staff shall cooperate with the officer in locating the student within the school. School officials may respond to parental inquiries about the arrest or may, if necessary, explain the relinquishment of custody by the school and the location of the student if known, upon contact by the parent/guardian."*

- C. **Assess the case facts.** Before deciding on a goal for behavior management, the following aggravating and mitigating case facts should be considered (see [Appendix D](#)):

AGGRAVATING FACTORS		
#	CATEGORY	CRITERION
1	Nature of incident	The misconduct may represent a violation of Governing Board policy, civil law, or criminal law.
		The misconduct threatened the safety, health, or welfare of the student, staff, others, or the interests of the school or district.
		The misconduct created disruption, strained relationships, promoted mistrust, fostered conflict, reduced perceptions of support, isolated others, or degraded facilities.
		The misconduct was premeditated or committed maliciously, intentionally, for gain, or on more than one occasion.
2	Advance notice	Both the student and his or her parent(s) or guardian(s) agreed to abide by the Student Code of Conduct prior to the incident.
3	Disciplinary record	Behavior management was initiated with the student for <u>this form of misconduct</u> in the past.
		Behavior management was initiated with the student for a <u>different form of misconduct</u> in the past.
4	Community perception	The misconduct is likely to adversely impact perceptions within the community about campus safety within the school or district.
		The misconduct is likely to adversely impact perceptions within the community about school climate within the school or district.
5	Future impact	The misconduct is likely to have a future impact on the academic performance of student involved or others.
		The misconduct is likely to have a future impact on the work performance of staff.
		The misconduct is likely to have a future impact on non-instructional programs or activities.

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OVERVIEW - CONTINUED GUIDING PRINCIPLES FOR BEHAVIOR MANAGEMENT - CONTINUED

MITIGATING FACTORS		
#	CATEGORY	CRITERION
6	Academic record	A history of current or past academic failure exists for the student.
7	Psychosocial record	Unusual personal problems (e.g., physical illness/injury), family issues (e.g., death of relative/divorce/move/financial crisis), or similar stressors preceded the misconduct.
		Interpersonal issues (e.g., "personality conflict", real or perceived harassment, bad faith, malice, or provocation from others) were involved in the misconduct.
		An internal (e.g., toxins or medications) or external (e.g., from another child or group) stimulus played a role in the misconduct.
8	Developmental record	The student is covered under an IEP/Section 504/ADA plan and the incident was determined to be non-exempt, related misconduct.
		Based on his or her age or other factors, the student lacked the foresight or comprehension needed to avoid the misconduct.
		The student appears to operate from a developmentally-inappropriate level of moral development.
9	Past response	Early or late social maturation played a role in the misconduct.
		Behavioral interventions have worked well with <u>this student</u> in the past for <u>other forms of misconduct</u> .
		Behavioral consequences have worked poorly with <u>this student</u> in the past for <u>other forms of misconduct</u> .
10	Strategic prognosis	In the past, efforts to achieve behavior modification for <u>this form of misconduct</u> have been <u>largely successful</u> with <u>other students</u> .
		In the past, efforts to achieve behavioral suppression for <u>this form of misconduct</u> have been <u>largely unsuccessful</u> with <u>other students</u> .

- D. **Selecting or recommending a specific behavior management option.** Each SCOC violation is classified into one of four "tracks" based on its severity relative to all other SCOC violations (Class I misconduct, Class II misconduct, Class III misconduct and Class IV misconduct). Incidents within the same classification are processed along the same track from a progressive behavior management standpoint when applicable, and the district-approved range of permitted actions is provided for each violation-interval pairing within the SCOC.

Before selecting or recommending a behavior management option, a goal and strategy for the action must be determined. District-approved goals and strategies for behavior management include the following, and each of these goal-strategy pairings contains one or more behavior management options:

BEHAVIOR MANAGEMENT STRATEGY OVERVIEW		
GOAL	STRATEGY	OPTION GROUP
Behavior Modification (POSITIVE)	Intervention	<a href="#">Primary interventions</a> (Setting level)
		<a href="#">Secondary interventions</a> (Group level)
		<a href="#">Tertiary interventions</a> (Individual level)
Behavior Suppression (TRADITIONAL)	Consequence	<a href="#">Disciplinary consequences</a> (Informal action requiring no due process)
		<a href="#">Disciplinary consequences</a> (Formal action requiring limited due process) <sup>1</sup>
		<a href="#">Disciplinary consequences</a> (Formal action requiring full due process) <sup>2</sup>

<sup>1</sup>For the purpose of the SCOC, "limited due process" means notice and conference provisions only.

<sup>2</sup>For the purpose of the SCOC, "full due process" means notice, hearing and appeal provisions.

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OVERVIEW - CONTINUED GUIDING PRINCIPLES FOR BEHAVIOR MANAGEMENT - CONTINUED

**Related disclosure(s):** The following management-related disclosure(s) shall be maintained in SCUSD student handbook(s):

1. **Positive Behavior Support School (Elementary):** *“Rice Elementary School is a Positive Behavior Support School (PBS). Our staff believes in emphasizing the positive in all measures of student growth and we strive as a school to foster positive behavior and academic effort. However, if a student chooses to not follow the expected norms, procedures, and school rules, appropriate consequences will be given. Chronic or habitual discipline will result in progressive consequences up to and including recommendation for expulsion.”*
  
- E. **Consider the need for progressive action.** It should be noted that a single occurrence of some actions and behaviors may be as grave as to warrant immediate formal action up to and including expulsion; however, repetitive misconduct of a lesser nature may require progressively more intensive interventions or consequences [SCUSD JK-R]. As a general rule, lesser SCOC violations should be managed with the broadest possible range of reasonable behavior management options; similarly, cases of chronic misconduct should be managed using progressively narrower ranges of more intensive or severe behavioral interventions and/or consequences. As a result, the district’s progressive behavior management guidelines chart a common course of possible actions from the initial presentation of a behavior management case forward. Because they reflect the district’s behavior management philosophy, these guidelines (1) Recommend behavioral interventions in the “positive mode” where indicated [SCUSD JK-R]; (2) Recommend behavioral consequences in the “traditional mode” either when misconduct has proven resistant to positive approaches or where such strategies would otherwise be unreasonable or inappropriate; and (3) Identify expected transition points between the behavior management in the “positive mode” and in the “traditional mode” where applicable.
  
- F. **Proceed with action.** The management option should be selected or recommended within the authority of the teacher, staff member or administrator. If a student withdraws from school after receiving notice of possible action concerning discipline, expulsion or suspension, the Governing Board may continue with the action after the withdrawal and may record the results of such action in the student’s permanent file [ARS §15-843 (E); SCUSD JFC, JR et seq. and JRCA et seq.].

**AZ SAFE alignment(s) (Mandatory ADE reporting indicated by \*):**

1. **AZ SAFE: Actions Completed in One Day (Withdrawal from School).** Student withdraws from school prior to action being imposed or completed.

**Related disclosure(s):** The following management-related disclosure(s) shall be maintained in SCUSD student handbook(s):

1. **Disciplinary Action (Elementary):** *“Since students spend a majority of their time in classroom environments where behavior must conform to high standards, most discipline matters are managed in the classroom. Some student behavior is managed by the front office through an office referral that may result in consequences based on the severity of the infraction. Parent/Guardian involvement is critical to the creation of safe and orderly environments. Parent/Guardian notification is desired at all levels of consequences, but it is required whenever there is the possibility that a student might be removed from the regular school environment.”*
2. **Discipline (Secondary):** *“Discipline is administered by the principal/designee, the faculty and the staff.”*

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OVERVIEW - CONTINUED GUIDING PRINCIPLES FOR BEHAVIOR MANAGEMENT - CONTINUED

- 3. Right to Due Process (Secondary):** *“All students have the right to due process in all matters of discipline. Due process procedures specific to suspensions and expulsions are set forth herein. Students in the district have certain rights. They also have the responsibility to respect the rights and property of others. If a student fails to do this, disciplinary action will follow. In disciplinary cases, each student is entitled to due process. This means students: (1) Must be informed of accusations against them; (2) Must have the opportunity to accept or deny the accusations; (3) Must have explained to them the factual basis for the accusations; (4) Must have a chance to present an alternative factual position if the accusation is denied; (5) All discipline referrals submitted to the school administration/designee will begin with a conference with the student. If a student requests to have a parent/guardian contacted, the school will make reasonable efforts to contact the parent/guardian. In the case of suspensions/expulsions, parents will be notified of consequences by a personal phone call accompanied by a written referral form. If attempts to notify parents by telephone are unsuccessful; parents will be notified by written referral form only. Parent involvement is an important part of the discipline at all levels; and (6) The extent of the due process required will depend upon the severity of the infraction and the related consequence. Campus administrators may use their on-campus reassignment program as a disciplinary action in lieu of off-campus suspension for designated infractions.”*

- G. Document behavior management.** It is important that accurate documentation is generated and retained before, during and after any behavioral intervention or consequence to protect the interests of the student, his or her parent(s)/guardian(s) where applicable, and the interests of the district [ARS §1-601 et seq., §15-272, §15-113, §38-424, §39-101 et seq.; SCUSD EHB et seq., GBEA, JA, JI et seq., JIA, JK, JK-EA and JR et seq. and KB et seq.].

**Related disclosure(s):** The following management-related disclosure(s) shall be maintained in SCUSD student handbook(s):

- 1. Student Disciplinary Record-Keeping (Secondary):** *“Each principal or designee shall keep and retain complete records of student disciplinary actions and procedures. Records regarding student disciplinary actions shall be retained for at least two years after graduation or withdrawal. The kinds of disciplinary actions for which an accounting shall be kept shall include, but not limited to, suspension, placement in special classes and referrals of cases to police and juvenile authorities. The accounting for students subject to disciplinary action shall contain an entry of: (1) Student’s full name; (2) Time, place and date of the offense or offenses, behavior observed; (3) Specific measures taken by person(s) reporting the offense to effect an adjustment, including the specialized help secured before referral (e.g., conferences with a parent or guardian, principal, or other school personnel); (4) Final disposition of the case; (5) Name of person(s) imposing the action or actions; and (6) Statement of clarification by student or parent(s)/legal guardian(s) if either wishes.”*

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS *CLASS I MISCONDUCT*

The SCOC is not intended to address every possible type of student misconduct, and parents/guardians and students must not conclude that action should not, or cannot, be taken by administrators, teachers or other staff to address actions or behaviors not specifically mentioned therein. Many of the incidents that constitute SCOC violations combine several forms of related misconduct into one overarching statement of similar actions or behaviors which represent an unwillingness or refusal of the student involved to meet one or more of the expectations for student behavior in effect at the district, building or setting levels.

The following SCOC violations represent relatively minor actions or behaviors prohibited by district policy that rarely, if ever, have the potential to result in consequences for the student outside of the district:

### **DISTURBANCE OF SETTING**

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Disruption (Secondary):** *“Disruption is creating disturbances in class, on campus or at school-sponsored events. Continual or repeated disruptions may warrant more severe actions.”*

**Examples:** Examples include, but are not limited to, the following:

- Any violation of setting-specific rules or behavioral expectations (e.g., within the classroom) which has proven unresponsive to behavior management at the setting level, such as:
  - Neglecting to bring supplies to class.
  - Failing to participate in “sponge” activities or “bell work”.
  - Talking at inappropriate times during a lesson or activity.
  - “Fidgeting” with another student’s belongings, drawing on a desk or making distracting noises.
  - Non-defiant failure to respond to reasonable directions.
  - Other “off-task” disruptions (e.g., chatting with neighbors; being out of seat; calling out to others without permission).

Related alignments include, but may not be limited to, the following:

<b><u>Federal alignment(s):</u></b>	NONE
<b><u>State alignment(s):</u></b>	ARS §15-341 (A)(1); §15-341 (A)(12); §15-521; §15-841 (A); §15-841 (B)
<b><u>AZ SAFE alignment(s):</u></b>	<b>Disruption; Negative Group Affiliation</b>
<b><u>District policy alignment(s):</u></b>	SCUSD GBEB; GCMF; GCK; GCO et seq.; GDJ; IIB et seq.; IJNA; IMH et seq.; JA; JI et seq.; JIC; JK et seq.; JLI; JLIA
<b><u>Handbook alignment(s):</u></b>	Elementary: Disruption to Classroom Secondary: Disruption

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	NO	NO	NO
AZ SAFE	NO	NO	NO

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED *CLASS I MISCONDUCT- CONTINUED*

### DISTURBANCE OF SETTING- CONTINUED

#### Commentary:

1. **AZ SAFE: Disruption.** Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; or sustained out-of-seat behavior (SWIS™).
2. **AZ SAFE: Negative Group Affiliation.** Specific attitudes and actions of a student affiliated with a negative group typically include most of the following: May or may not have a recognized leader; Do most things together, especially socially; Stick together on issues; Act bored, disinterested, or imposed upon by teacher ideas, suggestions, or requirements; Involve themselves in each other's problems; therefore, perpetuate each other's problems; Claim loyalty and righteousness if reprimanded. All the interference they cause is in the name of friendship; Likely to confront authority as a group when one member has been disciplined; Usually uncooperative, and possibly hostile; As a group, likely to be either very good or very poor students; Conduct themselves as though no other individuals exist in the school, including other students; Not objective. They turn-off to everything, sometimes without even knowing what they are doing (Paraphrased from *Discipline Help: You Can Handle Them All*).

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. **None.**

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS I MISCONDUCT- CONTINUED

### DISTURBANCE OF SETTING- CONTINUED

BEHAVIOR MANAGEMENT OPTIONS																			
SCOC VIOLATION		GRADE BLOCK																	
Disturbance of Setting		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>	✓	✓	✓	✓			✓	✓	✓	✓			✓	✓	✓			
	<a href="#">"TIME-OUT"</a>	✓	✓					✓	✓										
	<a href="#">REPRIMAND</a>	✓						✓						✓					
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>		✓	✓	✓				✓	✓	✓								
	<a href="#">MEDIATION</a>		✓						✓					✓	✓	✓			
	<a href="#">REMOVAL FROM SETTING</a>		✓						✓										
	<a href="#">AT-RISK GROUP</a>																✓		
	<a href="#">ALTERNATIVE TO SUSPENSION</a>																✓		
	<a href="#">ALTERNATIVE EDUCATION</a>																		
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCAION OF PRIVILEGE</a>	✓			✓			✓			✓								
	<a href="#">PROPERTY CONFISCATION</a>		✓						✓										
	<a href="#">RESTITUTION</a>	✓						✓											
	<a href="#">DETENTION</a>	✓		✓				✓		✓									
	<a href="#">SERVICE PENALTY</a>	✓						✓											
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>													✓					
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>			✓	✓					✓	✓			✓	✓	✓			
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>															✓			
<a href="#">EXPULSION</a>																			

**Powerschool coding:**

**None.**

**ADMINISTRATIVE GUIDELINES:  
STUDENT CODE OF CONDUCT**



**STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED  
*CLASS I MISCONDUCT- CONTINUED***

**DISTURBANCE OF SETTING- CONTINUED**

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS I MISCONDUCT– CONTINUED

### EXCESSIVE TARDINESS OR EARLY DISMISSALS

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Tardy (Secondary):** “Tardy is failure to be at a designated location at a specified time.”

**Examples:** Examples include, but are not limited to, the following:

- Any lack of punctuality to or premature departure from school, class, or a school-sponsored activity without reasonable cause such as:
  - Arrival at school past the last bell before the first class or first period.
  - Slow transition between classes or periods.
  - Frequent pickups for off-campus appointments during school hours by a parent/guardian.

Related alignments include, but may not be limited to, the following:

**Federal alignment(s):** NONE

**State alignment(s):** ARS §1-301 et seq.; §15-102 (A)(7)(l); §15-102 (A)(7)(n); §15-203 (A)(12) and (13); §15-341 (A)(1); §15-341 (A)(12); §15-341.01; §15-346; §15-521; §15-761 et seq.; §15-801 et seq.; §15-841 (A); §15-841 (B); §15-854 et seq.; §15-861; §15-881; §15-901

**AZ SAFE alignment(s):** Tardy

**District policy alignment(s):** SCUSD EBDC; EBCD-R; GCMF; GCK; GCO et seq.; GDJ; IC; ID; JE et seq.; JEA et seq.; JH et seq.; JHB, JHCB; JHD et seq.; JI et seq.; JIC; JK et seq.

**Handbook alignment(s):** Elementary: Tardiness  
Secondary: Tardy

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	NO	NO	NO
AZ SAFE	NO	NO	NO

**Commentary:**

1. **AZ SAFE: Tardy.** Arriving at school or class after the scheduled start time.

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. **Parent Responsibilities-Tardiness (Elementary):** “Prompt Arrival at school is expected of all students. Late arrival disrupts class and causes loss of learning time. Students who arrive after 8:15 AM are considered tardy and will check in at the front office before going to class. After 8:15 AM, parents will be expected to bring their child into the school building and sign them in. Three unexcused tardies in one grading period will result in an absence and will be used to calculate perfect attendance. When calculating perfect attendance, three unexcused tardies in one quarter will equal one absence [ARS 15-901].”

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS I MISCONDUCT- CONTINUED

### EXCESSIVE TARDINESS OR EARLY DISMISSALS – CONTINUED

2. **Tardy Procedure (Secondary):** “A student arriving in the classroom after the academic day begins presents a significant distraction to the educational process. (1) A tardy for attendance purposes is defined as any student who is not inside the classroom when the tardy bell stops ringing. (2) Students carrying a pass from a school staff member are classified as tardy excused, and will be sent to class. (3) Students who are unexcused tardy will be sent to SWEEP. Students in SWEEP will be provided with academic activities (skills and intervention etc.) until the beginning of the next period.”

		BEHAVIOR MANAGEMENT OPTIONS																	
SCOC VIOLATION		GRADE BLOCK																	
Excessive Tardiness or Early Dismissal		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>	✓	✓	✓				✓	✓	✓				✓	✓	✓			
	<a href="#">"TIME-OUT"</a>	✓	✓					✓	✓										
	<a href="#">REPRIMAND</a>	✓						✓											
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>		✓	✓					✓	✓									
	<a href="#">MEDIATION</a>		✓						✓					✓	✓	✓			
	<a href="#">REMOVAL FROM SETTING</a>		✓						✓										
	<a href="#">AT-RISK GROUP</a>																✓		
	<a href="#">ALTERNATIVE TO SUSPENSION</a>																		
	<a href="#">ALTERNATIVE EDUCATION</a>																		
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCAION OF PRIVILEGE</a>	✓						✓											
	<a href="#">PROPERTY CONFISCATION</a>		✓						✓										
	<a href="#">RESTITUTION</a>	✓						✓											
	<a href="#">DETENTION</a>	✓		✓				✓	✓					✓	✓	✓			
	<a href="#">SERVICE PENALTY</a>																		
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>																✓		
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>			✓						✓							✓		
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>																		
<a href="#">EXPULSION</a>																			

**Powerschool coding:**

**None.**

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS I MISCONDUCT– CONTINUED

### DRESS POLICY VIOLATION

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Dress Policy Violation:** *“Dress Policy Violation can be defined as the wearing of clothing, accessories, jewelry, or other adornments on campus or at school-sponsored events that can reasonably be considered as either substantially unsafe or disruptive.”*

**Examples:** Examples include, but are not limited to, the following:

- Items associated with illegal or prohibited organizations, including any type of dress that references, demonstrates support for, symbolizes, or suggests affiliation with gangs or other similar organizations (e.g., “colors”, bandanas, flags, hair nets, jewelry, or clothing worn in a manner with a particular meaning).
- Items that reference activity that is either illegal outright or prohibited for minors, including any type of dress that promotes the use of controlled substances, drugs, alcohol, or tobacco or other criminal activity.
- Items that display messages considered offensive by community standards, including any type of dress that contains violent, sexual, or offensive language (e.g., phrases, slogans, pictures, diagrams, drawings, or symbols).
- Items that display messages of bias, including any type of dress that contains language which advocates or demonstrates approval of discrimination on the basis of ethnic background, color, race, national origin, religious belief, sexual orientation, or disability.
- Items that are overly revealing by nature, including any type of dress that is likely to expose parts of the body with movement (e.g., low-cut or “cut-out” blouses, halter tops, tank tops, “spaghetti strapped” tops, short skirts or those with high splits and shorts cut to the hip), those that accentuate or overtly expose body contours or regions of the body (e.g., tube tops and “bare midriff” tops), and those that are tailored from transparent materials (e.g., see through or netted garments) or improperly maintained.
- Items that may conceal the condition or identity of the student, including the use of outerwear within a building or classroom (e.g., hats, coats or sunglasses without the prescription of a doctor on file at the school).

Related alignments include, but may not be limited to, the following:

<b>Federal alignment(s):</b>	NONE
<b>State alignment(s):</b>	ARS §15-110; §15-341 (A)(1); §15-341 (A)(12); §15-342 (22); §15-521; §15-841 (A); §15-841 (B); §15-2321
<b>AZ SAFE alignment(s):</b>	<b>Dress Code Violation</b>
<b>District policy alignment(s):</b>	SCUSD EB; GBGB-R; GCMF; GCK; GCO et seq.; GDJ; IJNA; JI et seq.; JIC; JICA et seq.; JICF et seq.; JK et seq.; JLI; JLIA
<b>Handbook alignment(s):</b>	Elementary: Disruptive Clothing/Appearance Secondary: Dress Code Violation; Gang Activity

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	NO	NO	NO
AZ SAFE	NO	NO	NO

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS I MISCONDUCT– CONTINUED

### DRESS POLICY VIOLATION - CONTINUED

#### Commentary:

1. **AZ SAFE: Dress Code Violation.** Student wears clothing that does not fit within the dress code guidelines stated by school or district policy (SWIS™).

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. **Dress Code/Violations (Elementary):** *“Rice Elementary School understands that student dress and grooming is a matter of personal choice and current fashion styles. We also realize there is a relationship between student dress and such things as school pride, self-esteem, and the safety and general welfare of the students and staff in an academic environment. The Intermediate dress code is consistent with the maintenance of good personal hygiene. There is an expectation that each student’s attire and grooming should help to promote a positive, safe and healthy environment. Parental supervision of the purchase of school clothing is essential. Do not purchase or allow your child to wear inappropriate clothing to school. Items found to be inappropriate will need to be corrected immediately. The following dress code is in compliance with the Arizona Revised Statutes which will be enforced at all times: (1) Students can wear diverse clothing that does not bare midriffs, halter tops, tube tops, strapless and low-cut tops, fishnet, and see-through clothing are not appropriate school dress. (2) Tank tops should have well fitted armholes and not gap or hang loosely. (3) Straps on dresses and tank tops must be one or more inches in width for all grade levels. (4) Shorts and skirts may not be shorter than mid-thigh as measured by the bottom of the middle finger with the arm extended straight down the side of the leg. (5) Shorts and pants should fit securely around the waist. No “sagging” is allowed where underwear shows. Chains or cords dangling from pants or skirts are not allowed. For safety reasons, pant legs should not drag on the ground. (6) Students will be required to remove sunglasses, hats, caps and hoods while inside the buildings. (7) Proper footwear must be worn for health and safety reasons. They must fit well and laces should be tied. Shoes with wheels are not allowed. (8) Printed shirts that advertise illegal substances for minors or have inappropriate language and/or pictures printed on them are not allowed. Gang related clothing which include bandanas and heavy jewelry are not allowed. (9) Jewelry, pins or necklaces should not be too large, unsafe or offensive. Boys and girls are encouraged not to wear jewelry for safety reasons. The school is not responsible for lost or stolen jewelry. (10) All school personnel have the right and responsibility to enforce all school rules, including dress code guidelines [SCUSD JICA-R]. (11) Students inappropriately dressed for school will be asked to phone their parent/guardian to bring a change of clothes to school or alternate clothing will be provided. (12) The school is not responsible for lost or stolen clothing. If any unusual situation relative to dress or grooming arises which is not specifically covered in this dress code, the school administrator shall have the authority to rule on the appropriateness of the attire.”*
2. **Student Dress Code (Secondary):** *“Any attire that detracts from the learning environment is not acceptable. Students should dress in a manner that, in addition to the following guidelines, takes into consideration the educational environment, safety, health and welfare of self and others. Shirts and tops may not expose bare midriffs, bare shoulders, nor be deeply or narrowly cut in the front, back or under the arms. Halter tops, spaghetti straps and strapless tops are not acceptable. Clothing that exposes undergarments will not be tolerated on males or females. Clothing must cover the entire buttocks. See-through and torn or ripped clothing is not acceptable. In the interest of safety, shoes must be worn at all times. Closed shoes are to be worn if it presents a safety hazard to self or others. Bare feet are never acceptable. In the interest of safety, shoes must be worn at all times. Closed shoes*

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS I MISCONDUCT- CONTINUED

### DRESS POLICY VIOLATION - CONTINUED

are to be worn for any type of physical activity, such as physical education, cheer practice, weight lifting, etc. Jewelry or ornamentation shall not be worn if it presents a safety hazard to self and/or others. Defamatory writing, obscene language or symbols, or symbols of drugs, sex or alcohol on clothing or jewelry are expressly prohibited. Tattoos displaying defamatory writing, obscene language or symbols, or symbols of drugs, sex or alcohol must be covered. Student dress must reflect the correct length, appropriate coverage and appropriate fit of uniform components. In addition, inappropriate use of colors or styles to promote gang-like activities is prohibited.”

BEHAVIOR MANAGEMENT OPTIONS																			
SCOC VIOLATION		GRADE BLOCK																	
Dress Policy Violation		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>	✓	✓	✓	✓			✓	✓					✓					
	<a href="#">"TIME-OUT"</a>	✓	✓					✓	✓										
	<a href="#">REPRIMAND</a>	✓						✓						✓	✓				
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>		✓	✓	✓				✓	✓	✓								
	<a href="#">MEDIATION</a>		✓						✓					✓	✓	✓			
	<a href="#">REMOVAL FROM SETTING</a>		✓						✓										
	<a href="#">AT-RISK GROUP</a>																✓		
	<a href="#">ALTERNATIVE TO SUSPENSION</a>																		
	<a href="#">ALTERNATIVE EDUCATION</a>																		
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCAION OF PRIVILEGE</a>	✓			✓			✓			✓								
	<a href="#">PROPERTY CONFISCATION</a>		✓						✓					✓	✓				
	<a href="#">RESTITUTION</a>	✓						✓											
	<a href="#">DETENTION</a>	✓		✓				✓	✓										
	<a href="#">SERVICE PENALTY</a>																		
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>												✓	✓					
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>			✓	✓				✓	✓				✓	✓				
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>																		
<a href="#">EXPULSION</a>																			

**Powerschool coding:**

**None.**

**ADMINISTRATIVE GUIDELINES:  
STUDENT CODE OF CONDUCT**



**STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED  
*CLASS I MISCONDUCT- CONTINUED***

**DRESS POLICY VIOLATION - CONTINUED**

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS I MISCONDUCT– CONTINUED

### NUISANCE DEVICE OR CONTRABAND

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Electronic Devices (Secondary):** *“Electronic Devices are cell phones, pagers, hand-held computers, media players or other electronic items. These items may not interfere with the learning, safety or well-being of others.”*
- **Contraband:** *“Contraband is any personal item prohibited under district, building or setting level rules that has the potential to disrupt the learning environment.”*

**Examples:** Examples include, but are not limited to, the following:

- Mobile phones with or without cameras, web-enabled features such as instant messaging (IM), or text messaging capability.
- Wireless devices (e.g., Bluetooth® and other headsets).
- Personal Desktop Assistants or PDAs (e.g., iPhones® or BlackBerrys®).
- Pagers and short range two-way radios (e.g., “walkie-talkies”).
- Cameras (e.g., 35mm cameras, box cameras, or digital cameras).
- Electronic devices (e.g., “Gameboys®” and PSPs).
- Mobile consumer electronics (e.g., CD players, radios, headphones and iPods®).
- Toys of all kinds.
- Laser pointers.
- Personal items of considerable monetary or sentimental value.

Related alignments include, but may not be limited to, the following:

<b>Federal alignment(s):</b>	NONE
<b>State alignment(s):</b>	ARS §15-341 (A)(1); §15-341 (A)(12); §15-521; §15-841 (A); §15-841 (B)
<b>AZ SAFE alignment(s):</b>	<b>Contraband</b>
<b>District policy alignment(s):</b>	SCUSD EB; ECAD; GCMF; GCK; GCO et seq.; GDJ; IJNA; IMH et seq.; JI et seq.; JIC; JK et seq.; JLI; JLIA
<b>Handbook alignment(s):</b>	Elementary: None Secondary: Electronic Device

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	NO	NO	NO
AZ SAFE	NO	NO	NO

**Commentary:**

1. **AZ SAFE: Contraband.** Items stated in school policy as prohibited because they may disrupt the learning environment.

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED *CLASS I MISCONDUCT- CONTINUED*

### NUISANCE DEVICE OR CONTRABAND - CONTINUED

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. **Personal Property (Elementary):** *“Rice Elementary School will not assume responsibility for the loss of, or damage to, personal property stored, installed, or used on school premises. Therefore, students are encouraged not to bring the following items to school: large amounts of money, make-up and toiletries, CD or DVD players, MP3 players, cell phones, electronic games, permanent markers, balloons, or any item of great monetary value. Locks are mandated for students who ride their bikes to school [SCUSD ECAD]. Confiscated items will only be released to parents following a conference with the teacher.”*
2. **Electronic Devices (Secondary):** *“If a student and his/her parent/guardian decide it is important for the student to bring a cell phone or other electronic devices to school, please remember: (1) If they are on and make noise, vibrate or otherwise call attention to themselves, the device is creating a disruption; (2) These items must be in the off position and not displayed for use during the entire school day. Misuse of electronic devices may result in consequences beyond the confiscation of devices; (3) The district is not responsible for loss/and or theft of any of these devices; and (4) Disciplinary consequences will be assigned to any student who is in violation in any way related to the devices.”*



# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS I MISCONDUCT- CONTINUED

### NUISANCE DEVICE OR CONTRABAND - CONTINUED

BEHAVIOR MANAGEMENT OPTIONS																			
SCOC VIOLATION		GRADE BLOCK																	
Nuisance Device or Contraband		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>	✓	✓	✓	✓			✓	✓	✓	✓			✓	✓				
	<a href="#">"TIME-OUT"</a>	✓	✓					✓	✓										
	<a href="#">REPRIMAND</a>	✓						✓											
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>		✓	✓	✓				✓	✓	✓								
	<a href="#">MEDIATION</a>		✓						✓					✓	✓	✓			
	<a href="#">REMOVAL FROM SETTING</a>		✓						✓										
	<a href="#">AT-RISK GROUP</a>															✓			
	<a href="#">ALTERNATIVE TO SUSPENSION</a>																		
	<a href="#">ALTERNATIVE EDUCATION</a>																		
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCAION OF PRIVILEGE</a>	✓			✓			✓			✓								
	<a href="#">PROPERTY CONFISCATION</a>		✓						✓					✓	✓	✓			
	<a href="#">RESTITUTION</a>	✓						✓											
	<a href="#">DETENTION</a>	✓		✓				✓		✓					✓				
	<a href="#">SERVICE PENALTY</a>																		
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>																		
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>			✓	✓					✓	✓					✓			
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>																		
	<a href="#">EXPULSION</a>																		

**Powerschool coding:**

**None.**

**ADMINISTRATIVE GUIDELINES:  
STUDENT CODE OF CONDUCT**



**STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED  
*CLASS I MISCONDUCT- CONTINUED***

**NUISANCE DEVICE OR CONTRABAND - CONTINUED**

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS I MISCONDUCT– CONTINUED

### PUBLIC DISPLAY OF AFFECTION

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Public Display of Affection (Secondary):** *“Public Display of Affection is kissing, hugging, fondling or touching in public that is beyond casual contact and which creates, or has the potential to create, a disturbance.”*

**Examples:** Examples include, but are not limited to, the following:

- Engaging in consensual non-verbal conduct of an intimate nature that disrupts the learning environment in view of one or more bystander(s) (e.g., sitting on the lap of another student, massaging another student or kissing another student).
- Touching another student in a suggestive manner (e.g., “grinding” and “freaking” while dancing).

Related alignments include, but may not be limited to, the following:

**Federal alignment(s):** NONE

**State alignment(s):** ARS §15-341 (A)(1); §15-341 (A)(12); §15-342.02; §15-521; §15-712.01; §15-841 (A); §15-841 (B)

**AZ SAFE alignment(s):** **Public Display of Affection**

**District policy alignment(s):** SCUSD EB; GCMF; GCK; GCO et seq.; GDJ; IHAMB et seq.; IJNA; JI et seq.; JIC; JICL et seq.; JK et seq.; JLI; JLIA

**Handbook alignment(s):** Elementary: None  
Secondary: Public Display of Affection

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	NO	NO	NO
AZ SAFE	NO	NO	NO

**Commentary:**

1. **AZ SAFE: Public Display of Affection.** Holding hands, kissing, sexual touching, or other displays of affection in violation of school policy.

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. **None.**

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS I MISCONDUCT- CONTINUED

### PUBLIC DISPLAY OF AFFECTION - CONTINUED

BEHAVIOR MANAGEMENT OPTIONS																			
SCOC VIOLATION		GRADE BLOCK																	
Public Display of Affection		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>	✓	✓	✓	✓			✓	✓	✓	✓			✓	✓				
	<a href="#">"TIME-OUT"</a>	✓	✓					✓	✓										
	<a href="#">REPRIMAND</a>	✓						✓						✓					
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>		✓	✓	✓				✓	✓	✓								
	<a href="#">MEDIATION</a>		✓						✓					✓	✓	✓			
	<a href="#">REMOVAL FROM SETTING</a>		✓						✓										
	<a href="#">AT-RISK GROUP</a>															✓			
	<a href="#">ALTERNATIVE TO SUSPENSION</a>																		
	<a href="#">ALTERNATIVE EDUCATION</a>																		
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCATION OF PRIVILEGE</a>	✓			✓			✓			✓								
	<a href="#">PROPERTY CONFISCATION</a>		✓						✓										
	<a href="#">RESTITUTION</a>	✓						✓											
	<a href="#">DETENTION</a>	✓		✓				✓		✓									
	<a href="#">SERVICE PENALTY</a>																		
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>													✓					
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>			✓	✓					✓	✓			✓	✓	✓			
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>																		
	<a href="#">EXPULSION</a>																		

**Powerschool coding:**

**None.**

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS I MISCONDUCT– CONTINUED

### OTHER CLASS I MISCONDUCT

**Definition:** *Other Class I Misconduct* is defined as any incident that involves the failure of a student to adhere to a school or district rule or procedure that rarely, if ever, has the potential to result in consequences for the student outside of the district.

**Examples:** Examples of *Other Class I Misconduct* include, but are not limited to, the following: 1). Any action or behavior substantially similar to those in this class None elsewhere.

Related alignments include, but may not be limited to, the following:

**Federal alignment(s):** NONE

**State alignment(s):** Includes ARS §15-341 (A)(1), §15-341 (A)(12), §15-521, §15-841 (A), §15-841 (B) and all state level Class I violations not otherwise specified

**AZ SAFE alignment(s):** VARIABLE

**District policy alignment(s):** Includes SCUSD GCMF, GCK, GCO et seq., GDJ, IJNA, JI et seq., JIC, JK et seq., JLI; JLIA and all district level Class I violations not otherwise specified

**Handbook alignment(s):** Elementary: None  
Secondary: None

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	NO	NO	NO
AZ SAFE	NO	NO	NO

**Commentary:**

1. None.

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. None.

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS I MISCONDUCT- CONTINUED

### OTHER CLASS I MISCONDUCT - CONTINUED

BEHAVIOR MANAGEMENT OPTIONS																			
SCOC VIOLATION		GRADE BLOCK																	
Other Class I Misconduct		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>																		
	<a href="#">"TIME-OUT"</a>																		
	<a href="#">REPRIMAND</a>																		
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>																		
	<a href="#">MEDIATION</a>																		
	<a href="#">REMOVAL FROM SETTING</a>																		
	<a href="#">AT-RISK GROUP</a>																		
	<a href="#">ALTERNATIVE TO SUSPENSION</a>																		
	<a href="#">ALTERNATIVE EDUCATION</a>																		
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCATION OF PRIVILEGE</a>																		
	<a href="#">PROPERTY CONFISCATION</a>																		
	<a href="#">RESTITUTION</a>																		
	<a href="#">DETENTION</a>																		
	<a href="#">SERVICE PENALTY</a>																		
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>																		
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>																		
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>																		
<a href="#">EXPULSION</a>																			

**Powerschool coding:**

**None.**

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT

The following SCOC violations represent relatively moderate actions or behaviors prohibited by district policy that occasionally have the potential to result in consequences for the student outside of the district:

### INSUBORDINATION

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Disrespect (Secondary):** *“Disrespect is treating district personnel or any others with contempt or rudeness.”*
- **Defiance (Secondary):** *“Defiance is intentionally resisting or disregarding the authority of district personnel. Includes, but is not limited to, the failure to respond to a reasonable request, or the refusal to identify self when requested to do so.”*
- **Insubordination (Secondary):** *“Insubordination is being disobedient, refusing to identify self, or failing to follow the directions of authority of a school, a district staff member or an individual placed in authority by the school or the district, i.e. volunteers.”*

**Examples:** Examples include, but are not limited to, the following:

- Acts of disrespect (e.g., speaking to staff in a combative yet non-abusive manner or communicating with a teacher as if he or she was a peer).
- Acts of disobedience (e.g., failing to follow school or classroom rules, ignoring instructions to remain quiet on a school bus, disregarding a warning to leave an area, refusing to stop aggressive or disruptive behavior).
- Acts of defiance (e.g., refusing to participate in assigned activities, neglecting to report for an after-school detention, failing to report for an on-campus suspension, disregarding a call slip from an office).
- Acts of insubordination (e.g., any verbal or physical conduct that constitutes non-compliance with the reasonable requests, instructions, directions, or orders of teachers, other staff members or administrators).

Related alignments include, but may not be limited to, the following:

<b>Federal alignment(s):</b>	NOT APPLICABLE
<b>State alignment(s):</b>	ARS §15-341 (A)(1); §15-341 (A)(12); §15-521; §15-841 (A); §15-841 (B)
<b>AZ SAFE alignment(s):</b>	<b>Defiance; Disrespect Toward Authority; Non-Compliance</b>
<b>District policy alignment(s):</b>	SCUSD GCMF; GCK; GCO et seq.; GDJ; IGD; JI et seq.; JIC; JK et seq.
<b>Handbook alignment(s):</b>	Elementary: Disrespect Toward Others Secondary: Disrespect/Defiance/Insubordination
<b>Reporting requirement(s):</b>	

TYPE	PK-2	3-6	7-12
LAW	NO	NO	NO
AZ SAFE	NO	NO	NO

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT- CONTINUED

### INSUBORDINATION - CONTINUED

**Commentary:**

1. **AZ SAFE: Defiance, Disrespect Toward Authority and Non-Compliance.** Student engages in refusal to follow directions, talks back, or delivers socially rude interactions (SWIS™).

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. **None.**

BEHAVIOR MANAGEMENT OPTIONS																			
SCOC VIOLATION		GRADE BLOCK																	
Insubordination		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>	✓	✓	✓	✓			✓	✓					✓	✓	✓			
	<a href="#">"TIME-OUT"</a>	✓	✓					✓	✓										
	<a href="#">REPRIMAND</a>	✓						✓						✓					
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>		✓	✓	✓				✓	✓	✓								
	<a href="#">MEDIATION</a>		✓						✓					✓	✓				
	<a href="#">REMOVAL FROM SETTING</a>		✓						✓										
	<a href="#">AT-RISK GROUP</a>														✓				
	<a href="#">ALTERNATIVE TO SUSPENSION</a>															✓			
	<a href="#">ALTERNATIVE EDUCATION</a>																		
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCAION OF PRIVILEGE</a>	✓			✓			✓			✓								
	<a href="#">PROPERTY CONFISCATION</a>		✓						✓										
	<a href="#">RESTITUTION</a>	✓						✓											
	<a href="#">DETENTION</a>	✓		✓				✓	✓										
	<a href="#">SERVICE PENALTY</a>																		
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>													✓					
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>			✓	✓				✓	✓				✓	✓	✓			
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>															✓			
	<a href="#">EXPULSION</a>																		

**Powerschool coding:**

**None.**

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT– CONTINUED

### DISHONESTY

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Cheating or Plagiarism (Secondary):** *“Cheating or Plagiarism is intentionally using information or property of another, without permission of the school, to obtain unfair advantage.”*
- **Forgery or Falsification (Secondary):** *“Forgery or Falsification is the act of falsely or fraudulently marking or altering a document or a verbal, written or electronic communication, or any verbal or written communication that is intentionally false or fraudulent (i.e., dishonesty or lying).”*
- **Refusal to Identify Self (Secondary):** *“Refusal to Identify Self is the refusal of a student to give correct name upon request of school personnel, or the use of another person’s name or identity. Students in grades 9-12 are required to carry school-issued I.D. cards.”*

**Examples:** Examples include, but are not limited to, the following:

- Cheating (e.g., requesting, offering, giving, or receiving prohibited information during an quiz, leaking answers to an assessment to others, or copying the written assignment or homework responses of another student).
- Plagiarism (e.g., presenting the labor, language, structure, or concepts of others as an original work or referencing source materials without proper citation).
- Copyright infringement (e.g., disseminating, distributing, copying, printing, or creating derivatives of the registered intellectual property of others works without prior written authorization of the registrant or designee).
- Non-criminal bribery (e.g., offering money to another student to corroborate an alibi).
- Non-criminal false report (e.g., failing to speak truthfully when questioned by staff or registering a false accusation against a student or a staff member).
- Failure to report (e.g., neglecting to make staff aware of personal knowledge regarding any SCOC violation by another student).
- Forgery (e.g., signing the name of a parent/guardian on a written excuse or progress report, signing a teacher’s name on a sports eligibility report, or changing the expiration time of a hall pass).
- Records falsification (e.g., altering an attendance bubble sheet).
- Records alteration (e.g., modifying official hourly attendance records).
- Records destruction (e.g., accessing a teacher’s computer to delete a grade).
- Any other verbal or non-verbal conduct that conveys a false statement, a misrepresentation, an omission, or a concealment of fact or truth in order to misinform or mislead someone, to divert attention, to bypass established rules or procedures, to secure personal gain, to avoid natural consequences, or to accomplish some other objective.

Related alignments include, but may not be limited to, the following:

**Federal alignment(s):**

Section 504 of the *Rehabilitation Act of 1973*; *Family Education Rights Privacy Act of 1974* [FERPA; 20 USC §1232g; 34 CFR §99 et seq.]; *Individuals with Disabilities Education Act of 1997 and 2004* [IDEA; 20 USC §1400 et seq.; 34 CFR §300.1 et seq.; Public Law 94-142]; *Health Insurance Portability and Accountability Act of 1996* [HIPAA; 45 CFR §160 and §164]; *Healthy, Hunger-Free Kids Act of 2010* [Public Law 111-296]; *Child Nutrition Act of 1966* [42 USC §1771 et seq.]; 20

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT– CONTINUED

### DISHONESTY - CONTINUED

USC §1232f and h (b); 20 USC §6311et seq.; 20 USC §7908; 42 USC §13942; *Children’s Internet Protection Act of 2000* [47 USC §254; FCC Order 03-188]

**State alignment(s):**

ARS §15-109; §15-141 et seq.; §15-341 (A)(1); §15-341 (A)(12); §15-521; §15-841 (A); §15-841 (B)

**AZ SAFE alignment(s):**

**Cheating; Forgery; Lying; Plagiarism**

**District policy alignment(s):**

SCUSD EGAD; GCMF; GCK; GCO et seq.; GDJ; ILB; JI et seq.; JIC; JII et seq.; JK et seq.; JP; JR et seq.; JRE

**Handbook alignment(s):**

Elementary: False Information/Accusation; Cheating; Plagiarism; Forgery  
Secondary: Cheating or Plagiarism; Forgery or Falsification

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	NO	NO	NO
AZ SAFE	NO	NO	NO

**Commentary:**

1. **AZ SAFE: Cheating.** Merriam Webster Dictionary Online: (1) To deprive of something valuable by the use of deceit or fraud. (2) To influence or lead by deceit, trick, or artifice.
2. **AZ SAFE: Forgery.** Merriam Webster Dictionary Online: (1) Falsely and fraudulently making or altering a document.
3. **AZ SAFE: Lying.** Merriam Webster Dictionary Online: (1) To make an untrue statement with intent to deceive. (2) To create a false or misleading impression.
4. **AZ SAFE: Plagiarism.** Merriam Webster Dictionary Online: (1) To steal and pass off the ideas or words of another as one’s own.
5. Some acts may represent violations of civil or criminal law and are addressed elsewhere in the SCOC.

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. **None.**

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT- CONTINUED

### DISHONESTY - CONTINUED

BEHAVIOR MANAGEMENT OPTIONS																			
SCOC VIOLATION		GRADE BLOCK																	
Dishonesty		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓					
	<a href="#">"TIME-OUT"</a>	✓	✓					✓	✓										
	<a href="#">REPRIMAND</a>	✓						✓											
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>		✓	✓	✓	✓			✓	✓	✓	✓							
	<a href="#">MEDIATION</a>		✓						✓					✓	✓				
	<a href="#">REMOVAL FROM SETTING</a>		✓						✓										
	<a href="#">AT-RISK GROUP</a>															✓			
	<a href="#">ALTERNATIVE TO SUSPENSION</a>					✓							✓				✓		
	<a href="#">ALTERNATIVE EDUCATION</a>												✓						
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCAION OF PRIVILEGE</a>	✓			✓			✓				✓							
	<a href="#">PROPERTY CONFISCATION</a>		✓						✓										
	<a href="#">RESTITUTION</a>	✓						✓											
	<a href="#">DETENTION</a>	✓		✓				✓		✓									
	<a href="#">SERVICE PENALTY</a>																		
	<a href="#">ACADEMIC PENALTY</a>												✓	✓	✓				
	<a href="#">ON-CAMPUS SUSPENSION</a>																		
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>			✓	✓					✓	✓		✓	✓	✓				
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>					✓						✓				✓			
<a href="#">EXPULSION</a>																			

**Powerschool coding:**

**None.**

**ADMINISTRATIVE GUIDELINES:  
STUDENT CODE OF CONDUCT**



**STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED  
*CLASS II MISCONDUCT- CONTINUED***

**DISHONESTY - CONTINUED**

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT– CONTINUED

### NON-CONTROLLED SUBSTANCE

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Non-Controlled Substance:** “*Non-Controlled Substance* is the possession, use, distribution or sale of either any medication not regulated by the United States Drug Enforcement Agency (DEA) or over-the-counter (OTC) product in a manner inconsistent with established procedure without prior written authorization from the district.”

**Examples:** Examples include, but are not limited to, the following:

- Self-administration of a prescribed medication while in any setting where the school or district’s interests are at stake without proper authorization.
- Obtaining any form of non-controlled medication from another person when no prescription has been issued to the student by a licensed healthcare professional.
- Obtaining any OTC remedy (e.g., aspirin, Tylenol®, antihistamines such as Benadryl® or laxatives) from someone other than designated school staff.

Related alignments include, but may not be limited to, the following:

**Federal alignment(s):** 20 USC §7912

**State alignment(s):** ARS §15-341 (A)(1); §15-341 (A)(12); §15-341 (A)(36); §15-344; §15-344.01; §15-346; §15-521; §15-841 (A); §15-841 (B)

**AZ SAFE alignment(s):** **Drug Violation\*\***

**District policy alignment(s):** SCUSD EB; GCMF; GCK; GCO et seq.; GDJ; IJNA; JA; JFBA et seq.; JI et seq.; JIC; JK et seq.; JLC; JLCD et seq.; JLI; JLIA

**Handbook alignment(s):** Elementary: None  
Secondary: None

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	NO	NO	NO
AZ SAFE	YES	YES	YES

**Commentary:**

1. **AZ SAFE: Drug Violation.** Category includes over-the-counter medications if abused by the student.

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. **Parent Responsibilities-Medications (Elementary):** “*If a student must take medication at school, the following requirements must be met. Prescription medications: (1) Must be brought in by an adult. (2) Must carry a prescription label with the child’s name, drug identity, dosage instructions, doctor’s name, the prescription date, and in the original container. (3) A note dated and signed by the parent/guardian, must accompany the medication, giving the child’s name, dose amounts, specific dosage times, and other instructions if necessary. (4) No more than one*

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT- CONTINUED

### NON-CONTROLLED SUBSTANCE - CONTINUED

*week of medication may be sent at a time. (5) Medications will be given by school personnel [SCUSD JCLD]. Non-prescription medicines: (1) Must be in original container. (2) Must be clearly identified as to the name and type of medication and dosage instructions. (3) A note signed and dated by the parent giving the child's name, medication name, date, instructions, specific dosage times and other necessary instructions must accompany the medication [SCUSD JCLD].*

*Sample: Please give "child's name" one teaspoon (teaspoon provided) of "brand name" cough medicine at 10:00 AM and 2:00 PM (Parent's signature) (date) [SCUSD JLCD]."*

- 2. Medication (Secondary):** *"All prescription and over the counter medication must be stored in the health office. Forms are available in the Health Office if medication is needed during the school day. Each bottle of medication must be in its original container and the medication form filled out and on file in the Health Office. Unless specifically authorized, students are not to be in possession of any medication. Notice: Medication is not to be shared with other students. Failure to follow these rules could lead to other consequences, including suspension or expulsion."*

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT- CONTINUED

### NON-CONTROLLED SUBSTANCE - CONTINUED

BEHAVIOR MANAGEMENT OPTIONS																			
SCOC VIOLATION		GRADE BLOCK																	
Non-controlled Substance		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>	✓	✓	✓				✓	✓					✓	✓	✓			
	<a href="#">"TIME-OUT"</a>	✓	✓					✓	✓										
	<a href="#">REPRIMAND</a>	✓						✓											
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>		✓	✓					✓	✓									
	<a href="#">MEDIATION</a>		✓						✓					✓	✓				
	<a href="#">REMOVAL FROM SETTING</a>		✓						✓										
	<a href="#">AT-RISK GROUP</a>															✓			
	<a href="#">ALTERNATIVE TO SUSPENSION</a>																		
	<a href="#">ALTERNATIVE EDUCATION</a>																✓		
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCAION OF PRIVILEGE</a>	✓						✓											
	<a href="#">PROPERTY CONFISCATION</a>		✓						✓				✓	✓	✓				
	<a href="#">RESTITUTION</a>	✓						✓											
	<a href="#">DETENTION</a>	✓		✓				✓	✓										
	<a href="#">SERVICE PENALTY</a>																		
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>													✓					
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>			✓					✓				✓	✓	✓				
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>																		
<a href="#">EXPULSION</a>																			

**Powerschool coding:**

**None.**

**ADMINISTRATIVE GUIDELINES:  
STUDENT CODE OF CONDUCT**



**STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED  
*CLASS II MISCONDUCT- CONTINUED***

**NON-CONTROLLED SUBSTANCE - CONTINUED**

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT– CONTINUED

### TRANSPORTATION POLICY VIOLATION

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Bus Misconduct (Secondary):** “Bus Misconduct is any inappropriate at bus stops, while riding buses, or in the process of boarding or disembarking from a bus. Definitions for infractions that might occur at school apply equally to infractions that might occur on school buses.”
- **Vehicle Violation (Secondary):** “Vehicle Violation includes improper driving or parking of a vehicle on school district property without permission, parking in prohibited areas, and/or improper driving to or from campus.”

**Examples:** Examples include, but are not limited to, the following:

- The reckless or careless operation of a vehicle on or near school property or a school bus.
- Exceeding campus or school zone speed limits.
- Blockage of “drop off” lanes.
- The use of bicycles, skateboards, roller blades, or “roller shoes” on campus before, during, or after school hours.
- Crossing streets or traffic areas on campus on foot in an unsafe manner or in non-designated locations.
- Parking a car or a bicycle in non-designated areas on campus.
- Parking a car on campus without a valid permit where applicable.
- Interfering with the safe operation of a school bus.
- Any other action or behavior that significantly increases the risk of accident, injury, or property damage to self or others when traveling to, from, on or around campus.

Related alignments include, but may not be limited to, the following:

**Federal alignment(s):** NOT APPLICABLE

**State alignment(s):** ARS §15-341 (A)(1); §15-341 (A)(12); §15-342 (32); §15-521; §15-841 (A); §15-841 (B); §15-921 et seq.; §28-101 et seq.

**AZ SAFE alignment(s):** **Parking Lot Violation**

**District policy alignment(s):** SCUSD EB; EE; EEAE; EEAE-R; EEAE-EA; EEAE-EB; EEAE-EC; EEAE-C; EEAG; EEAG-R; GCMF; GCK; GCO et seq.; GDJ; IJNA; JA; JI et seq.; JIC; JICC; JK et seq.; JLI; JLIA; JLIE et seq.

**Handbook alignment(s):** Elementary: None  
Secondary: Bus Misconduct; Vehicle Violation

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	VARIABLE	VARIABLE	VARIABLE
AZ SAFE	NO	NO	NO

**Commentary:**

1. **AZ SAFE: Parking Lot Violation.** As defined by school policy.

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT- CONTINUED

### TRANSPORTATION POLICY VIOLATION - CONTINUED

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. **Student Drivers (Secondary):** *“Student drivers should follow all traffic rules. The speed limit in the school zone (15 miles per hour) is strictly enforced. It is dangerous and unlawful to overload cars with students or to permit them to ride on fenders or in the bed of a pick-up and other places on vehicles. All vehicles must be parked within the marking in the student parking lot. NORTH PARKING LOT ONLY.”*
2. **Safety Concerns (Secondary):** *“Rollerblades, skateboards, scooters, “go-peds”, etc., are prohibited on all campuses and the school will not store them. Students must follow all local laws when traveling to/from school and are encouraged to wear appropriate safety equipment.”*
3. **Bus Behavior (Elementary):** *“Behavior or activity jeopardizing the safe operation of the school bus or interfering with the welfare of other vehicle occupants is prohibited. Bus drivers are expected to report immediately any infractions of students for appropriate administrative action. A copy of the misconduct report will be returned to the building principal or administrator. Generally, misconduct on a school bus will not deny access to the classroom. School suspension, including expulsion, will occur only in a special cases misconduct that warrants this type of action [SCUSD EEAE-EA]. Bus behavior expectations for all students at the bus stop: (1) Arrive at the assigned stop in 10 minutes before bus pickup. (2) Be respectful and watchful of traffic. (3) Wait in a quiet and orderly manner. (4) Wait for the bus in a safe place, clear of traffic, and away from where the bus stops. (5) Stay off private property. Bus behavior expectations for all students when the bus arrives: (1) Allow the bus to come to a complete stop. (2) When boarding, stay away from the danger zone and wait until the bus has stopped with warning lights flashing and all traffic has come to a stop. Bus behavior expectations for all students on the bus: (1) Follow instructions of the bus personnel. (2) Be respectful of all people, including all bus personnel. (3) Use appropriate language for the school setting. (4) Keep the bus neat and clean. (5) Keep trash inside the bus. (6) Do not eat or drink on the bus. (7) Talk quietly and politely. (8) Sit in assigned seat, if one is assigned by bus personnel. (9) Stay in seat while bus is moving. (10) Cell phones are prohibited (off and out of sight). (11) School rules apply to the school bus-toys, electronics, tobacco, alcohol, and other drugs are not allowed. Bus behavior expectations for all students when exiting the bus: (1) Remain seated until the bus comes to a complete stop. (2) Exit the bus and bus stop in an orderly manner. (3) Exit at your assigned bus stop. (4) Cross in front of the bus stop only.”*
4. **Parent Responsibilities-Bus Changes (Elementary):** *“For the safety and welfare of the student, it is preferred that bus changes for a student be submitted in writing or in-person no later than 2:00 p.m. that day. All requests will be given careful consideration.”*
5. **Bus Discipline Procedures (Secondary):** *“Transportation is extended to students in the district as determined by district policy. It is not a legal requirement except for transportation of special needs students as required by their individual education program. The Governing Board requires students to conduct themselves on the bus, prior to boarding the bus and leaving the bus, in a manner consistent with established standards for classroom behavior. Bus misconduct may result in suspension from the bus and/or school, and/or discipline consequences for behavior on any other school property as defined in this handbook. Students who have their bus privileges suspended are expected to be in attendance as per the State’s compulsory attendance law. The driver of a school bus is legally responsible for the orderly conduct and safety of all passengers being transported. All passengers are under the authority of the school bus driver (ADOT R17-9-104). If there is a serious violation or safety concern on the bus, the driver may bring the bus to the school or the Transportation Facility where there is adult supervision. Student(s) may be removed from the bus and the parents will be notified to pick up their child. Bus suspensions that occur at the end of the school year may carry over into the next school year. Suspension from the bus may also result in other disciplinary*

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT- CONTINUED

### TRANSPORTATION POLICY VIOLATION – CONTINUED

consequences. All suspensions start only after parent contact. Every attempt will be made to contact the parent by phone. If unsuccessful, written notice will be mailed and/or sent home with the student. Transportation suspensions are progressive. Students are required to ride their assigned bus. If a student needs to ride another bus due to an emergency, parents must write a note to take to the school office. The school administrator will then verify the request and sign their approval on the note and the note will be given to the bus driver. State law forbids the following items to be brought onto the bus: (1) Weapons/Dangerous Items; (2) Glass; (3) Animals/Insects/Reptiles; (4) Tobacco/Alcohol/Drugs.”

BEHAVIOR MANAGEMENT OPTIONS																			
SCOC VIOLATION		GRADE BLOCK																	
Transportation Policy Violation		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>	✓	✓	✓	✓			✓	✓	✓	✓			✓	✓	✓			
	<a href="#">"TIME-OUT"</a>	✓	✓					✓	✓										
	<a href="#">REPRIMAND</a>	✓						✓						✓	✓				
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>		✓	✓	✓				✓	✓	✓								
	<a href="#">MEDIATION</a>		✓						✓					✓	✓				
	<a href="#">REMOVAL FROM SETTING</a>		✓						✓										
	<a href="#">AT-RISK GROUP</a>														✓				
	<a href="#">ALTERNATIVE TO SUSPENSION</a>																		
	<a href="#">ALTERNATIVE EDUCATION</a>																		
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCAION OF PRIVILEGE</a>	✓			✓			✓			✓			✓	✓	✓			
	<a href="#">PROPERTY CONFISCATION</a>		✓						✓										
	<a href="#">RESTITUTION</a>	✓						✓											
	<a href="#">DETENTION</a>	✓		✓				✓	✓					✓					
	<a href="#">SERVICE PENALTY</a>																		
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>																		
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>			✓	✓					✓	✓								
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>																		
<a href="#">EXPULSION</a>																			

**Powerschool coding:**

**None.**

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**ADMINISTRATIVE GUIDELINES:  
STUDENT CODE OF CONDUCT**



**STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED  
*CLASS II MISCONDUCT- CONTINUED***

**TRANSPORTATION POLICY VIOLATION - CONTINUED**

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT– CONTINUED

### TECHNOLOGY ASSET MISUSE

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Technology Misuse (Secondary):** *“Technology Misuse is the failure to use hardware, software, electronic devices, web pages and networks for the intended educational use or in a manner that causes disruption at a campus or any district facility.”*
- **Computer Tampering or Misuse (Secondary):** *“Computer Tampering or Misuse is altering, damaging, deleting or destroying a computer, computer hardware or software; introducing a computer contaminant into any computer, or network; causing the disruption of a computer or network; using a computer or computer system to threaten, alarm, harass or cause another person to suffer substantial emotional distress; and using San Carlos technology for uses outside of legitimate educational purposes.”*

**Examples:** Examples include, but are not limited to, the following:

- Failing to obtain proper permission for access (e.g., using the internet without a valid parent or guardian consent form is on file or neglecting to obtain staff permission prior to access the internet or post web pages).
- Taxing resources for non-educational purposes (e.g., , visiting chat rooms, gaming sites, gambling sites, personal sites, instant messaging services, or eCommerce sites).
- Accessing or transmitting offensive content (e.g., downloading, uploading, posting, publishing, displaying, or distributing threatening, violent, sexually explicit, hate-oriented, sexually harassing, or discriminatory, content or messages prohibited by state law).
- Creating potential conflicts of interest for the school or district (e.g., running commercial, marketing, or politically oriented websites).
- Bypassing security measures e.g., transferring or sharing access to another student, using an account of another person, spoofing or spamming, or attributing a message to another person).
- Performing acts of technology-related vandalism (e.g., causing or attempting to cause direct damage to hardware or software, disconnecting network components, loading unauthorized software, changing hardware or software configurations, conducting port scans, introducing a virus, changing user permissions, or intentionally altering, renaming, damaging or deleting programs or data owned by another person, the district, or a third party without permission).
- Engaging in computer trespass (e.g., attempting to determine a login password of another person, accessing files or messages belonging to someone else without permission, releasing personal information of others without permission or acting in violation of a third party’s AUP).
- Using a computer to infringe upon the intellectual property (IP) rights of others (e.g., making copies of files without permission, downloading copyrighted material without permission or citation, obtaining or disseminating protected information or confidential information without permission).
- Conducting activities via the internet that constitute violations of criminal or civil law (e.g., using network resources to commit an act that would be prohibited by any other means).
- Any other violation of the district Acceptable Use Policy (AUP).

Related alignments include, but may not be limited to, the following:

**Federal alignment(s):**

*Communications Act of 1934; Family Educational Rights and Privacy Act of 1974 [FERPA; 20 USC §1232g]; 20 USC §9134; Children’s Online Privacy Protection Act of 1998 [COPPA; 15 USC §6501 et seq.]; Children’s Internet Protection Act of 2000 [47 USC §254; FCC Order 03-188]*

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT- CONTINUED

### TECHNOLOGY ASSET MISUSE - CONTINUED

**State alignment(s):** ARS §13-2316; §13-2401; §15-341 (A)(1); §15-341 (A)(12); §15-342 (32); §15-521; §15-721 et seq.; §15-731; §15-732; §15-841 (A); §15-841 (B); §34-501

**AZ SAFE alignment(s):** **Technology, Improper Use of (Computer); Technology, Improper Use of (Network Infraction); Technology, Improper Use of (Telecommunication Device); Technology, Improper Use of (Other Technology)**

**District policy alignment(s):** SCUSD EGAD; GCMF; GCK; GCO et seq.; GDJ; IHA; IHBHD et seq.; IJNA; IJND et seq.; IJNDB et seq.; JA; JI et seq.; JIC; JK et seq.; JLI; JLIA

**Handbook alignment(s):** Elementary: Cell Phone Misuse; Mischievous Use; Computer Misuse  
Secondary: Technology Misuse/Computer Tampering

**Code Alignment(s):**

LEVEL	PK-2	3-6	7-12
DISTRICT			
BUILDING			
SETTING			

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	VARIABLE	VARIABLE	VARIABLE
AZ SAFE	NO	NO	NO

**Commentary:**

1. **AZ SAFE: Technology, Improper Use of (Computer).** Defined by school district policy.
2. **AZ SAFE: Technology, Improper Use of (Network Infraction).** Defined by school district policy.
3. **AZ SAFE: Technology, Improper Use of (Telecommunication Device).** Defined by school district policy.
4. **AZ SAFE: Technology, Improper Use of (Other Technology).** Defined by school district policy.
5. Some acts may represent violations of civil or criminal law and are addressed elsewhere in the SCOC.

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. **Acceptable Use Policy (AUP):** *“Each user must: (1) Use Electronic Information Systems (EIS) to support personal educational objectives consistent with the educational goals and objectives of San Carlos Unified School District; (2) Agree not to submit, publish, display or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, radically offensive or illegal material; (3) Immediately inform their teacher if inappropriate information is mistakenly accessed; (4) Abide by all copyright and trademark laws and regulations; (5) Not reveal home addresses, personal phone numbers or personally identifiable data unless authorized to do so by designated school authorities; (6) Understand that electronic mail or direct electronic communication is not private and may be read and monitored by school-employed*

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT- CONTINUED

### TECHNOLOGY ASSET MISUSE - CONTINUED

*persons; (7) Not use the EIS in any way that would disrupt the use of the EIS by others; (8) Not use the EIS for commercial or financial gain, political lobbying, or fraud; (9) Follow the district's code of conduct; (10) Not attempt to harm, modify, add or destroy software or hardware nor interfere with system security; (11) Understand that inappropriate use may result in cancellation of permission to use the EIS and appropriate disciplinary action up to and including expulsion for students; (12) Publish information/student work only on SCUSD servers or district approved web hosting vendors (users placing information on the Internet using the district's EIS are publishing information on behalf of the district); (13) Be responsible for the appropriate storage and backup of their data; and (14) Use the EIS for information collection purposes (online surveys, email, etc.) must follow existing district policies and have appropriate administrative approval. In addition, acceptable use for district employees is extended to include requirements to: (1) Maintain supervision of students using EIS; (2) Agree to directly log on and supervise the account activity when allowing others to use district accounts; (3) Take responsibility for assigned personal and district accounts, including password protection; and (4) Take all responsible precautions, including password maintenance and file and directory protection measures, to prevent the use of personal and district accounts and files by unauthorized persons. Unacceptable Uses include, but are not limited to, the following: (1) Users may not connect or install any computer hardware, hardware components or software, which is their own personal property to and/or in the district's EIS without the prior approval of the District Information Technology Department; (2) Users shall not post information that could cause damage or pose a danger of disruption to the operations of the EIS or the District; (3) Users shall not access the network for any non-educational purposes; (4) Users will not gain or attempt to gain unauthorized access to the files of others, or vandalize the data or files of another user; (5) Users will not download and use games, files, documents, music, or software for non-educational purposes i.e., Shockwave games/animations, audio and other visual files; and (6) Users will not possess any data, which may be considered a violation of these regulations, in paper, magnetic (disk), or any other form."*

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT- CONTINUED

### TECHNOLOGY ASSET MISUSE - CONTINUED

		BEHAVIOR MANAGEMENT OPTIONS																	
SCOC VIOLATION		GRADE BLOCK																	
Technology Asset Misuse		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>	✓	✓	✓				✓											
	<a href="#">"TIME-OUT"</a>	✓						✓											
	<a href="#">REPRIMAND</a>	✓						✓						✓					
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>	✓	✓	✓				✓	✓	✓									
	<a href="#">MEDIATION</a>	✓						✓						✓	✓				
	<a href="#">REMOVAL FROM SETTING</a>	✓						✓											
	<a href="#">AT-RISK GROUP</a>														✓				
	<a href="#">ALTERNATIVE TO SUSPENSION</a>	✓							✓							✓			
	<a href="#">ALTERNATIVE EDUCATION</a>									✓									
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCATION OF PRIVILEGE</a>			✓						✓			✓	✓	✓				
	<a href="#">PROPERTY CONFISCATION</a>	✓						✓											
	<a href="#">RESTITUTION</a>												✓	✓	✓				
	<a href="#">DETENTION</a>		✓						✓										
	<a href="#">SERVICE PENALTY</a>																		
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>																		
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>		✓	✓					✓	✓			✓	✓	✓				
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>	✓							✓						✓				
<a href="#">EXPULSION</a>									✓										

**Powerschool coding:**

**None.**



# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT– CONTINUED

### UNEXCUSED ABSENCE

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Leaving Campus without Authorization or Unauthorized Absence (Secondary):** *“Leaving Campus without Authorization or Unauthorized Absence is when a student who leaves the school campus or a school-sponsored and supervised activity without express authorization of the teacher, administrator or responsible school employee.”*
- **Truancy (Secondary):** *“Truancy is any failure to attend school outright without valid reason regardless of whether or not a parent/guardian had prior knowledge or gave verbal consent to the student.”*

**Examples:** Examples include, but are not limited to, the following:

- Failing to arrive without an excusable reason (e.g., “ditching school” or “sleeping late”).
- Leaving campus immediately after arriving but before being reported as present.
- Failing to arrive at a class, program or activity after arriving on campus (e.g., “cutting class”).
- Leaving a class, program, or activity before, during, or after school without the knowledge or permission of a teacher.
- Failing to arrive at the location designated on a pass (e.g., the main office or counseling).
- Failing to return to class after leaving the location designated on a pass.
- Leaving campus without obtaining administrative authorization or following proper student checkout procedure before the end of the school day.
- Violating a closed campus policy.

Related alignments include, but may not be limited to, the following:

**Federal alignment(s):** NOT APPLICABLE

**State alignment(s):** ARS §1-301 et seq.; §15-102 (A)(7)(l) and (n); §15-203 (A)(12) and (13); §15-341 (A)(1); §15-341 (A)(12); §15-341.01; §15-346; §15-521; §15-701 et seq.; §15-761 et seq.; §15-801 et seq.; §15-841 (A); §15-841 (B); §15-843 (B)(1); §15-854 et seq.; §15-861; §15-871 et seq.; §15-881; §15-901; §36-621

**AZ SAFE alignment(s):** **Leaving School Grounds without Permission; Unexcused Absence; Truancy; Other Attendance Violation**

**District policy alignment(s):** SCUSD GCMF; GCK; GCO et seq.; GDJ; IC. ID; JA; JE et seq.; JEA et seq.; JH et seq.; JHB, JHCB; JHD et seq.; JI et seq.; JIC; JK et seq.; JLCB et seq.; JLCC; JLCCA

**Handbook alignment(s):**  
Elementary: Leaving an Area and/or Leaving Class and/or School Grounds without Permission; Unlawful Absence  
Secondary: Leaving Campus without Authorization or Unauthorized Absence; Truancy

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	VARIABLE	VARIABLE	VARIABLE
AZ SAFE	NO	NO	NO

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT– CONTINUED

### UNEXCUSED ABSENCE – CONTINUED

#### Commentary:

1. **AZ SAFE: Leaving School Grounds without Permission.** Leaving school grounds or being in an “out-of-bounds” area during regular school hours without permission of the principal/designee. Students who leave without permission create a serious legal liability problem for the district.
2. **AZ SAFE: Unexcused Absence.** Defined by school district policy for discipline purposes. Unexcused absences are utilized in the calculation of truancy for federal reporting, but are obtained from SAIS for this purpose.
3. **AZ SAFE: Truancy.** (ARS §15-803) The state of Arizona requirement for school attendance and definitions for truancy are as follows: A. It is unlawful for any child between six and sixteen years of age to fail to attend school during the hours school is in session, unless either: (1) The child is excused pursuant to ARS §15-802 (D) or ARS §15-901 (A)(6)(c). (2) The child is accompanied by a parent or a person authorized by a parent; (3) The child is provided with instruction in a home school. B. A child who is habitually truant or who has excessive absences may be adjudicated an incorrigible child as defined in ARS § 8-201. Absences may be considered excessive when the number of absent days exceeds ten per cent of the number of required attendance days prescribed in ARS §15-802 B)(1). As used in ARS §15-803: (1) "Habitually truant" means a truant child who is truant for at least five school days within a school year. (2) "Truant" means an unexcused absence for at least one class period during the day; (3) "Truant child" means a child who is between six and sixteen years of age and who is not in attendance at a public or private school during the hours that school is in session, unless excused as provided by ARS §15-803.
4. **AZ SAFE: Other Attendance Violation.** Defined by school district policy. Users can add other violations specific to their policies. For example, this line might be used to record truancy at the level that is required for county court referral.

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. **Parent Responsibilities-Attendance (Elementary):** *“Daily attendance is essential for your child to benefit the most from school and to learn the meaning of responsibility. Students must be in attendance during the school day in order to attend after school and evening events. Attendance is the responsibility of both the parents and the students. If your child is going to be absent, be sure to notify the school as outlined in the procedures below [SCUSD © JE/JE-R]. Parent must call the school office by 8:00 AM if their child is going to be absent. Notify the school in advance of their child’s absence. Upon return of the child to school, submit a written note, doctor’s excuse, or phone the attendance clerk stating the reason for the absence [SCUSD JH, JH-R and JH]. Truancy will be reported by the school site attendance clerk/truancy officer. The attendance clerk/truant officer will file a report with the necessary Tribal Court/State agencies.”*
2. **Parent Responsibilities-Absences (Elementary):** *“There are two kinds of absences, excused and unexcused. Excused absences [SCUSD JH]: (1) Illness – When a student is absent one or two days, a parent/guardian note is required. (2) Serious illness or death in the immediate family – not to exceed five days bereavement. Immediate family consists of parents, brothers, sisters, or grandparents. (3) Scheduled medical and dental appointments after school hours except in cases of emergency. (4) Authorized religious holidays – Sunrise Dance – the girl and her partner will be excused for no more than two days (on the advice of the medicine man). Both girls are responsible for all assigned work. Unexcused Absences/Truancy [SCUSD JHB]: (1) A child between the ages of 6 and 16 failing to attend school during the hours school is in session is truant unless excused pursuant to ARS 15-802, §15-803 or §15-901. (2) “Truant” means an unexcused absence for at least one (1) class period during the day. This includes an absence from any class, study hall, or activity during the school day for the student is scheduled (a class period is the length of time scheduled for a block of academic instruction). (3) An unexpected absence for at least five school days within a school year constitutes habitual truancy. (4)*

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT– CONTINUED

### UNEXCUSED ABSENCE – CONTINUED

*Violations will begin with the notification of parents. Continued violations may lead to discipline and/or referral of the parent to a court of competent jurisdiction. (5) Students who are absent ten (10) consecutive days will be dropped according to state regulations. Administrators have the authority to excuse students from school for necessary and justifiable reasons [SCUSD JH].”*

3. **Leaving Campus (Elementary):** *“Students are not allowed to leave the school campus during school hours for any reason without the knowledge and consent of their teacher and the attendance officer. Permission to leave the school grounds will only be granted upon written or in-person requests from the student’s parent or guardian. Phone requests are not acceptable. Parents are requested not to take their child out of school unless absolutely necessary. After school, students may walk home only if the front office and homeroom teacher received permission from parent/guardian with proper documentation.”*
4. **Attendance Procedure (Secondary):** *“San Carlos Unified School District believes all students should be in school every day, unless there is a valid reason for an absence, such as medical or religious beliefs. San Carlos School District #20 further values the involvement of parents/guardians in the academic process and encourages ongoing communication between home and school, particularly regarding attendance. School Staff will make every attempt to assist families in addressing attendance concerns. Arizona Revised Statutes 15-15-802 and 15-803, however, firmly places the responsibility for attendance on a child’s parent(s)/guardian(s). (1) A parent/guardian should contact the schools 24-hour absence reporting line prior to the beginning of the school day when the student will be absent. (2) All unreported absences will be reported as “unknown” absences. The school will attempt to contact parents/guardians within the first two hours of the school day, in order to ensure student safety and in an attempt to document an absence reason (ARS-15-807). (3) Pursuit to ARS 15-803, a child can only be excused when he/she is accompanied by a parent/guardian or a parent authorized by a parent/guardian. (4) A parent/guardian is the only person who can verify an unknown absence. Unknown absence may be verified by the parent/guardian by phone, in person or in writing to the school office within twenty-four hours of a student returning to school from an absence. (5) Any absence that has not been verified by parent/guardian within twenty-four hours will be considered unexcused. (6) A student who independently chooses not to attend school is considered truant and cannot be excused by the parent. This is classified as leaving the campus without “Authorization/Unauthorized Absence” on the Discipline Matrix, included in the Parent/Student Handbook. (7) When a student is excessively absent, disciplinary action will occur, based on the Discipline Matrix provided in the Parent/Student Handbook. This is classified as “unexcused absence.” (8) If your child is leaving early for an appointment, he/she must check out through the attendance office. (9) If a student is absent from a class in “Block Schedule”, they have essentially missed two classes.”*
5. **Chronic Illness Procedure (Secondary):** *“ARS 15-346 provides for adjunct recommendations for students with chronic health problems. This is defined as “...students who are unable to attend regular classes for intermittent periods of one or more consecutive days because of illness, disease, or accident but who are not homebound.” ARS 15-901 provides for at-home instruction for students with chronic health problems. This is defined as a “...student who is capable of profiting from academic instruction but is unable to attend school due to illness, disease, accident or other health conditions, who has been examined by a competent medical doctor and who is certified by that doctor and who is certified by that doctor as being unable to attend regular classes for periods of not less than three school months or a student who is ...unable to attend regular classes for intermittent periods of time totaling three school months during the school year.” Students with existing chronic illness conditions should obtain chronic illness request forms from the San Carlos District Nurse’s Office at the beginning of the school year. When a new chronic illness is diagnosed please notify the San Carlos District Nurse to obtain the chronic illness forms. The Medical Certification Report must be completed by a*

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT- CONTINUED

### UNEXCUSED ABSENCE - CONTINUED

licensed MD, DO or podiatrist and is returned to the nurse's office. Once received, a meeting will be scheduled for a chronic illness plan. In order for the chronic illness status to override the excessive absence rule the parent must report the absences according to regular attendance reporting procedures. This status allows teachers and the student to work out a manageable method of completing work. A student requesting chronic illness after nine (9) absences will be considered only after complete medical documentation is received. If a student is absent from school due to chronic illness, it is expected that he or she would not be able to attend or participate in extracurricular activities and/or athletics on the date of the absence."

		BEHAVIOR MANAGEMENT OPTIONS																	
SCOC VIOLATION		GRADE BLOCK																	
Unexcused Absence		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>	✓	✓	✓	✓			✓	✓	✓	✓			✓					
	<a href="#">"TIME-OUT"</a>	✓	✓					✓	✓										
	<a href="#">REPRIMAND</a>	✓						✓											
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>		✓	✓	✓				✓	✓	✓								
	<a href="#">MEDIATION</a>		✓						✓					✓	✓				
	<a href="#">REMOVAL FROM SETTING</a>		✓						✓										
	<a href="#">AT-RISK GROUP</a>														✓				
	<a href="#">ALTERNATIVE TO SUSPENSION</a>																		
	<a href="#">ALTERNATIVE EDUCATION</a>																		
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCATION OF PRIVILEGE</a>	✓			✓			✓				✓							
	<a href="#">PROPERTY CONFISCATION</a>		✓						✓										
	<a href="#">RESTITUTION</a>	✓						✓											
	<a href="#">DETENTION</a>	✓	✓	✓				✓	✓	✓									
	<a href="#">SERVICE PENALTY</a>	✓						✓											
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>														✓				
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>			✓	✓					✓	✓			✓	✓	✓			
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>																		
	<a href="#">EXPULSION</a>																		

**Powerschool coding:**

**Attendance**

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT- CONTINUED

### ENDANGERMENT

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Endangerment (Secondary):** *“Endangerment is recklessly or intentionally creating a risk of injury or imminent injury or death to another or posing a threat to the health, safety and/or welfare of students, staff or others.”*
- **Horseplay or Roughhousing (Secondary):** *“Horseplay or Roughhousing means rough boisterous play or behavior.”*
- **Hazing (Secondary):** *“See ‘Bullying/ Harassment/Hazing’.”*

**Examples:** Examples include, but are not limited to, the following:

- Initiating a prank (e.g., pushing or tripping).
- Engaging in “horseplay” (e.g., wrestling or running/chasing in high traffic areas).
- Neglecting to handle dangerous items or objects properly around others (e.g., scissors, writing implements, or glassware).
- Using materials or equipment inappropriately (e.g., Bunsen burners, paint solvents, or playground equipment).
- Possessing potentially dangerous items on campus or in school buses (e.g., matches, lighters or combustible liquids).
- Organizing or conducting an initiation into a secret society or organization (e.g., hazing).
- Any other action or behavior, regardless of stated intent, that places the health, safety or welfare of self or others at jeopardy or the interests of the district at risk.

Related alignments include, but may not be limited to, the following:

**Federal alignment(s):** 20 USC §7912

**State alignment(s):** ARS §13-1201; §15-151; §15-341 (A)(1); §15-341 (A)(12); §15-521; §15-841 (A); §15-841 (B); §15-2301; §28-900; §36-621 et seq.

**AZ SAFE alignment(s):** **Minor Aggressive Act; Recklessness; Endangerment\*; Other Aggression; Combustible; Hazing\***

**District policy alignment(s):** SCUSD EB; EB-R; EBB; EBC; EBC-RA; EBC-RB-RC; EBC; EBC-RA; EBC-RB; EBC-RD; EE; EEAE; EEAE-R; EEAE-EA; EEAE-EB; EEAE-EC; EEAE-EC; GBEA; GBEB; GBB-R; GCMF; GCK; GCO et seq.; GDJ; IHA; IJNA; IMH et seq.; JA; JFBA et seq.; JI et seq.; JIC; JICF et seq.; JICFA et seq.; JICK et seq.; JK et seq.; JLI; JLIA

**Handbook alignment(s):** Elementary: Inappropriate Physical Contact; Putting a Substance in Another Person’s Food or Drink or on a Person’s Body; Possession of Matches/Lighters  
Secondary: Endangerment; Horseplay or Roughhousing; Hazing

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT- CONTINUED

### ENDANGERMENT – CONTINUED

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	VARIABLE	VARIABLE	VARIABLE
AZ SAFE	VARIABLE(*)	VARIABLE(*)	VARIABLE(*)

**Commentary:**

- AZ SAFE: Minor Aggressive Act.** Student engages in non-serious but inappropriate physical contact, i.e., hitting, poking, [pulling] or pushing (SWIS™). Other behaviors that may be considered under this violation are running in the building, hallways, or corridors, pulling a chair out from underneath another person, or other behaviors that demonstrate low level hostile behaviors.
- AZ SAFE: Recklessness.** Unintentional, careless behavior that may pose a safety or health risk for others.
- AZ SAFE: Endangerment.** (ARS §13-1201) A person commits endangerment by recklessly endangering another person with a substantial risk of imminent death or physical injury. Endangerment involving a substantial risk of imminent death is a class 6 felony. In all other cases, it is a class 1 misdemeanor.
- AZ SAFE: Other Aggression.** Defined by school district policy.
- AZ SAFE: Combustible.** Student is in possession of substance or object that is readily capable of causing bodily harm or property damage, i.e., matches, lighters, firecrackers, gasoline, and lighter fluid (SWIS™).
- Some acts may represent violations of civil or criminal law and are addressed elsewhere in the SCOC.
- AZ SAFE: Hazing.** (ARS §15-2301) B. Violations of hazing prevention policies adopted pursuant to this section do not include either of the following: (1) Customary athletic events, contests or competitions that are sponsored by an educational institution; or (2) Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate extracurricular program or a legitimate military training program. C. For purposes of this section: (2) "Hazing" means any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student, and in which both of the following apply: (a) The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any organization that is affiliated with an educational institution. (b) The act contributes to a substantial risk of potential physical injury, mental harm or degradation or causes physical injury, mental harm or personal degradation. (3) "Organization" means an athletic team, association, order, society, corps, cooperative, club or other similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

- Hazing (Secondary):** *“There shall be no hazing, solicitation to engage in hazing, or aiding and abetting another who is engaged in hazing of any person enrolled, accepted for or promoted to enrollment, or intending to enroll or be promoted to schools within twelve (12) calendar months. For purposes of this policy a person as specified above shall be considered a “student” until graduation, transfer, promotion or withdrawal from the school. “Hazing” means any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student in which both of the following apply: (1) The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any organization that is affiliated with an educational institution; and (2) The act contributes to a*

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT– CONTINUED

### ENDANGERMENT – CONTINUED

*substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation. "Organization" means an athletic team, association, order, society, corps, cooperative, club, or similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at the educational institution. It is no defense to a violation of this policy that the victim consented or acquiesced to being hazed. In accordance with statute, violations of this policy do not include either of the following: (1) Customary athletic events, contest or competitions that are sponsored by an educational institution; or (2) Any activity of conduct that furthers the goals of a legitimate educational curriculum, a legitimate extracurricular program or a legitimate military training program. All students, teachers and staff shall take reasonable measures within the scope of their individual authority to prevent violations of this policy."*

2. **Hazing Reporting/Complaint Procedure (Secondary):** *"Students and others may report hazing to any professional staff member. Professional staff members must report the incident to the school administrator or next higher administrative supervisor, in writing, with such details as may have been provided. A failure by a staff member to timely inform the school administrator or next higher administrative supervisor of a hazing allegation or their observation of an incident of hazing may subject the staff member to disciplinary action in accord with School policies. The staff member shall preserve the confidentiality of those involved, disclosing the incident only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law. Any instance of reported or observed hazing which includes possible child abuse or violations of statutes known to the staff member shall be treated in accord with statutory requirements and be reported to a law enforcement agency. A person with information regarding hazing may complain or report directly to the school administrator or to a professional staff member. The professional staff member receiving the report/complaint shall retrieve sufficient detail from the person to complete the form designated for such purpose. At a minimum the report/complaint shall be put in writing, containing the identifying information on the complainant and such specificity of names, places and times as to permit an investigation to be carried out. When a professional staff member receives the information, the staff member will transmit a report to the school administrator or supervising administrator not later than the next school day following the day the staff member receives the report/complaint. The report/complaint will be investigated by the school administrator or a supervising administrator. The procedures to be followed are: (1) An investigation of the reported incident or activity shall be made within 10 (ten) school days when school is in session or within 15 (fifteen) days during which the school offices are open for business when school is not in session. Extension of the time line may only be necessary as determined by the superintendent. (2) The investigator shall meet with the person who reported the incident at or before the end of the time period and shall discuss the conclusions and actions to be taken as a result of the investigation. Confidentiality of records and student information shall be observed in the process of making such a report. (3) The investigator shall prepare a written report of the findings and a copy of the report shall be provided to the superintendent. All violations of this policy shall be treated in accord with the appropriate procedures and penalties provided in school policies related to the conduct and discipline of students, staff, and others."*

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT- CONTINUED

### ENDANGERMENT – CONTINUED

BEHAVIOR MANAGEMENT OPTIONS																			
SCOC VIOLATION		GRADE BLOCK																	
Endangerment		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
	<a href="#">"TIME-OUT"</a>	✓	✓					✓	✓										
	<a href="#">REPRIMAND</a>	✓						✓						✓					
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓							
	<a href="#">MEDIATION</a>		✓						✓					✓	✓				
	<a href="#">REMOVAL FROM SETTING</a>		✓						✓										
	<a href="#">AT-RISK GROUP</a>														✓				
	<a href="#">ALTERNATIVE TO SUSPENSION</a>		✓				✓		✓			✓					✓		
	<a href="#">ALTERNATIVE EDUCATION</a>									✓			✓				✓		
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCATION OF PRIVILEGE</a>	✓			✓			✓			✓					✓			
	<a href="#">PROPERTY CONFISCATION</a>		✓						✓										
	<a href="#">RESTITUTION</a>	✓						✓											
	<a href="#">DETENTION</a>	✓		✓				✓		✓									
	<a href="#">SERVICE PENALTY</a>	✓						✓											
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>													✓					
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>	✓		✓	✓			✓		✓	✓		✓	✓	✓				
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>		✓			✓			✓			✓				✓			
<a href="#">EXPULSION</a>									✓						✓		✓		

**Powerschool coding:**

**None.**



# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT– CONTINUED

### GAMBLING

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Gambling (Secondary):** *“Gambling is to risk money or anything of value on the outcome of anything involving chance.”*

**Examples:** Examples include, but are not limited to, the following:

- Organizing or engaging in any game, activity, event or simulation based on skill or chance that traditionally requires participants to risk money or property for the possibility of gain regardless of whether or not a wager is formally placed.
- Engaging in any game of skill or chance (e.g., craps, poker, or blackjack).
- Accessing gaming sites (e.g., web-based poker tournaments).
- Placing a wager on a non-participatory event (e.g., professional or college level sports bets or scoring pools).
- Acting as a sports book (e.g., holding bets until the completion of an event for the payment of winners or keeping score for later settlement).
- Buying, selling, using, or distributing legal gambling items (e.g., lottery tickets).
- Possessing gambling paraphernalia (e.g., cards, dice, or electronic gaming devices).

Related alignments include, but may not be limited to, the following:

**Federal alignment(s):** NONE

**State alignment(s):** ARS §13-3301 et seq.; §15-341 (A)(1); §15-341 (A)(12); §15-521; §15-841 (A); §15-841 (B)

**AZ SAFE alignment(s):** **Gambling**

**District policy alignment(s):** SCUSD GCMF; GCK; GCO et seq.; GDJ; IJNA; JA; JI et seq.; JIC; JK et seq.; JLI; JLIA

**Handbook alignment(s):** Elementary: Gambling  
Secondary: Gambling

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	NO	NO	NO
AZ SAFE	NO	NO	NO

**Commentary:**

1. **AZ SAFE: Gambling.** To play games of chance for money or to bet a sum of money.

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. **None.**

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT- CONTINUED

### GAMBLING - CONTINUED

		BEHAVIOR MANAGEMENT OPTIONS																	
SCOC VIOLATION		GRADE BLOCK																	
Gambling		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>	✓	✓	✓	✓			✓	✓					✓	✓	✓			
	<a href="#">"TIME-OUT"</a>	✓	✓					✓	✓										
	<a href="#">REPRIMAND</a>	✓						✓						✓					
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>		✓	✓	✓				✓	✓	✓								
	<a href="#">MEDIATION</a>		✓						✓					✓	✓				
	<a href="#">REMOVAL FROM SETTING</a>		✓						✓										
	<a href="#">AT-RISK GROUP</a>														✓				
	<a href="#">ALTERNATIVE TO SUSPENSION</a>																✓		
	<a href="#">ALTERNATIVE EDUCATION</a>																✓		
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCATION OF PRIVILEGE</a>	✓			✓			✓			✓								
	<a href="#">PROPERTY CONFISCATION</a>		✓						✓										
	<a href="#">RESTITUTION</a>	✓						✓											
	<a href="#">DETENTION</a>	✓		✓				✓		✓									
	<a href="#">SERVICE PENALTY</a>																		
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>														✓				
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>			✓	✓					✓	✓			✓	✓				
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>																✓		
	<a href="#">EXPULSION</a>																✓		

**Powerschool coding:**

**None.**

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT– CONTINUED

### OFFENSIVE CONDUCT OR SPEECH

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Harassment (Secondary):** *“Harassment is the persistent or repeated annoying or tormenting of another.”*
- **Sexual Materials (Secondary):** *“Sexual Materials is the use or possession of pictures, devices or electronic images that contain nudity or represent sexual activity that is offensive or disturbs the educational environment.”*
- **Sexual Misconduct (Secondary):** *“Sexual Misconduct is the use of verbal, written, electronic or physical actions or any language that is sexually demeaning. This violation includes, but is not limited to, indecent exposure, consensual participation in any sexual act involving physical contact, lewd comments, touching private areas, “de-pantsing”, pulling another’s underclothing, possession or distribution of pornographic materials.”*
- **Hate Speech (Secondary):** *“Hate Speech is any written, oral or electronic communication that manifests malice towards others based on their race, gender or ethnicity including, but not limited to, racial slurs, oral or written speech that could be deemed offensive by any individual or audience.”*
- **Verbal Abuse or Profanity (Secondary):** *“Verbal Abuse or Profanity is the use of profanity, a gesture or any derogatory language stated publicly that disturbs the educational process or environment.”*

**Examples:** Examples include, but are not limited to, the following:

- Acts considered inappropriate or unacceptable by community standards, such as:
  - Exposure (e.g., revealing breasts, buttocks, or genitals to an individual or group or encouraging another to do the same);
  - The possession, exhibition, transmission, distribution, or creation of pornography (e.g., possessing, exhibiting, transmitting, distributing or creating literary works in any format containing erotic content to school; downloading content containing sexually explicit scenes; decorating a locker with images that portray unclothed individuals or depict sexual activity; or creating objects shaped to represent breasts, buttocks or genitals in art class); or
  - Consensual sexual acts (e.g., overt sexual activity performed between “consenting” students or soliciting/engaging in prostitution).
  - Acts of mutual or non-mutual, verbal or non-verbal communication of a non-threatening nature that is reasonably perceived by the recipient or a bystander as inappropriate, disrespectful, abusive, harassing or discriminatory.
- Forms of speech considered inappropriate or unacceptable by community standards, such as:
  - Verbal statements (e.g., profanity; insults; deferential references, slurs, or innuendoes regarding race, ethnicity, gender, religion, disability, age, or sexual orientation; cruel teasing; statements that demean a person’s physical or intellectual capabilities, or other degrading comments directed at others).
  - Written statements (e.g., hand-written notes or drawings; typewritten letters; newspaper editorials; drawings or graffiti; emails, text messages; web pages; or blog entries).
  - Symbolic actions (e.g., gestures with specific connotations).

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT– CONTINUED

### OFFENSIVE CONDUCT OR SPEECH – CONTINUED

Related alignments include, but may not be limited to, the following:

<b><u>Federal alignment(s):</u></b>	Amendment I, U.S. Constitution; 20 USC §7912
<b><u>State alignment(s):</u></b>	ARS §13-1402; §13-1403; §13-1424; §13-2921; §13-2923; §13-3507; §15-110; §15-341 (A)(1); §15-341 (A)(12); §15-341 (A)(37); §15-507; §15-521; §15-841 (A); §15-841 (B); §15-2301; §15-2321; §34-502
<b><u>AZ SAFE alignment(s):</u></b>	<b>Harassment, Non-Sexual*; Pornography; Indecent Exposure or Public Sexual Indecency; Verbal Provocation</b>
<b><u>District policy alignment(s):</u></b>	SCUSD AC et seq.; EB; GCMF; GCK; GCO et seq.; GDJ; IHA; IJNA; IMH et seq.; JA; JB et seq.; JFBA et seq.; JI et seq.; JIC; JICF et seq.; JICE et seq.; JICEC et seq.; JICF et seq.; JICK et seq.; JII et seq.; JK et seq.; JLI; JLIA
<b><u>Handbook alignment(s):</u></b>	Elementary: Sexual Activity; Harassment or Intimidation; Disrespect toward Others; Use of Inappropriate Language Secondary: Harassment; Instigation; Physical Aggression; Sexual Materials; Verbal Abuse, Profanity or Obscenity; Verbal Abuse, Profanity or Obscenity to an Adult; Hate Speech; Gang Activity

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	VARIABLE	VARIABLE	VARIABLE
AZ SAFE	VARIABLE (*)	VARIABLE (*)	VARIABLE (*)

**Commentary:**

- AZ SAFE: Harassment, Non-Sexual.** (ARS §13-2921) A. A person commits harassment if, with intent to harass or with knowledge that the person is harassing another person, the person: (1) Anonymously or otherwise communicates or causes a communication with another person by verbal, electronic, mechanical, telegraphic, telephonic or written means in a manner that harasses; (2) Continues to follow another person in or about a public place for no legitimate purpose after being asked to desist; (3) Repeatedly commits an act or acts that harass another person; (4) Surveils or causes another person to surveil a person for no legitimate purpose; (5) On more than one occasion makes a false report to a law enforcement, credit or social service agency; or (6) Interferes with the delivery of any public or regulated utility to a person. Note: Bullying and Sexual Harassment are types of Harassment. Indicate harassment if the violation is not specifically Bullying or Sexual Harassment, or if the specific type of Harassment is not known.
- AZ SAFE: Pornography.** Pornography is the sexually explicit depiction of persons, in words or images, created with the primary, proximate aim, and reasonable hope, of eliciting significant sexual arousal on the part of the consumer of such materials (VanDeBeer, Donald. 1992. "Pornography." *Encyclopedia of Ethics*. New York: Garland Publishing). NOTE: Consider age and developmentally appropriate behavior before using this category.
- AZ SAFE: Indecent Exposure or Public Sexual Indecency.** (ARS §13-1402) A. A person commits indecent exposure if he or she exposes his or her genitals or anus or she exposes the

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT– CONTINUED

### OFFENSIVE CONDUCT OR SPEECH – CONTINUED

areola or nipple of her breast or breasts and another person is present, and the defendant is reckless about whether the other person, as a reasonable person, would be offended or alarmed by the act. B. Indecent exposure does not include an act of breast-feeding by a mother. (ARS §13-1403) A. A person commits public sexual indecency by intentionally or knowingly engaging in any of the following acts, if another person is present, and the defendant is reckless about whether such other person, as a reasonable person, would be offended or alarmed by the act: (1) An act of sexual contact; (2) An act of oral sexual contact; (3) An act of sexual intercourse; (4) An act of bestiality. B. A person commits public sexual indecency to a minor if the person intentionally or knowingly engages in any of the acts listed in subsection A and such person is reckless about whether a minor under the age of fifteen years is present. NOTE: Consider age and developmentally appropriate behavior before using this category.

4. **AZ SAFE: Verbal Provocation.** Use of language or gestures that may incite another person or other people to fight.
5. **AZ SAFE: Language, Inappropriate.** Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way (SWIS™).
6. Some acts may represent violations of civil or criminal law and are addressed elsewhere in the SCOC.

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. **Freedom of Expression (Secondary):** *“Every student has the right to form, hold and express his or her own ideas and beliefs. The encouragement of this right requires that each student be permitted to disclose or express an idea in the proper educational setting without penalty, embarrassment or any reflection in academic evaluation. The administration and faculty of the school have an obligation to maintain an environment conducive to the free exchange of ideas. This is not to be construed to mean that students will not be graded for their acquisition of information, its organization into useful systems, and generalizations or conclusions drawn from it. A student are allowed to express themselves so long as that expression does not materially and substantially disrupt the operation of the school; is not vulgar, obscene or profane; and, otherwise complies with the law, board policy, district regulations and school rules. Vulgar, obscene and profane expressions of any kind and any expression that advertises or promotes directly or indirectly the use of drugs, alcohol or tobacco products is prohibited. No form of expression shall interfere with the right of others to express themselves or with the conduct of school, classroom or transportation activities.”*
2. **Right to Freedom from Harassment (Secondary):** *“Students may expect to be provided with an atmosphere free from harassment. Any student who is subjected to harassment from other students, visitors or school staff, should immediately inform a teacher, principal, assistant principal or assistant superintendent. Students may make confidential reports of harassment to any school employee or via the San Carlos Safe School Resource Officer (SRO). Parents/guardians are also welcome to submit written reports on incidents to administrators. All school staff is required to report suspected harassment. The district will neither allow nor tolerate retaliation in any form by any employee, student or others against any complaining employee, student or corroborating witness. Likewise, students who knowingly submit false reports harassment will face consequences.”*
3. **Gangs (Secondary):** See [Gangs](#).

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT- CONTINUED

### OFFENSIVE CONDUCT OR SPEECH – CONTINUED

BEHAVIOR MANAGEMENT OPTIONS																			
SCOC VIOLATION		GRADE BLOCK																	
Offensive Conduct or Speech		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>	✓	✓	✓	✓			✓	✓	✓	✓			✓	✓	✓			
	<a href="#">"TIME-OUT"</a>	✓	✓					✓	✓										
	<a href="#">REPRIMAND</a>	✓	✓					✓	✓					✓					
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>	✓	✓	✓	✓			✓	✓	✓	✓								
	<a href="#">MEDIATION</a>	✓	✓					✓	✓					✓	✓				
	<a href="#">REMOVAL FROM SETTING</a>	✓	✓					✓	✓										
	<a href="#">AT-RISK GROUP</a>														✓				
	<a href="#">ALTERNATIVE TO SUSPENSION</a>			✓						✓						✓			
	<a href="#">ALTERNATIVE EDUCATION</a>										✓						✓		
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCATION OF PRIVILEGE</a>	✓			✓			✓			✓								
	<a href="#">PROPERTY CONFISCATION</a>	✓	✓					✓	✓										
	<a href="#">RESTITUTION</a>	✓						✓											
	<a href="#">DETENTION</a>	✓		✓				✓		✓									
	<a href="#">SERVICE PENALTY</a>	✓						✓											
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>													✓					
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>			✓	✓					✓	✓			✓	✓	✓			
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>			✓						✓						✓			
	<a href="#">EXPULSION</a>										✓					✓			

**Powerschool coding:**

**Sexual Offense (Non-Forcible)**

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT– CONTINUED

### TOBACCO POLICY VIOLATION

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Tobacco (Secondary):** *“Tobacco refers to smoking tobacco (e.g. cigarettes, cigars) and smokeless tobacco (e.g. dip, chew, snuff or twist).*
- **Tobacco Paraphernalia (Secondary):** *“Tobacco Paraphernalia is any apparatus or equipment used, or capable of being used, in consuming tobacco. Examples include, but are not limited to, rolling papers, matches and lighters.”*

**Examples:** Examples include, but are not limited to, the following:

- The possession, use, sale, distribution, or purchase of any product that contains tobacco or the possession of any accessories required to use the substance, such as:
  - Smoked forms of tobacco (e.g., cigarettes, cigars, and pipe tobacco).
  - “Smokeless” forms of tobacco (e.g., chewing tobacco or “snuff”).
  - Non-tobacco containing or electronic “cigarettes” (e.g., eCigarettes).
  - Tobacco paraphernalia (e.g., rolling papers).

Related alignments include, but may not be limited to, the following:

**Federal alignment(s):** *Pro-Children Acts of 1994 [20 USC §6081; Public Law 103-227] and 2001 [20 USC §7181; Public Law 107-110]; 20 USC §7161; 20 USC §7184; 20 USC §7912*

**State alignment(s):** ARS §13-3622; §15-341 (A)(1); §15-341 (A)(12); §15-346; §15-347; §15-521; §15-712; §15-841 (A); §15-841 (B); §36-798.03

**AZ SAFE alignment(s):** **Tobacco Violation\***

**District policy alignment(s):** SCUSD EB; EB-R; GBED; GCMF; GCK; GCO et seq.; GDJ; IHA; IHAMA; IJNA; JA; JFBA et seq.; JI et seq.; JIC; JICG; JK et seq.; JLI; JLIA; KFAA

**Handbook alignment(s):** Elementary: None  
Secondary: Tobacco

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	NO	NO	NO
AZ SAFE	YES	YES	YES

**Commentary:**

1. **AZ SAFE: Tobacco Violation.** The possession, use, distribution or sale of tobacco products on school grounds, at school-sponsored events and on school-sponsored transportation (Paraphrased from: ARS §36-798.03). (ARS §13-3622). A person who knowingly sells, gives or furnishes cigars, cigarettes or cigarette papers, smoking or chewing tobacco, to a minor, and a minor who buys, or has in his possession or knowingly accepts or receives from any person, cigars, cigarettes or cigarette papers, smoking or chewing tobacco of any kind, is guilty of a petty offense.

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT- CONTINUED

### TOBACCO POLICY VIOLATION - CONTINUED

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

- Tobacco (Secondary):** "Possession by any person of tobacco products on K-12 public, charter or private school grounds, buildings, parking lots, playing fields and vehicles, and at off-campus school-sponsored events, is a criminal offense."

BEHAVIOR MANAGEMENT OPTIONS																			
SCOC VIOLATION		GRADE BLOCK																	
Tobacco Policy Violation		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>	✓	✓	✓				✓											
	<a href="#">"TIME-OUT"</a>	✓						✓											
	<a href="#">REPRIMAND</a>	✓						✓											
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>	✓	✓	✓				✓	✓	✓									
	<a href="#">MEDIATION</a>	✓						✓						✓	✓				
	<a href="#">REMOVAL FROM SETTING</a>	✓						✓											
	<a href="#">AT-RISK GROUP</a>															✓			
	<a href="#">ALTERNATIVE TO SUSPENSION</a>																		
	<a href="#">ALTERNATIVE EDUCATION</a>																		
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCAION OF PRIVILEGE</a>			✓						✓									
	<a href="#">PROPERTY CONFISCATION</a>	✓						✓											
	<a href="#">RESTITUTION</a>																		
	<a href="#">DETENTION</a>		✓					✓											
	<a href="#">SERVICE PENALTY</a>																		
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>																		
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>		✓	✓				✓	✓					✓	✓	✓			
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>																		
	<a href="#">EXPULSION</a>																		

**Powerschool coding:**

**Tobacco (Possession or Use)**



# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT– CONTINUED

### OTHER CLASS II MISCONDUCT

**Definition:** *Other Class II Misconduct* is defined as any incident that involves the failure of a student to adhere to a school or district rule or procedure that has the potential to result in consequences for the student outside of the district.

**Examples:** Examples of *Other Class II Misconduct* include, but are not limited to, the following: 1). Any action or behavior substantially similar to those in this class None elsewhere.

Related alignments include, but may not be limited to, the following:

**Federal alignment(s):** NOT APPLICABLE

**State alignment(s):** Includes ARS §15-341 (A)(1), §15-341 (A)(12), §15-521, §15-841 (A), §15-841 (B) and all state level Class II violations not otherwise specified

**AZ SAFE alignment(s):** VARIABLE

**District policy alignment(s):** Includes SCUSD GCMF, GCK, GCO et seq., GDJ, IJNA, JI et seq., JIC, JK et seq., JLI; JLIA and all district level Class II violations not otherwise specified

**Handbook alignment(s):** Elementary: None  
Secondary: None

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	NO	NO	NO
AZ SAFE	VARIABLE	VARIABLE	VARIABLE

**Commentary:**

1. None.

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. None.

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT- CONTINUED

### OTHER CLASS II MISCONDUCT - CONTINUED

BEHAVIOR MANAGEMENT OPTIONS																			
SCOC VIOLATION		GRADE BLOCK																	
Other Class II Misconduct		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>																		
	<a href="#">"TIME-OUT"</a>																		
	<a href="#">REPRIMAND</a>																		
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>																		
	<a href="#">MEDIATION</a>																		
	<a href="#">REMOVAL FROM SETTING</a>																		
	<a href="#">AT-RISK GROUP</a>																		
	<a href="#">ALTERNATIVE TO SUSPENSION</a>																		
	<a href="#">ALTERNATIVE EDUCATION</a>																		
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCATION OF PRIVILEGE</a>																		
	<a href="#">PROPERTY CONFISCATION</a>																		
	<a href="#">RESTITUTION</a>																		
	<a href="#">DETENTION</a>																		
	<a href="#">SERVICE PENALTY</a>																		
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>																		
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>																		
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>																		
<a href="#">EXPULSION</a>																			

**Powerschool coding:**

**None.**

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS III MISCONDUCT

The following SCOC violations represent relatively major actions or behaviors prohibited by district policy that often have the potential to result in consequences for the student outside of the district:

### DISTURBANCE OF SCHOOL

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Disorderly Conduct (Secondary):** *“Disorderly Conduct is any act which substantially disrupts the orderly conduct of a school function; behavior which substantially disrupts the orderly learning environment.”*
- **Disruption (Secondary):** *“Disruption is creating disturbances in class, on campus or at school-sponsored events. Continual or repeated disruptions may warrant more severe actions.”*
- **Instigation:** *“Instigation includes provoking or antagonizing a fight or other dangerous, inappropriate situations.”*
- **Gang Activity (Secondary):** *“A Gang is an activity or affiliation of an ongoing loosely organized association of two or more persons, whether formal or informal, that has a common name, signs, symbols or colors, and whose members engage, either individually or collectively, in gang activity.”*

**Examples:** Examples include, but are not limited to, the following:

- Creating or contributing to a disruptive event (e.g., walk-outs, organized “ditch days”, sit-downs, picketing or running the hallways and kicking doors).
- Advising, counseling, or inciting others to create or contribute to a disruptive event.
- Fire threats (e.g., pulling a fire alarm when there is no fire).
- Any other conduct that substantially interferes with campus operations in one or more areas.

Related alignments include, but may not be limited to, the following:

<b>Federal alignment(s):</b>	NONE
<b>State alignment(s):</b>	ARS §13-2402; §13-2902; §13-2903; §13-2904; §13-2911; §13-2917; §15-341 (A)(1); §15-341 (A)(12); §15-342 (32); §15-521; §15-841 (A); §15-841 (B); §15-2321
<b>AZ SAFE alignment(s):</b>	<b>Disorderly Conduct; Fire Alarm Misuse**</b>
<b>District policy alignment(s):</b>	SCUSD EB; EB-R; EBC; EBC-RA; EBC-RB; EBC-RD; GBEB; GCMF; GCK; GCO et seq.; GDJ; IJNA; ILB; JI et seq.; JIC; JICF et seq.; JICK et seq.; JK et seq.; JLI; JLIA
<b>Handbook alignment(s):</b>	Elementary: Inciting or Participating in a School Disturbance; Disruption to School; False Fire Alarm Secondary: Disorderly Conduct; Instigation; Gang Activity

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	VARIABLE	VARIABLE	VARIABLE
AZ SAFE	VARIABLE (**)	VARIABLE (**)	VARIABLE (**)

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS III MISCONDUCT– CONTINUED

### DISTURBANCE OF SCHOOL - CONTINUED

#### Commentary:

1. **AZ SAFE: Disorderly Conduct.** (ARS §13-2904). A person commits disorderly conduct if, with intent to disturb the peace or quiet of a neighborhood, family or person, or with knowledge of doing so, such person: (1) Engages in fighting, violent or seriously disruptive behavior; (2) Makes unreasonable noise; (3) Uses abusive or offensive language or gestures to any person present in a manner likely to provoke immediate physical retaliation by such person; (4) Makes any protracted commotion, utterance or display with the intent to prevent the transaction of the business of a lawful meeting, gathering or procession; or (5) Refuses to obey a lawful order to disperse issued to maintain public safety in dangerous proximity to a fire, a hazard or any other emergency; or (6) Recklessly handles displays or discharges a deadly weapon or dangerous instrument. (Possession of a deadly weapon or dangerous instrument must also be reported as a weapon violation to ADE and to local law enforcement).
2. **AZ SAFE: Fire Alarm Misuse.** Intentionally ringing fire alarm when there is no fire.

#### Related disclosure(s): The following related disclosure(s) shall be maintained in student handbook(s):

1. **Right to Assemble (Secondary):** *“School-sponsored activities and meetings (student government, pep rallies, etc.) are scheduled to take place during the school day. In addition, students shall be given the opportunity to organize and hold student meetings at reasonable times, other than during those hours when classes are being held. Such gatherings must not materially and substantially disrupt the operation of the school, endanger the safety of any person, or violate any law, district policy or school rule.”*
2. **Gangs (Secondary):** See [Gangs](#).

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS III MISCONDUCT– CONTINUED

### DISTURBANCE OF SCHOOL - CONTINUED

BEHAVIOR MANAGEMENT OPTIONS																			
SCOC VIOLATION		GRADE BLOCK																	
Disturbance of School		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>	✓	✓	✓				✓	✓	✓				✓	✓	✓			
	<a href="#">"TIME-OUT"</a>	✓						✓											
	<a href="#">REPRIMAND</a>	✓						✓											
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>	✓	✓	✓				✓	✓	✓									
	<a href="#">MEDIATION</a>	✓						✓						✓					
	<a href="#">REMOVAL FROM SETTING</a>	✓						✓											
	<a href="#">AT-RISK GROUP</a>													✓					
	<a href="#">ALTERNATIVE TO SUSPENSION</a>		✓						✓						✓	✓			
	<a href="#">ALTERNATIVE EDUCATION</a>									✓					✓	✓			
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCAION OF PRIVILEGE</a>	✓		✓				✓		✓									
	<a href="#">PROPERTY CONFISCATION</a>	✓						✓											
	<a href="#">RESTITUTION</a>																		
	<a href="#">DETENTION</a>		✓						✓										
	<a href="#">SERVICE PENALTY</a>																		
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>																		
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>	✓	✓	✓				✓	✓	✓			✓	✓	✓				
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>		✓						✓					✓	✓				
<a href="#">EXPULSION</a>									✓				✓	✓					

**Powerschool coding:**

**Disorderly/Disreputable Conduct**

**ADMINISTRATIVE GUIDELINES:  
STUDENT CODE OF CONDUCT**



**STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED  
*CLASS III MISCONDUCT- CONTINUED***

**DISTURBANCE OF SCHOOL - CONTINUED**

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS III MISCONDUCT– CONTINUED

### THREAT, INTIMIDATION OR BULLYING

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Threatening or Intimidating Behavior (Secondary):** *“Threatening/Intimidating Behavior is to frighten, compel or deter by actual or implied threats. This includes, but is not limited to bullying.”*
- **Bullying (Secondary):** *“Bullying is the verbal, written, physical or psychological abuse of another student by means of threats, intimidation, insults, taunts, challenges or other aggressive behavior while on the school grounds, buses or at school-sponsored events or activities.”*
- **Cyber-Bullying (Secondary):** *“Cyber-Bullying is the use of the Internet and related technologies to harm other people, in a deliberate, repeated, and hostile manner.”*
- **Physical Aggression (Secondary):** *“Physical Aggression is tussles, minor confrontations, pushing, shoving or other physical provocation.”*
- **Gang Activity (Secondary):** *“A Gang is an activity or affiliation of an ongoing loosely organized association of two or more persons, whether formal or informal, that has a common name, signs, symbols or colors, and whose members engage, either individually or collectively, in gang activity.”*
- **Death Threat (Secondary):** *“Death threat is the act of stating an intended action whether written, oral or electronic that could cause death.”*

**Examples:** Examples include, but are not limited to, the following:

- Spoken threats (e.g., ominous statements or comments).
- Written threats (e.g., typewritten letters, hand-written notes, or email).
- Symbolic threats (e.g., gestures conveying a meaning known to the recipient).
- Virtual threats or “cyber-bullying” (e.g., web/blog content or text messages).
- Other threats (e.g., conduct that specifically conveys a threat to use of physical violence against another person or to damage his or her property).

Related alignments include, but may not be limited to, the following:

**Federal alignment(s):** 20 USC §7912

**State alignment(s):** ARS §13-1202; §13-2921; §13-3620; §15-341 (A)(1); §15-341 (A)(12); §15-341 (A)(37); §15-342 (32); §15-507; §15-521; §15-841 (A); §15-841 (B)

**AZ SAFE alignment(s):** **Threat or Intimidation\*; Bullying\***

**District policy alignment(s):** SCUSD EB; GBEB; GBGB; GBGB-R; GCMF; GCK; GCO et seq.; GDJ; IHA; IJNA; JA; JB et seq.; JFBA et seq.; JI et seq.; JIC; JICF et seq.; JICFA et seq.; JICK et seq.; JII et seq.; JK et seq.; JLI; JLIA

**Handbook alignment(s):** Elementary: Threat to Staff and/or Student (Physical, Written, Verbal); Harassment/Intimidation; Bullying; Cyber-Bullying  
Secondary: Threatening or Intimidating Behavior; Bullying; Cyber-Bullying; Physical Aggression; Gang Activity; Death Threat

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS III MISCONDUCT– CONTINUED

### THREAT, INTIMIDATION OR BULLYING - CONTINUED

**Code Alignment(s):**

LEVEL	PK-2	3-6	7-12
DISTRICT			
BUILDING			
SETTING			

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	VARIABLE	VARIABLE	VARIABLE
AZ SAFE	YES	YES	YES

**Commentary:**

1. **AZ SAFE: Bullying.** Bullying is repeated acts over time that involves a real or perceived imbalance of power with the more powerful child or group attacking those who are less powerful. Bullying can be physical in form (e.g., pushing, hitting, kicking, spitting, stealing); verbal (e.g., making threats, taunting, teasing, name-calling); or psychological (e.g., social exclusion, spreading rumors, manipulating social relationships). (Paraphrased from: Ericson, Nels, 2001, Addressing the Problem of Bullying, U.S. Dept. of Justice, Fact Sheet #FS-200127).
2. **AZ SAFE: Threat or Intimidation.** (ARS §13-1202) When a person indicates by word or conduct the intent to cause physical injury or serious damage to a person or their property. A. A person commits threatening or intimidating if the person threatens or intimidates by word or conduct: (1) To cause physical injury to another person or serious damage to the property of another; or (2) To cause, or in reckless disregard to causing, serious public inconvenience including, but not limited to, evacuation of a building, place of assembly or transportation facility; or (3) To cause physical injury to another person or damage to the property of another in order to promote, further or assist in the interests of or to cause, induce or solicit another person to participate in a criminal street gang, a criminal syndicate or a racketeering enterprise. B. Threatening or intimidating pursuant to subsection A, paragraph 1 or 2 is a class 1 misdemeanor, except that it is a class 6 felony if the offense is committed in retaliation for a victim's either reporting criminal activity or being involved in an organization, other than a law enforcement agency, that is established for the purpose of reporting or preventing criminal activity. Threatening or intimidating pursuant to subsection A, paragraph 3 is a class 4 felony.

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. **Bullying/Harassment (Secondary):** *“Bullying and/or harassment of others is prohibited. Harassment and bullying means physical or psychological abuse of another student by means of verbal threats, intimidation, insults or other aggressive behavior including abuse based on race, ethnicity, gender, sexual orientation, religion or disability. Hazing means forcing a student to risk or suffer physical or mental harm or degradation to join or participate or remain in a school organization or affiliation. If a student believes that he or she has been harassed, bullied, or hazed, the student should report the behavior to a teacher, counselor, and school nurse or school administrator. Students who engage in harassment, bullying or hazing will be subject to disciplinary and criminal sanctions.”*
2. **Right to Freedom from Intimidation or Bullying (Secondary):** *“Students may expect to be provided with an atmosphere free from intimidation or bullying. Any student who is subjected to sexual harassment from other students, visitors or school staff, should immediately inform a teacher, principal, assistant principal or assistant superintendent. In accordance with state's anti-bully laws, students may make confidential reports of intimidation or bullying to any school employee or via the San Carlos Safe School Resource Officer (SRO). Parents/guardians are also welcome to submit written reports on incidents to administrators. All school staff is required*



# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS III MISCONDUCT– CONTINUED

### THREAT, INTIMIDATION OR BULLYING - CONTINUED

*to report suspected intimidation or bullying. The district will neither allow no tolerate retaliation in any form by any employee, student or others against any complaining employee, student or corroborating witness. Likewise, students who knowingly submit false reports of intimidation or bullying will face consequences.”*

3. **Gangs (Secondary):** *“Gangs that initiate, advocate or promote activities that threaten the safety or well-being of persons or property on school grounds, or disrupt the school environment, are harmful to the educational process. A gang is an activity or an affiliation of an ongoing loosely organized association of two or more persons, whether formal or informal, that has a common name, signs, symbols, or colors and whose members encourage, either individually or collectively, participation in gang activity. The use of hand signals, graffiti, pictures, drawings, etc. or the presence of any apparel, jewelry, or manner of dress that indicates or implies membership or affiliation with such a group is prohibited because of the disruption of educational activities from such activities or dress. It is the district’s position that such activities or dress also present a clear and present danger to other district students and to district staff members. Any activity involving initiation, hazing, intimidation, assault, or other activities related to group affiliation that is likely to cause or does cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to students or others is prohibited. Any student wearing, carrying or displaying gang paraphernalia and/or exhibiting or gestures that symbolize gang membership, or causing and/or participating in activities that intimidate or adversely affect the educational activities of another student, or the orderly operation of the schools, shall be subject to discipline [ARS §13-2308, §12-661 (A)(B), §15-766, §12-2911, §15-767, §15-341(A)(1), §15-803, §15-841, §15-507, §15-842, §15-521 (A)(2), §15-843 and §15-727; AGO 78-218,18-055 and 84-36; AAC R7-2-401 and R7-2-405].”*

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS III MISCONDUCT- CONTINUED

### THREAT, INTIMIDATION OR BULLYING - CONTINUED

BEHAVIOR MANAGEMENT OPTIONS																			
SCOC VIOLATION		GRADE BLOCK																	
Threat, Intimidation or Bullying		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓			
	<a href="#">"TIME-OUT"</a>	✓	✓					✓	✓										
	<a href="#">REPRIMAND</a>	✓	✓					✓	✓										
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>	✓	✓	✓	✓			✓	✓	✓	✓								
	<a href="#">MEDIATION</a>	✓	✓					✓	✓					✓					
	<a href="#">REMOVAL FROM SETTING</a>	✓	✓					✓	✓										
	<a href="#">AT-RISK GROUP</a>													✓					
	<a href="#">ALTERNATIVE TO SUSPENSION</a>			✓	✓					✓	✓				✓	✓			
	<a href="#">ALTERNATIVE EDUCATION</a>											✓				✓			
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCAION OF PRIVILEGE</a>	✓	✓	✓	✓			✓	✓	✓	✓								
	<a href="#">PROPERTY CONFISCATION</a>	✓	✓					✓	✓										
	<a href="#">RESTITUTION</a>	✓						✓											
	<a href="#">DETENTION</a>	✓	✓	✓				✓	✓	✓									
	<a href="#">SERVICE PENALTY</a>	✓						✓											
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>																		
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>		✓	✓	✓				✓	✓	✓		✓	✓	✓				
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>			✓	✓					✓	✓			✓	✓				
	<a href="#">EXPULSION</a>											✓			✓				

**Powerschool coding:**

**Threat/Intimidation**

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS III MISCONDUCT– CONTINUED

### TRESPASSING

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Loitering (Secondary):** “Loitering occurs if a person is intentionally present on school grounds after a reasonable request to leave and does not have any specific reason for being there, or does not have written permission to be there from anyone authorized to grant permission.”
- **Trespassing (Secondary):** “Trespassing occurs when a person enters upon, or in, school property without legal justification or without the implied or actual permission of the administration.”

**Examples:** Examples of *Trespassing* include, but are not limited to, the following:

- Unauthorized entry (e.g., either entering a restricted facility or area or assisting others with the means for doing so).
- Unauthorized presence (e.g., entering property or facilities outside of established hours of operation).
- Loitering (e.g., remaining on property or in facilities after being directed to leave by designated personnel).

Related alignments include, but may not be limited to, the following:

**Federal alignment(s):** NOT APPLICABLE

**State alignment(s):** ARS §8-303; §8-304; §8-371; §13-105; §13-601 et seq.; §13-1001 et seq.; §13-1502; §13-1503; §13-1504; §13-2905; §13-3881 et seq.; §15-341 (A)(1); §15-341 (A)(12); §15-342 (32); §15-521; §15-841 (A); §15-841 (B)

**AZ SAFE alignment(s):** **Trespassing**

**District policy alignment(s):** SCUSD ECA; ECA-R; ECA-E; GBEB; GCMF; GCK; GCO et seq.; GDJ; ILB; JI et seq.; JIC; JIH et seq.; JK et seq.; JLIB et seq.

**Handbook alignment(s):** Elementary: Trespassing  
Secondary: Loitering; Trespassing

**Code Alignment(s):**

LEVEL	PK-2	3-6	7-12
DISTRICT			
BUILDING			
SETTING			

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	VARIABLE	VARIABLE	VARIABLE
AZ SAFE	NO	NO	NO

### Commentary:

1. **AZ SAFE: Trespassing.** To enter or remain on a public school campus or school board facility without authorization or invitation and with no lawful purpose for entry. This includes students

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS III MISCONDUCT– CONTINUED

### TRESPASSING - CONTINUED

under suspension or expulsion and unauthorized persons who enter or remain on a campus or school board facility after being directed to leave by the chief administrator or designee of the facility, campus or function (SDFS Terms and Definitions). (ARS §13-1503) A person commits criminal trespass in the second degree by knowingly entering or remaining unlawfully in or on any nonresidential structure or in any fenced commercial yard.

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. None.

BEHAVIOR MANAGEMENT OPTIONS																			
SCOC VIOLATION		GRADE BLOCK																	
Trespassing		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>	✓	✓	✓				✓	✓										
	<a href="#">"TIME-OUT"</a>	✓	✓					✓	✓										
	<a href="#">REPRIMAND</a>	✓						✓											
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>		✓	✓					✓	✓									
	<a href="#">MEDIATION</a>		✓						✓						✓				
	<a href="#">REMOVAL FROM SETTING</a>		✓						✓										
	<a href="#">AT-RISK GROUP</a>														✓				
	<a href="#">ALTERNATIVE TO SUSPENSION</a>																		
	<a href="#">ALTERNATIVE EDUCATION</a>																		
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCAION OF PRIVILEGE</a>	✓						✓											
	<a href="#">PROPERTY CONFISCATION</a>		✓						✓										
	<a href="#">RESTITUTION</a>	✓						✓											
	<a href="#">DETENTION</a>	✓		✓				✓	✓										
	<a href="#">SERVICE PENALTY</a>																		
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>																		
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>			✓					✓					✓	✓	✓			
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>																		
	<a href="#">EXPULSION</a>																		

**Powerschool coding:**

**Trespassing**

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS III MISCONDUCT– CONTINUED

### EXTORTION

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Extortion (Secondary):** “Extortion is the act of knowingly obtaining or seeking to obtain property or services, or causing or seeking to cause another to act in a manner by means of a threat to do any of the following: (1) cause physical injury; (2) cause damage to property; (3) engage in illegal conduct; or (4) make false accusations.”

**Examples:** Examples include, but are not limited to, the following:

- Extortion to obtain personal property (e.g., threatening to hurt another student unless he or she voluntarily gives up his or her game console or threatening to activate a virus placed on the district network unless a “deactivation payment” is made).
- Extortion to force cooperation (e.g., threatening to physically attack a student’s girlfriend if he does not join a gang or threatening to make a false accusation against a teacher unless he or she changes a grade or threatening to come forward as a witness to a coach’s hit and run off campus unless she submits to a sexual act ).
- Extortion to force assistance (e.g., threatening to kill a student’s pet unless he or she does the perpetrator’s homework).
- Any other act involving the attempted or completed extraction of property, cooperation, or assistance from a person under coercive circumstances that threaten the future use of force, physical violence, property loss, or other consequences to the victim or others if he or she fails to comply with the perpetrator’s terms.

Related alignments include, but may not be limited to, the following:

**Federal alignment(s):** 18 USC §871 et seq.; 18 USC §891 et seq.; 20 USC §7912

**State alignment(s):** ARS §8-303; §8-304; §8-371; §13-105; §13-601 et seq.; §13-1001 et seq.; §13-1804; §13-3881 et seq.; §15-341 (A)(1); §15-341 (A)(12); §15-342 (32); §15-521; §15-841 (A); §15-841 (B); §15-2321

**AZ SAFE alignment(s):** Extortion\*

**District policy alignment(s):** SCUSD GBEB; GCMF; GCK; GCO et seq.; GDJ; IJNA; JA; JFBA et seq.; JI et seq.; JIC; JICF et seq.; JICK et seq.; JIH et seq.; JK et seq.; JLI; JLIA; JLIB et seq.

**Handbook alignment(s):** Elementary: Extortion/Strong-Arming/Blackmail  
Secondary: Extortion; Gang Activity

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	VARIABLE	VARIABLE	VARIABLE
AZ SAFE	YES	YES	YES

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED *CLASS III MISCONDUCT– CONTINUED*

### EXTORTION - CONTINUED

#### Commentary:

1. **AZ SAFE: Extortion.** (ARS §13-1804) A. A person commits theft by extortion by knowingly obtaining or seeking to obtain property or services by means of a threat to do in the future any of the following: (1) Cause physical injury to anyone by means of a deadly weapon or dangerous instrument. (2) Cause physical injury to anyone except as provided in paragraph 1 of this subsection. (3) Cause damage to property. (4) Engage in other conduct constituting an offense. (5) Accuse anyone of a crime or bring criminal charges against anyone. (6) Expose a secret or an asserted fact, whether true or false, tending to subject anyone to hatred, contempt or ridicule or to impair the person's credit or business. (7) Take or withhold action as a public servant or cause a public servant to take or withhold action. (8) Cause anyone to part with any property.

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. **Gangs (Secondary):** See [Gangs](#).

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS III MISCONDUCT- CONTINUED

### EXTORTION - CONTINUED

		BEHAVIOR MANAGEMENT OPTIONS																	
SCOC VIOLATION		GRADE BLOCK																	
Extortion		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>	✓	✓	✓				✓	✓	✓				✓	✓	✓			
	<a href="#">"TIME-OUT"</a>																		
	<a href="#">REPRIMAND</a>																		
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>	✓	✓					✓	✓										
	<a href="#">MEDIATION</a>													✓					
	<a href="#">REMOVAL FROM SETTING</a>																		
	<a href="#">AT-RISK GROUP</a>													✓					
	<a href="#">ALTERNATIVE TO SUSPENSION</a>		✓						✓							✓			
	<a href="#">ALTERNATIVE EDUCATION</a>									✓						✓			
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCATION OF PRIVILEGE</a>	✓						✓											
	<a href="#">PROPERTY CONFISCATION</a>																		
	<a href="#">RESTITUTION</a>																		
	<a href="#">DETENTION</a>																		
	<a href="#">SERVICE PENALTY</a>																		
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>																		
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>	✓						✓					✓	✓	✓				
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>		✓						✓						✓				
<a href="#">EXPULSION</a>									✓					✓					

**Powerschool coding:**

**None.**

**ADMINISTRATIVE GUIDELINES:  
STUDENT CODE OF CONDUCT**



**STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED  
*CLASS III MISCONDUCT- CONTINUED***

**EXTORTION - CONTINUED**

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS III MISCONDUCT– CONTINUED

### THEFT

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Theft (Secondary):** *“Theft is taking property that belongs to another without personal confrontation, threat, violence or bodily harm. Theft does not include confiscation by school authorities of property not permitted at the school.”*

**Examples:** Examples include, but are not limited to, the following:

- The attempted or completed removal of property from the control, custody, or care of the school or district, a staff member, student or a third party victim under non-confrontational, covert, or deceptive circumstances; or
- The possession, transport, receipt, exchange, disposal, or sale of stolen property by a third party perpetrator.
- Theft of school or district property (e.g., leaving a computer lab with a hard drive in a backpack or removing sporting goods from an equipment room).
- Theft of personal property belonging to staff or students (e.g., driving off campus with a car owned by a teacher or another student without advance permission, taking money from a teacher’s wallet left in a filing cabinet during recess, copying personal information to engage in *identity theft*, or the misrepresentation of an item sold, exchanged, or bartered through *theft by deception*).
- Theft of personal property belonging to third parties (e.g., disabling the lock on a vending machine and taking the change inside or taking tools left by a contractor working on campus).
- Theft which has involved third party perpetrators (e.g., storing a stolen cell phone in a locker for a friend or taking a router carried out of a networking lab in a backpack to a car for removal from campus at lunchtime).

Related alignments include, but may not be limited to, the following:

**Federal alignment(s):** 18 USC §641 et seq.; 18 USC §2311 et seq.

**State alignment(s):** ARS §8-303; §8-304; §8-371; §13-105; §12-661; §13-601 et seq.; §13-1001 et seq.; §13-1802; §13-3881 et seq.; §15-341 (A)(1); §15-341 (A)(12); §15-342 (32); §15-521; §15-841 (A); §15-841 (B)

**AZ SAFE alignment(s):** **Petty Theft; Theft**

**District policy alignment(s):** SCUSD DM; ECA; ECA-R; ECA-E; GBEB; GCMF; GCK; GCO et seq.; GDJ; IJNA; JA; JI et seq.; JIC; JIH et seq.; JIH et seq.; JJE; JK et seq.; JLIB et seq.

**Handbook alignment(s):** Elementary: Stealing and/or Theft  
Secondary: Theft

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	VARIABLE	VARIABLE	VARIABLE
AZ SAFE	NO	NO	NO

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED *CLASS III MISCONDUCT– CONTINUED*

### THEFT - CONTINUED

#### Commentary:

1. **AZ SAFE: Petty Theft.** Arizona law does not differentiate between petty and grand theft but school administrators may want to consider thefts under \$100 as petty.
2. **AZ SAFE: Theft.** Taking or attempting to take money or property belonging to another person or the school with the intent to permanently deprive the victim of his or her possessions. (ARS §13-1802) A. A person commits theft if, without lawful authority, the person knowingly: (1) Controls property of another with the intent to deprive the other person of such property; or (2) Converts for an unauthorized term or use services or property of another entrusted to the defendant or placed in the defendant's possession for a limited, authorized term or use; or (3) Obtains services or property of another by means of any material misrepresentation with intent to deprive the other person of such property or services; or (4) Comes into control of lost, mislaid or misdelivered property under circumstances providing means of inquiry as to the true owner and appropriates such property to the person's own or another's use without reasonable efforts to notify the owner; or (5) Controls property of another knowing or having reason to know that it was stolen; or (6) Obtains services known to the defendant to be available only for compensation without paying or an agreement to pay the compensation or diverts another's services to the person's own or another's benefit without authority.

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. **Theft (Secondary):** *“In the event of theft, personal items brought to school, such as musical instruments, radios, etc., are not covered by district insurance.”*

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS III MISCONDUCT– CONTINUED

### THEFT - CONTINUED

		BEHAVIOR MANAGEMENT OPTIONS																	
SCOC VIOLATION		GRADE BLOCK																	
Theft		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>	✓	✓	✓	✓			✓	✓										
	<a href="#">"TIME-OUT"</a>	✓	✓					✓	✓										
	<a href="#">REPRIMAND</a>	✓						✓											
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>		✓	✓	✓			✓	✓	✓									
	<a href="#">MEDIATION</a>		✓					✓						✓					
	<a href="#">REMOVAL FROM SETTING</a>		✓					✓											
	<a href="#">AT-RISK GROUP</a>													✓					
	<a href="#">ALTERNATIVE TO SUSPENSION</a>																		
	<a href="#">ALTERNATIVE EDUCATION</a>																		
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCAION OF PRIVILEGE</a>	✓			✓			✓			✓								
	<a href="#">PROPERTY CONFISCATION</a>		✓					✓											
	<a href="#">RESTITUTION</a>	✓						✓						✓	✓	✓			
	<a href="#">DETENTION</a>	✓		✓				✓	✓										
	<a href="#">SERVICE PENALTY</a>																		
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>																		
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>			✓	✓					✓	✓			✓	✓	✓			
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>																		
	<a href="#">EXPULSION</a>																		

**Powerschool coding:**

**Motor Vehicle Theft; Stealing/Theft/Larceny**

**ADMINISTRATIVE GUIDELINES:  
STUDENT CODE OF CONDUCT**



**STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED  
*CLASS III MISCONDUCT- CONTINUED***

**THEFT - CONTINUED**

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS III MISCONDUCT– CONTINUED

### PROPERTY DAMAGE

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Vandalism or Destruction of Property (Secondary):** *“Vandalism or Destruction of Property is the willful act of defacing or destroying any building, fixture, vegetation or property either intentionally or unintentionally.”*

**Examples:** Examples include, but are not limited to, the following:

- Any act resulting in the partial or total loss of real or personal property belonging to the school or district, staff, students, or third parties resulting from a non-accidental act, such as:
  - Damage to school grounds or facilities (e.g., any gang-related “tagging” or other type of property defacement, demolition of signs, damaged foliage, breakage of sprinklers; the breakage of windows or doors or the destruction of an entire classroom in an act of *malicious vandalism*).
  - Damage to furnishings, fixtures, equipment or consumable materials (e.g., the breakage of mirrors, destruction of bathroom fixtures, sabotage of plumbing system, engraving of desks, forced opening of storage cases, the smashing of hard drives, the defacement of textbooks or destruction of media materials).
  - Damage to personal property in retaliation (e.g., the slashing a teacher’s tires after a poor grade is received in an act of *vindictive vandalism*).

Related alignments include, but may not be limited to, the following:

**Federal alignment(s):** 20 USC §7912

**Federal/State alignment(s):** ARS §8-303; §8-304; §8-371; §12-661; §13-105; §13-601 et seq.; §13-1001 et seq.; §13-1205; §13-1602; §13-1603; §13-1604; §13-3881 et seq.; §15-341 (A)(1); §15-341 (A)(12); §15-342 (28); §15-342 (32); §15-521; §15-727; §15-729; §15-841 (A); §15-842 (A); §15-842 (B); §15-2321

**AZ SAFE alignment(s):** **Vandalism or Criminal Damage; Graffiti or Tagging; Vandalism of Personal Property\*; Vandalism of School Property\***

**District policy alignment(s):** SCUSD EB; ECA; ECA-R; ECA-E; ECAC; ECAC-R; GBEA; GBEB; GCMF; GCK; GCO et seq.; GDJ; IJNA; JA; JFBA et seq.; JI et seq.; JIC; JICB; JICF et seq.; JIH et seq.; JK et seq.; JLI; JLIA; JLIB et seq.; JQ et seq.

**Handbook alignment(s):** Elementary: Destruction of Property/Vandalism  
Secondary: Vandalism or Destruction of Property (e.g., graffiti); Gang Activity

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	VARIABLE	VARIABLE	VARIABLE
AZ SAFE	VARIABLE (*)	VARIABLE (*)	VARIABLE (*)

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED *CLASS III MISCONDUCT– CONTINUED*

### PROPERTY DAMAGE- CONTINUED

#### Commentary:

1. **AZ SAFE: Vandalism or Criminal Damage.** Willful destruction or defacement of school or personal property (National Forum on Educational Statistics, Safety in Numbers). (ARS §13-1602) A person commits criminal damage by recklessly: (1) Defacing or damaging property of another person; or (2) Tampering with property of another person so as substantially to impair its function or value; or (3) Parking any vehicle in such a manner as to deprive livestock of access to the only reasonably available water; or (4) Drawing or inscribing a message, slogan, sign or symbol that is made on any public or private building, structure or surface, except the ground, and that is made without permission of the owner. Examples: Destroying school computer records, carving initials or words in desk top, spray painting on walls, or damaging vehicles. NOTE: When using this code record the cost of repairing or replacing the damaged property under “Cost.”
2. **AZ SAFE: Graffiti or Tagging.** Writing on walls, drawings or words that are scratched, painted, or sprayed on walls or other surfaces in public places (MSN Encarta Online Dictionary).
3. **AZ SAFE: Vandalism of Personal Property.** Willful destruction or defacement of personal property.
4. **AZ SAFE: Vandalism of School Property.** Willful destruction or defacement of school property.

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. **Gangs (Secondary):** See [Gangs](#).

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS III MISCONDUCT- CONTINUED

### PROPERTY DAMAGE- CONTINUED

BEHAVIOR MANAGEMENT OPTIONS																			
SCOC VIOLATION		GRADE BLOCK																	
Property Damage		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>	✓	✓	✓				✓											
	<a href="#">"TIME-OUT"</a>	✓						✓											
	<a href="#">REPRIMAND</a>	✓						✓											
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>	✓	✓	✓				✓	✓	✓									
	<a href="#">MEDIATION</a>	✓						✓						✓					
	<a href="#">REMOVAL FROM SETTING</a>	✓						✓											
	<a href="#">AT-RISK GROUP</a>													✓					
	<a href="#">ALTERNATIVE TO SUSPENSION</a>																✓		
	<a href="#">ALTERNATIVE EDUCATION</a>																✓		
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCAION OF PRIVILEGE</a>			✓						✓									
	<a href="#">PROPERTY CONFISCATION</a>	✓						✓											
	<a href="#">RESTITUTION</a>													✓	✓	✓			
	<a href="#">DETENTION</a>		✓					✓											
	<a href="#">SERVICE PENALTY</a>																		
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>																		
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>		✓	✓				✓	✓					✓	✓	✓			
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>																✓		
<a href="#">EXPULSION</a>																✓			

**Powerschool coding:**

**Vandalism**

**ADMINISTRATIVE GUIDELINES:  
STUDENT CODE OF CONDUCT**



**STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED  
*CLASS III MISCONDUCT- CONTINUED***

**PROPERTY DAMAGE- CONTINUED**

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS III MISCONDUCT– CONTINUED

### ALCOHOL OR TOXIC COMPOUND

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Alcohol (Secondary):** *“Alcohol is the possession, distribution, sale, purchase or use of any beverage containing alcohol.”*
- **Toxic Compound:** *“Toxic Compound is the possession, distribution, sale, purchase or use of any non-controlled but dangerous substance with intoxicating properties.”*
- **Sale or Distribution of Alcohol (Secondary):** *“Sale or Distribution of Alcohol is the attempt or act of offering, selling, trading, procuring or distributing (with or without compensation) alcohol on district property, at a district-sponsored event or on school-sponsored transportation.”*
- **Under the Influence (Secondary):** *“Under the Influence occurs when a student’s behavior or mood has changed as a result of consumption of alcohol or drugs.”*

**Examples:** Examples include, but are not limited to, the following:

- Naturally fermented beverages or derivatives (e.g., beer, malt liquor, wine, and “fortified” wine).
- Distilled spirits of all kinds.
- Over the counter products which contain alcohol e.g., cough syrup).
- Solvents (e.g., glues, paint thinners, hair spray and other products containing volatile materials and/or propellants).
- Unregulated natural compounds with psychoactive properties (e.g., bath salts, K2 or “Spice”).

Related alignments include, but may not be limited to, the following:

**Federal alignment(s):** 18 USC §1261 et seq.; 20 USC §7912

**State alignment(s):** ARS §4-241; §4-244; §8-303; §8-304; §8-371; §13-105; §13-503; §13-601 et seq.; §13-1001 et seq.; §13-3403; §13-3881 et seq.; §15-341 (A)(1); §15-341 (A)(12); §15-342 (32); §15-345; §15-521; §15-841 (A); §15-841 (B)

**AZ SAFE alignment(s):** **Alcohol Violation\***

**District policy alignment(s):** SCUSD GBEB; GBECA; GCMF; GCK; GCO et seq.; GDJ; IHA; IHAMA; IHAMB et seq.; IJNA; JA; JFBA et seq.; JI et seq.; JIC; JICH; JIH et seq.; JK et seq.; JLI; JLIA; JLIB et seq.

**Handbook alignment(s):** Elementary: Alcohol and Other Drug (Possession, Consumption, Distribution, Possession with Intent to Distribute)  
Secondary: Alcohol (Use and/or Possession); Alcohol (Distribution and/or Sale)

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	YES	YES	YES
AZ SAFE	YES	YES	YES

**Commentary:**

1. **AZ SAFE: Alcohol Violation.** The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or use of intoxicating alcoholic beverages or

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS III MISCONDUCT- CONTINUED

### ALCOHOL OR TOXIC COMPOUND- CONTINUED

substances represented as alcohol. This includes being intoxicated at school, school-sponsored events and on school-sponsored transportation.

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. None.

BEHAVIOR MANAGEMENT OPTIONS																			
SCOC VIOLATION		GRADE BLOCK																	
Alcohol or Toxic Compound		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>	✓	✓	✓	✓			✓	✓	✓	✓								
	<a href="#">"TIME-OUT"</a>																		
	<a href="#">REPRIMAND</a>																		
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>	✓	✓	✓				✓	✓	✓									
	<a href="#">MEDIATION</a>													✓					
	<a href="#">REMOVAL FROM SETTING</a>																		
	<a href="#">AT-RISK GROUP</a>													✓					
	<a href="#">ALTERNATIVE TO SUSPENSION</a>	✓	✓	✓				✓	✓	✓				✓	✓	✓			
	<a href="#">ALTERNATIVE EDUCATION</a>									✓	✓			✓	✓				
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCATION OF PRIVILEGE</a>	✓	✓					✓	✓										
	<a href="#">PROPERTY CONFISCATION</a>																		
	<a href="#">RESTITUTION</a>																		
	<a href="#">DETENTION</a>	✓						✓											
	<a href="#">SERVICE PENALTY</a>																		
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>																		
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>	✓	✓					✓	✓					✓	✓				
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>	✓	✓	✓				✓	✓	✓				✓	✓	✓			
	<a href="#">EXPULSION</a>									✓	✓			✓	✓				

**Powerschool coding:**

**Alcohol (Possession, Use, Sale)**

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS III MISCONDUCT– CONTINUED

### FIGHTING

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Fighting (Secondary):** *“Fighting is when two or more persons engage in any violence toward each other in an angry or quarrelsome manner.”*

**Examples:** Examples include, but are not limited to, the following:

- “Pre-fighting” (e.g., mutual use of taunts, touching or slapping to attempt to get the other party to start a fight).
- Mutual combat (e.g., any physical contact between at least two male, two female, or a male and a female student involving scratching, kicking, pulling of hair, wrestling for leverage, or the use of fists; “fight clubs”).
- Brawls or melees (e.g., an altercation between multiple students on two sides of an argument).
- Any other act involving imminent or actual physical violence in which two or more parties or sides have contributed to the altercation either verbally or physically regardless of who initiated it.

Related alignments include, but may not be limited to, the following:

**Federal alignment(s):** Title VI of the *Civil Rights Act of 1964* [42 USC §2000d; Public Law 88-352]; Title IX of the *Education Amendments of 1972* [20 USC §1681 et seq.]; 20 USC §7912

**State alignment(s):** ARS §15-341 (A)(1); §15-341 (A)(12); §15-342 (32); §15-521; §15-841 (A); §15-841 (B)

**AZ SAFE alignment(s):** **Fighting\***

**District policy alignment(s):** SCUSD ACA; ACA-R; ACA-E; GCMF; GCK; GCO et seq.; GDJ; IJNA; IMH et seq.; JA; JFBA et seq.; JI et seq.; JIC; JICF et seq.; JK et seq.; JLI; JLIA

**Handbook alignment(s):** Elementary: Fighting (Physical)  
Secondary: Fighting; Gang Activity; Instigation: Physical Aggression

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	VARIABLE	VARIABLE	VARIABLE
AZ SAFE	YES (*)	YES (*)	YES (*)

**Commentary:**

1. **AZ SAFE: Fighting.** Mutual participation in an incident involving physical violence, where there is no major injury. (US Department of Education, Office of Safe and Drug-Free Schools Uniform Management Information and Reporting System guidelines, 10/06) Verbal confrontation alone does not constitute fighting.
2. **District policy: Self-defense.** Reasonableness of use of physical force in self-defense, defense of others, and defense of property will be considered as a mitigating factor in determining penalties for misconduct. The threat or use of physical force by a student is not reasonable (i) when made in response to verbal provocation alone, (ii) when assistance from a school staff

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS III MISCONDUCT– CONTINUED

### FIGHTING- CONTINUED

member is a reasonable alternative, or (iii) when the degree of physical force used is disproportionate to the circumstances or exceeds that necessary to avoid injury to self or others or to preserve property at risk [SCUSD JK-R].

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. **Student Use of Physical Force in Self Defense (Secondary):** *“Reasonable use of physical force in self-defense of others will be considered as a mitigating factor to determining penalties for misconduct. The threat or use of physical force by a student is not acceptable: (1) When made in response to verbal provocation; (2) When assistance from a school staff member is a reasonable alternative; (3) When the student has a reasonable opportunity to remove himself or herself from the situation or otherwise flee; or, (4) When the degree of physical force used is disproportionate to the circumstances, or exceeds that necessary to avoid injury to oneself and others.”*
2. **Gangs (Secondary):** See [Gangs](#).

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS III MISCONDUCT- CONTINUED

### FIGHTING- CONTINUED

BEHAVIOR MANAGEMENT OPTIONS																			
SCOC VIOLATION		GRADE BLOCK																	
Fighting		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>	✓	✓	✓				✓						✓	✓	✓			
	<a href="#">"TIME-OUT"</a>	✓						✓											
	<a href="#">REPRIMAND</a>	✓						✓											
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>	✓	✓	✓				✓	✓	✓									
	<a href="#">MEDIATION</a>	✓						✓						✓					
	<a href="#">REMOVAL FROM SETTING</a>	✓						✓											
	<a href="#">AT-RISK GROUP</a>													✓					
	<a href="#">ALTERNATIVE TO SUSPENSION</a>																✓		
	<a href="#">ALTERNATIVE EDUCATION</a>																✓		
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCAION OF PRIVILEGE</a>			✓						✓									
	<a href="#">PROPERTY CONFISCATION</a>	✓						✓											
	<a href="#">RESTITUTION</a>																		
	<a href="#">DETENTION</a>		✓					✓											
	<a href="#">SERVICE PENALTY</a>																		
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>																		
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>		✓	✓				✓	✓					✓	✓	✓			
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>																✓		
	<a href="#">EXPULSION</a>																✓		

**Powerschool coding:**

**Fighting**

**ADMINISTRATIVE GUIDELINES:  
STUDENT CODE OF CONDUCT**



**STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED  
*CLASS III MISCONDUCT- CONTINUED***

**FIGHTING- CONTINUED**

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS III MISCONDUCT– CONTINUED

### SEXUAL HARASSMENT

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Sexual Harassment (Secondary):** “*Sexual Harassment is discrimination based on gender that includes unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature made by one individual to another (Sexual: of, relating to, affecting, or typical of sex, the sexes, or the sex organs and their functions; implying or symbolizing erotic desire or activity).*”

*Sexual harassment* can be defined as

**Examples:** Examples include, but are not limited to, the following:

- Any non-mutual and non-consensual verbal or non-verbal conduct based specifically on gender or sex that is perceived by the recipient or a bystander as unwelcome, unsolicited, undesirable, abusive, discriminatory or offensive, such as:
  - Physical actions or behaviors (e.g., unwelcome sexual advances, lingering touches or stalking).
  - Verbal actions or behaviors (e.g., unwelcome requests for sexual favors; propositions or pressure for sexual activity; continued suggestions for a date or social activity outside of school after it has been made clear that such suggestions are unwelcome; unwanted or offensive flirtations; offensive jokes; suggestive remarks; sexual innuendos or double entendres; lewd comments; inquiring about someone’s sexual preferences, fantasies or activities).
  - Non-verbal actions or behaviors (e.g., the display of pornographic or sexually suggestive images, objects, materials, emails, text-messages or faxes; leering; whistling; and sexually suggestive gestures, movements or facial expressions).
  - Gender-specific actions or behaviors (e.g., conduct that denigrates, ridicules, or intimidates another person; conduct that leads to physical abuse of a person because of his or her sex; derogatory or degrading remarks or insults about his or her gender or body).
  - Context-specific actions or behaviors (e.g., explicit or implicit pressure for sexual activity as a condition of participation in an unrelated activity).

Related alignments include, but may not be limited to, the following:

**Federal alignment(s):** 20 USC §7912

**State alignment(s):** ARS §13-2921; §13-2923; §15-341 (A)(1); §15-341 (A)(12); §15-342 (32); §15-342.02; §15-521; §15-712.01; §15-841 (A); §15-841 (B); §15-2301; §15-2321

**AZ SAFE alignment(s):** Harassment, Sexual\*; Harassment, Sexual with Contact\*

**District policy alignment(s):** SCUSD ACA; EB; GCMF; GCK; GCO et seq.; GDJ; IHAMB et seq.; IJNA; JA; JB et seq.; JFBA et seq.; JI et seq.; JIC; JICF et seq.; JICFA et seq.; JICK et seq.; JICL et seq.; JII et seq.; JK et seq.; JLI; JLIA

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT- CONTINUED

### SEXUAL HARASSMENT - CONTINUED

**Handbook alignment(s):**

Elementary: Sexual Harassment  
Secondary: Sexual Harassment

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	NO	NO	NO
AZ SAFE	YES	YES	YES

**Commentary:**

1. **AZ SAFE: Harassment, Sexual.** Sexual harassment is unwelcome conduct of a sexual nature that denies or limits a student's ability to participate in or to receive benefits, services, or opportunities in the school's program. It can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Because sexual harassment of students is a form of sex discrimination prohibited by Title IX of the Education Amendments of 1972, it is governed by this statute and corresponding guidance. Title IX applies to any public or private school receiving federal funding. Does not include legitimate nonsexual touching or other nonsexual conduct, for example, a high school athletic coach hugging a student who made a goal or a kindergarten teacher's consoling hug for a child with a skinned knee. Relevant factors in determining whether behavior rises to the level of sexual harassment include: The degree to which the conduct affected one or more students' education; the type, frequency and duration of the conduct; and the identity of and relationship between the alleged harasser and the subject or subjects of the harassment; the number of individuals involved; the age and sex of the alleged harasser and the subject or subjects of the harassment; the size of the school, location of the incidents, and the context in which they occurred; and other incidents at the school (U.S. Department of Education, Office of Civil Rights, Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, Title IX, January 2001). NOTE: Consider age and developmentally appropriate behavior before using this category.
2. **AZ SAFE: Harassment, Sexual with Contact.** Sexual harassment that includes unwanted physical contact of non-sexual body parts (Includes areas not covered in ARS). This is technically sexual harassment but some people wanted to track it separately.

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. **Right to Freedom from Sexual Harassment:** *"Students may expect to be provided with an atmosphere free from sexual harassment. Any student who is subjected to sexual harassment from other students, visitors or school staff, should immediately inform a teacher, principal, assistant principal or assistant superintendent. Students may make confidential reports of sexual harassment to any school employee or via the San Carlos Safe School Resource Officer (SRO). Parents/guardians are also welcome to submit written reports on incidents to administrators. All school staff is required to report suspected sexual harassment. The district will neither allow nor tolerate retaliation in any form by any employee, student or others against any complaining employee, student or corroborating witness. Likewise, students who knowingly submit false reports of sexual harassment will face consequences."*



# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT- CONTINUED

### SEXUAL HARASSMENT - CONTINUED

BEHAVIOR MANAGEMENT OPTIONS																			
SCOC VIOLATION		GRADE BLOCK																	
Sexual Harassment		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>	✓	✓	✓				✓							✓	✓			
	<a href="#">"TIME-OUT"</a>	✓						✓											
	<a href="#">REPRIMAND</a>	✓						✓						✓					
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>	✓	✓	✓				✓	✓	✓									
	<a href="#">MEDIATION</a>	✓						✓						✓					
	<a href="#">REMOVAL FROM SETTING</a>	✓						✓											
	<a href="#">AT-RISK GROUP</a>													✓					
	<a href="#">ALTERNATIVE TO SUSPENSION</a>																✓		
	<a href="#">ALTERNATIVE EDUCATION</a>																✓		
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCAION OF PRIVILEGE</a>			✓						✓									
	<a href="#">PROPERTY CONFISCATION</a>	✓						✓											
	<a href="#">RESTITUTION</a>																		
	<a href="#">DETENTION</a>		✓					✓											
	<a href="#">SERVICE PENALTY</a>																		
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>																		
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>		✓	✓				✓	✓					✓	✓	✓			
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>																✓		
	<a href="#">EXPULSION</a>																✓		

**Powerschool coding:**

**Sexual Harassment**

**ADMINISTRATIVE GUIDELINES:  
STUDENT CODE OF CONDUCT**



**STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED  
*CLASS II MISCONDUCT- CONTINUED***

**SEXUAL HARASSMENT - CONTINUED**

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS III MISCONDUCT– CONTINUED

### OTHER CLASS III MISCONDUCT

**Definition:** *Other Class III Misconduct* is defined as any incident that involves the failure of a student to adhere to a school or district rule or procedure that often results in consequences for the student outside of the district.

**Examples:** Examples of *Other Class III Misconduct* include, but are not limited to, the following: 1). Any action or behavior substantially similar to those in this class None elsewhere.

Related alignments include, but may not be limited to, the following:

**Federal alignment(s):** Includes all federal level Class III violations not otherwise specified

**State alignment(s):** Includes ARS §13-2001 et seq., §13-2101 et seq., §13-2303, §13-2304, §13-2306, §13-2307, §13-2309, §13-2310, §13-2311, §13-2312, §13-2317, §13-2319, §13-2322, §13-2407, §13-2408, §13-2409, §13-2412, §13-2602, §13-2802, §13-2803, §13-2804, §13-2907 et seq., §13-2908, §13-2909, §13-2910, §13-2912, §13-3002, §13-3003, §13-3005, §13-3006, §13-3008, §13-3502, §13-3503, §13-3504, §13-3505, §13-3506, §13-3512, §13-3552, §13-3553, §13-3554, §13-3558, §13-3560, §13-3561, §15-341 (A)(1), §15-341 (A)(12), §15-342 (32), §15-521, §15-841 (A), §15-841 (B) and all state level Class III violations not otherwise specified

**AZ SAFE alignment(s):** VARIABLE

**District policy alignment(s):** Includes SCSUD GCMF, GCK, GCO et seq., GDJ, IJNA, JI et seq., JIC, JII et seq., JK et seq., JLI; JLIA and all district level Class III violations not otherwise specified

**Handbook alignment(s):** Elementary: None  
Secondary: None

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	VARIABLE	VARIABLE	VARIABLE
AZ SAFE	VARIABLE	VARIABLE	VARIABLE

**Commentary:**

1. None.

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT- CONTINUED

### OTHER CLASS III MISCONDUCT - CONTINUED

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. None.

BEHAVIOR MANAGEMENT OPTIONS																			
SCOC VIOLATION		GRADE BLOCK																	
Other Class III Misconduct		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>																		
	<a href="#">"TIME-OUT"</a>																		
	<a href="#">REPRIMAND</a>																		
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>																		
	<a href="#">MEDIATION</a>																		
	<a href="#">REMOVAL FROM SETTING</a>																		
	<a href="#">AT-RISK GROUP</a>																		
	<a href="#">ALTERNATIVE TO SUSPENSION</a>																		
	<a href="#">ALTERNATIVE EDUCATION</a>																		
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCAION OF PRIVILEGE</a>																		
	<a href="#">PROPERTY CONFISCATION</a>																		
	<a href="#">RESTITUTION</a>																		
	<a href="#">DETENTION</a>																		
	<a href="#">SERVICE PENALTY</a>																		
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>																		
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>																		
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>																		
<a href="#">EXPULSION</a>																			

**Powerschool coding:**

**None.**

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED **CLASS IV MISCONDUCT**

The following SCOC violations represent relatively extreme actions or behaviors prohibited by district policy that always have the potential to result in consequences for the student outside of the district:

### **DANGEROUS DEVICE**

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Dangerous Instrument or Explosive Device (Secondary):** *“Dangerous Instrument or Explosive Device means anything that under the circumstances in which it is used, attempted to be used, or threatened to be used, is readily capable of causing physical injury.”*

**Examples:** Examples include, but are not limited to, the following:

- The possession, transport, exchange, exhibit, or use of any object with explosive, incendiary, or otherwise destructive properties, any material(s) that may be used to create such an object, or any item that resembles such a device unaccompanied by threats of terrorism such as:
  - Combat ordnance (e.g., grenades or mines).
  - Commercial explosives or flammable objects (e.g., dynamite, blasting caps, detonators, or road flares).
  - Objects which emit noxious gases (e.g., tear gas, smoke bombs, stink bombs, or poison gas bombs).
  - Fireworks (e.g., sparklers, “pop bottle” rockets, Black Cats®, and M-80s).
  - Propelled vehicles (e.g., rockets or missiles).
  - Combustible or explosive materials (e.g., explosive chemicals or oxidizing agents).
  - Repellants (e.g., mace, “pepper spray”, other similar chemical sprays).
  - Office implements (e.g., letter openers and laser pointers).
  - Some types of sporting or recreational equipment (e.g., Air Soft guns, BB guns, paintball guns or pellet guns).
  - Utility tools (e.g., razor blades, box cutters and knives with blades less than 2.5 inches).
  - Other weapons “look-alikes” (e.g., rubber knives and plastic axes).

Related alignments include, but may not be limited to, the following:

<b>Federal alignment(s):</b>	18 USC §231; 18 USC §831 et seq.; 20 USC §7912
<b>State alignment(s):</b>	ARS §8-303; §8-304; §8-371; §13-105; §13-601 et seq.; §13-1001 et seq.; §13-2911; §13-3101; §13-3104; §13-3105; §13-3110; §13-3881 et seq.; §15-341 (A)(1); §15-341 (A)(12); §15-342 (32); §15-521; §15-841 (A); §15-841 (B)
<b>AZ SAFE alignment(s):</b>	<b>Dangerous Item*; Destructive Device*; Dangerous Instrument*</b>
<b>District policy alignment(s):</b>	SCUSD EB; EBC; EBC-RA; EBC-RB; EBC-RD; GBEB; GCMF; GCK; GCO et seq.; GDJ; IJNA; JA; JFBA et seq.; JI et seq.; JIC; JIH et seq.; JK; JK et seq.; JLIB et seq.
<b>Handbook alignment(s):</b>	Elementary: Fireworks/Explosives Secondary: Dangerous Instrument or Explosive Device

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS IV MISCONDUCT- CONTINUED

### DANGEROUS DEVICE - CONTINUED

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	VARIABLE	VARIABLE	VARIABLE
AZ SAFE	YES	YES	YES

**Commentary:**

1. **AZ SAFE: Dangerous Items.** (ARS §13-3101) A. In this chapter, unless the context otherwise requires: (3) "Explosive" means any dynamite, nitroglycerine, black powder or other similar explosive material, including plastic explosives. Explosive does not include ammunition or ammunition components such as primers, percussion caps, smokeless powder, black powder and black powder substitutes used for hand loading purposes. (7) "Prohibited weapon" means, but does not include fireworks imported, distributed or used in compliance with state laws or local ordinances, any propellant, propellant actuated devices or propellant actuated industrial tools that are manufactured, imported or distributed for their intended purposes or a device that is commercially manufactured primarily for the purpose of illumination, including any of the following: (a) Explosive, incendiary or poison gas: (i) Bomb. (ii) Grenade. (iii) Rocket having a propellant charge of more than four ounces. (iv) Mine. (f) Breakable container that contains a flammable liquid with a flash point of one hundred fifty degrees Fahrenheit or less and that has a wick or similar device capable of being ignited. (g) Chemical or combination of chemicals, compounds or materials, including dry ice, that is placed in a sealed or unsealed container for the purpose of generating a gas to cause a mechanical failure, rupture or bursting of the container. (h) Combination of parts or materials that is designed and intended for use in making or converting a device into an item set forth in subdivision (a) or (f) of this paragraph.
2. **AZ SAFE: Destructive Device:** A category of firearm that includes an explosive, combustible or poisonous gas, bombs, grenades, mines and rockets.
3. **AZ SAFE: Dangerous Instrument.** (ARS §13-3105.11) Anything that under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury.

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. **None.**

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS IV MISCONDUCT- CONTINUED

### DANGEROUS DEVICE - CONTINUED

BEHAVIOR MANAGEMENT OPTIONS																			
SCOC VIOLATION		GRADE BLOCK																	
Dangerous Device		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>	✓	✓	✓				✓						✓	✓	✓			
	<a href="#">"TIME-OUT"</a>	✓						✓											
	<a href="#">REPRIMAND</a>	✓						✓											
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>	✓	✓	✓				✓	✓	✓									
	<a href="#">MEDIATION</a>	✓						✓											
	<a href="#">REMOVAL FROM SETTING</a>	✓						✓											
	<a href="#">AT-RISK GROUP</a>																		
	<a href="#">ALTERNATIVE TO SUSPENSION</a>																	✓	
	<a href="#">ALTERNATIVE EDUCATION</a>																	✓	
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCAION OF PRIVILEGE</a>			✓						✓									
	<a href="#">PROPERTY CONFISCATION</a>	✓	✓	✓				✓	✓	✓				✓	✓	✓			
	<a href="#">RESTITUTION</a>																		
	<a href="#">DETENTION</a>		✓					✓											
	<a href="#">SERVICE PENALTY</a>																		
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>																		
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>		✓	✓				✓	✓					✓	✓				
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>																	✓	
<a href="#">EXPULSION</a>																	✓		

**Powerschool coding:**

**Other Major Offense, Unclassified; Violence**

**ADMINISTRATIVE GUIDELINES:  
STUDENT CODE OF CONDUCT**



**STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED  
*CLASS IV MISCONDUCT- CONTINUED***

**DANGEROUS DEVICE - CONTINUED**

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS IV MISCONDUCT– CONTINUED

### WEAPONS POLICY VIOLATION (FIREARM)

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Weapon (Secondary):** “A Weapon includes, but is not limited to, a bomb, firearm, other firearm, gun, revolver, pistol, dagger, dirk, stiletto, knife with a blade over two and one-half inches in length, pocket knife opened by a mechanical device, iron bar, brass knuckles, chains, Billy Clubs, Chinese stars, or any incendiary devices.”
- **Firearm (Secondary):** “A Firearm is any weapon that is designed to (or may be readily converted to) expel a projectile by an explosive, or by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipe bombs, firearms or similar devices designed to explode and capable of causing bodily harm or property damage.”
- **Firearm Other than Handgun, Rifle or Shotgun (Secondary):** “Other Firearm is any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile, the frame or receiver of any weapon described above, any firearm muffler or firearm silencer, any explosive, incendiary, or poison gas, bomb, grenade, mine or similar device or any weapon which will or which may be readily converted to expel a projectile.”
- **Sale or Distribution of a Weapon (Secondary):** “Sale or Distribution of a Weapon is the attempt or act of offering, selling, trading, procuring or distributing (with or without compensation) a weapon on district property, at a district-sponsored event or on school-sponsored transportation.”
- **Simulated Weapon (Secondary):** “A Simulated Weapon is an instrument displayed or represented as a weapon including toys that resemble weapons.”

**Examples:** Examples include, but are not limited to, the following:

- The possession, transport, exchange, exhibit, sale, purchase or use of any device that fires a projectile by means of an explosive or propellant, any component(s) that may be converted to such a device, or any item that resembles such a weapon.
- Prohibited items such as:
  - Offensive or defensive projectile weapons (e.g., a pistol, revolver, rifle, shotgun or antique gun).
  - Components of these weapons (e.g., a stock, barrel, frame or receiver).
  - Accessories or ammunition for these weapons (e.g., a silencer, bullet, shotgun shell).
  - Some types of sporting equipment (e.g., starter pistols that fires blank rounds).
  - Some types of emergency equipment (e.g., flare guns).
  - “Look-alikes” for these types of weapons, whether operational or not (e.g., collectible replicas, cap guns or water pistols).
  - Items represented to be firearms (e.g. a concealed object shaped like a gun or referred to as a gun or any object such as a stick or finger concealed under clothing and is being portrayed as a firearm).

Related alignments include, but may not be limited to, the following:

**Federal alignment(s):**

*Gun Control Act of 1968* [GCA; 18 USC §921 et seq.; Public Law 90-618], *Gun Free School Zones Act of 1990* [GFSZA; 18 USC §922 and 924] and *Gun Free Schools Act of 1994*; 18 USC §175 et seq.; 18 USC §229 et seq.; 18 USC §831 et seq.; 18 USC §841 et seq.; 18 USC §921 et seq.; 20 USC §7912; 27 CFR §447.1 et seq.

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS IV MISCONDUCT– CONTINUED

### WEAPONS POLICY VIOLATION (FIREARM) - CONTINUED

**State alignment(s):** ARS §8-303; §8-304; §8-371; §13-105; §13-601 et seq.; §13-1001 et seq.; §13-105; §13-601 et seq.; §13-1001 et seq.; §13-3101; §13-3102; §13-3107; §13-3109; §13-3111; §13-3113; §13-3116; §13-3118; §13-3881 et seq.; §15-341 (A)(1); §15-341 (A)(12); §15-342 (32); §15-521; §15-841 (A); §15-841 (B); §15-843 (G)

**AZ SAFE alignment(s):** Firearm\*\*; Simulated Firearm

**District policy alignment(s):** SCUSD EB; EBC; EBC-RA; EBC-RB; EBC-RD; GBEB; GCMF; GCK; GCO et seq.; GDJ; IJNA; JA; JFBA et seq.; JI et seq.; JIC; JIC1; JIH et seq.; JK et seq.; JLIB et seq.

**Handbook alignment(s):** Elementary: Possession of Firearm; Use of Weapon to Cause or Attempt to Cause Injury  
Secondary: Weapon; Sale or Distribution of a Weapon; Other Firearm; Simulated Weapon

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	VARIABLE (**)	VARIABLE (**)	VARIABLE (**)
AZ SAFE	VARIABLE (*)	VARIABLE (*)	VARIABLE (*)

**Commentary:**

- AZ SAFE: Weapons.** (ARS §13-3101) A. In this chapter, unless the context otherwise requires: (1) "Deadly weapon" means anything that is designed for lethal use. The term includes a firearm. (7) "Prohibited weapon" means, but does not include fireworks imported, distributed or used in compliance with state laws or local ordinances, any propellant, propellant actuated devices or propellant actuated industrial tools that are manufactured, imported or distributed for their intended purposes or a device that is commercially manufactured primarily for the purpose of illumination, including any of the following: (b) Device that is designed, made or adapted to muffle the report of a firearm. (c) Firearm that is capable of shooting more than one shot automatically, without manual reloading, by a single function of the trigger (d) Rifle with a barrel length of less than sixteen inches, or shotgun with a barrel length of less than eighteen inches, or any firearm that is made from a rifle or shotgun and that, as modified, has an overall length of less than twenty-six inches. (h) Combination of parts or materials that is designed and intended for use in making or converting a device into an item set forth in subdivision (a) or (f) of this paragraph.
- AZ SAFE: Firearm.** (ARS §13-3101) "Firearm" means any loaded or unloaded handgun, pistol, revolver, rifle, shotgun or other weapon that will expel, is designed to expel or may readily be converted to expel a projectile by the action of an explosive. Firearm does not include a firearm in permanently inoperable condition. (18 USC §921) Any weapon, including a starter gun, which will be or is designed to or may be readily converted to expel a projectile by the action of an explosive. This includes the frame or receiver of any such weapon, any firearm muffler or silencer or any destructive device. This definition does not include antique firearms. Other Firearm. Firearms other than handguns, rifles or shotguns including: Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; The frame or receiver of any weapon described above; Any firearm muffler or firearm silencer; Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED *CLASS IV MISCONDUCT- CONTINUED*

### WEAPONS POLICY VIOLATION (FIREARM) - CONTINUED

of more than one-half inch in diameter (This definition does not apply to items such as toy guns, cap guns, bb guns, and pellet guns). (ARS §13-3111) A. Except as provided in subsection B, an un-emancipated person who is under eighteen years of age and who is unaccompanied by a parent, grandparent or guardian, or a certified hunter safety instructor or certified firearms safety instructor acting with the consent of the un-emancipated person's parent or guardian, shall not knowingly carry or possess on his person, within his immediate control, or in or on a means of transportation a firearm in any place that is open to the public or on any street or highway or on any private property except private property owned or leased by the minor or the minor's parent, grandparent or guardian. Includes handguns or pistols, shotguns or rifles, starter guns, other firearms.

3. **AZ SAFE: Simulated Firearm.** Any simulated firearm made of plastic, wood, metal or any other material which is a replica, facsimile, or toy version of a firearm.

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. **None.**

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS IV MISCONDUCT- CONTINUED

### WEAPONS POLICY VIOLATION (FIREARM) - CONTINUED

BEHAVIOR MANAGEMENT OPTIONS																			
SCOC VIOLATION		GRADE BLOCK																	
Weapons Policy Violation (Firearm)		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>	✓	✓	✓				✓	✓	✓				✓	✓	✓			
	<a href="#">"TIME-OUT"</a>																		
	<a href="#">REPRIMAND</a>																		
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>																		
	<a href="#">MEDIATION</a>																		
	<a href="#">REMOVAL FROM SETTING</a>																		
	<a href="#">AT-RISK GROUP</a>																		
	<a href="#">ALTERNATIVE TO SUSPENSION</a>	✓	✓	✓				✓	✓	✓				✓	✓	✓			
	<a href="#">ALTERNATIVE EDUCATION</a>							✓	✓	✓				✓	✓	✓			
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCAION OF PRIVILEGE</a>																		
	<a href="#">PROPERTY CONFISCATION</a>	✓	✓	✓				✓	✓	✓				✓	✓	✓			
	<a href="#">RESTITUTION</a>																		
	<a href="#">DETENTION</a>																		
	<a href="#">SERVICE PENALTY</a>																		
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>																		
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>	✓	✓	✓				✓	✓	✓				✓	✓	✓			
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>	✓	✓	✓				✓	✓	✓				✓	✓	✓			
<a href="#">EXPULSION</a>							✓	✓	✓				✓	✓	✓				

**Powerschool coding:**

**Other Major Offense, Unclassified; Violence**

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS IV MISCONDUCT– CONTINUED

### WEAPONS POLICY VIOLATION (OTHER)

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Weapon (Secondary):** “A Weapon includes, but is not limited to, a bomb, firearm, other firearm, gun, revolver, pistol, dagger, dirk, stiletto, knife with a blade over two and one-half inches in length, pocket knife opened by a mechanical device, iron bar, brass knuckles, chains, Billy Clubs, Chinese stars, or any incendiary devices.”
- **Sale or Distribution of Dangerous Instrument (Secondary):** “Sale or Distribution of Dangerous Instrument is the attempt or act of offering, selling, trading, procuring or distributing (with or without compensation) drugs on district property, at a district-sponsored event, or on school-sponsored transportation.”
- **Simulated Weapon (Secondary):** “A Simulated Weapon is an instrument displayed or represented as a weapon including toys that resemble weapons.”

**Examples:** Examples include, but are not limited to, the following:

- The possession, transport, exchange, exhibit, or use of any offensive or defensive instrument capable of inflicting temporary or permanent injury upon a person, any instrument that is used to threaten or attack another person, or any item that resembles such a weapon. Knives (e.g., items with straight, curved, retractable, or double-sided blades designed for combat or defense such as swords, stilettos, daggers, ballistic or throwing knives, lock-blades or switchblade knives, “bladed hands”, or Shuriken “throwing stars”, Bowie or Dirk hunting knives, or cutting materials such as pocket knives or pen knives) with blades of 2.5 inches or more.
- Prohibited items such as:
  - Bludgeoning instruments (e.g., spring stick or loaded cane, brass knuckles, blackjack or similar flailing instrument such as Nunchaku, or night stick).
  - Hunting weapons (e.g., slingshot, bow, or crossbow).
  - Stun devices (e.g., a Taser® or other stun gun).

Related alignments include, but may not be limited to, the following:

**Federal alignment(s):** 20 USC §7912

**State alignment(s):** ARS §8-303; §8-304; §8-371; §13-105; §13-601 et seq.; §13-1001 et seq.; §13-3101; §13-3102; §13-3111; §13-3117; §13-3120; §13-3881 et seq.; §15-341 (A)(1); §15-341 (A)(12); §15-342 (32); §15-521; §15-713; §15-714; §15-841 (A); §15-841 (B)

**AZ SAFE alignment(s):** Other Weapon\*\*

**District policy alignment(s):** SCUSD EB; EBC; EBC-RA; EBC-RB; EBC-RD; GBEB; GCMF; GCK; GCO et seq.; GDJ; IJNA; JA; JFBA et seq.; JI et seq.; JIC; JICI; JIH et seq.; JK et seq.; JLIB et seq.

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS IV MISCONDUCT- CONTINUED

### WEAPONS POLICY VIOLATION (OTHER) - CONTINUED

**Handbook alignment(s):**

Elementary: Possession of Knife (2" or smaller blade); Possession of Knife (blade longer than 2"); Possession of Weapon; Use of Weapon to Cause or Attempt to Cause Injury  
Secondary: Weapon; Sale or Distribution of Dangerous Instrument; Simulated Weapon

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	YES	YES	YES
AZ SAFE	YES	YES	YES

**Commentary:**

1. **AZ SAFE: Weapons.** (ARS §13-3101) A. In this chapter, unless the context otherwise requires: (1) "Deadly weapon" means anything that is designed for lethal use. (e) Instrument, including a nunchaku, that consists of two or more sticks, clubs, bars or rods to be used as handles, connected by a rope, cord, wire or chain, in the design of a weapon used in connection with the practice of a system of self-defense. (h) Combination of parts or materials that is designed and intended for use in making or converting a device into an item set forth in subdivision (a) or (f) of this paragraph. Includes billy clubs, brass knuckles and knives with blades of 2.5 inches or more.
2. **AZ SAFE: Children with Disabilities Subject to Disciplinary Removal - Dangerous Weapon.** A weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that such a term does NOT include a pocket knife with a blade of less than 2½ inches in length [18 USC §930(g)(2)].

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. **None.**

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS IV MISCONDUCT- CONTINUED

### WEAPONS POLICY VIOLATION (OTHER) - CONTINUED

BEHAVIOR MANAGEMENT OPTIONS																			
SCOC VIOLATION		GRADE BLOCK																	
Weapons Policy Violation (Other)		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓				
	<a href="#">"TIME-OUT"</a>	✓						✓											
	<a href="#">REPRIMAND</a>	✓						✓											
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>	✓	✓	✓	✓			✓	✓	✓	✓								
	<a href="#">MEDIATION</a>	✓						✓											
	<a href="#">REMOVAL FROM SETTING</a>	✓						✓											
	<a href="#">AT-RISK GROUP</a>																		
	<a href="#">ALTERNATIVE TO SUSPENSION</a>		✓		✓				✓		✓			✓	✓				
	<a href="#">ALTERNATIVE EDUCATION</a>									✓		✓		✓	✓				
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCATION OF PRIVILEGE</a>	✓	✓	✓				✓	✓	✓									
	<a href="#">PROPERTY CONFISCATION</a>	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓					
	<a href="#">RESTITUTION</a>																		
	<a href="#">DETENTION</a>		✓						✓										
	<a href="#">SERVICE PENALTY</a>																		
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>																		
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>	✓	✓	✓				✓	✓	✓			✓						
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>		✓		✓				✓		✓		✓	✓					
<a href="#">EXPULSION</a>									✓		✓	✓	✓						

**Powerschool coding:**

**Other Major Offense, Unclassified; Violence**

**ADMINISTRATIVE GUIDELINES:  
STUDENT CODE OF CONDUCT**



**STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED  
*CLASS IV MISCONDUCT- CONTINUED***

**WEAPONS POLICY VIOLATION (OTHER) - CONTINUED**

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS IV MISCONDUCT– CONTINUED

### TERRORISM

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Terrorism:** *“Terrorism is defined as any conduct that threatens large scale violence to students, staff, or the interests of the school or district accompanied or unaccompanied by verbal, written, or symbolic communication indicating that an action is imminent or in progress.”*

**Examples:** Examples include, but are not limited to, the following:

- Arson threats (e.g., a blog entry indicating that arson will occur to in a wing of the building unless open campus privileges are restored).
- Bomb threats (e.g., the placement of an actual or “look-alike” explosive, incendiary, letter, straight, concealed, or time delayed device along with a note accompanying that threatens detonation if the building is not closed for the school day the sending of a suspicious package without communication).
- Mass violence threats (e.g., an email stating that students will be sniped at after school gets out an anonymous call to a TV station indicating that a school bus of some district in the city has been tampered with).
- Other threats (e.g., any other act that threatens large scale violence to students, staff, or the interests of the school or district accompanied or unaccompanied by verbal, written, or symbolic communication indicating that an action is imminent or in progress).

Related alignments include, but may not be limited to, the following:

**Federal alignment(s):** 18 USC §175 et seq.; 18 USC §229 et seq.; 18 USC §871 et seq.; 18 USC §831 et seq.; 20 USC §7912

**State alignment(s):** ARS §8-303; §8-304; §8-371; §13-105; §13-601 et seq.; §13-1001 et seq.; §13-2308.01; §13-2911; §13-2916; §13-2925; §13-3004; §13-3881 et seq.; §15-341 (A)(1); §15-341 (A)(12); §15-342 (32); §15-521; §15-841 (A); §15-841 (B); §15-843 (H)

**AZ SAFE alignment(s):** **School Threat (Threat of destruction or harm)\*\*; Interference with or Disruption of an Educational Institution\*\*; Bomb Threat\*\*; Chemical or Biological Threat\*\*; Other School Threat\*\***

**District policy alignment(s):** SCUSD EB; EBC; EBC-RA; EBC-RB; EBC-RD; GBEB; GCMF; GCK; GCO et seq.; GDJ; IJNA; JA; JFBA et seq.; JI et seq.; JIC; JIH et seq.; JK et seq.; JLIB et seq.

**Handbook alignment(s):** Elementary: None  
Secondary: None

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	YES	YES	YES
AZ SAFE	YES	YES	YES

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED *CLASS IV MISCONDUCT- CONTINUED*

### TERRORISM - CONTINUED

#### Commentary:

1. **AZ SAFE: School Threat (Threat of destruction or harm).** Any threat (verbal, written, or electronic) by a person to bomb or use other substances or devices for the purpose of exploding, burning, causing damage to a school building or school property, or to harm students or staff (National Forum on Educational Statistics, Safety in Numbers).
2. **AZ SAFE: Interference with or Disruption of an Educational Institution.** (ARS §13-2911) A. A person commits interference with or disruption of an educational institution by doing any of the following: (1) Intentionally, knowingly or recklessly interfering with or disrupting the normal operations of an educational institution by either: (a) Threatening to cause physical injury to any employee or student of an educational institution or any person on the property of an educational institution; or (b) Threatening to cause damage to any educational institution, the property of any educational institution or the property of any employee or student of an educational institution; (2) Intentionally or knowingly entering or remaining on the property of any educational institution for the purpose of interfering with the lawful use of the property or in any manner as to deny or interfere with the lawful use of the property by others; (3) Intentionally or knowingly refusing to obey a lawful order given pursuant to subsection C of this section. B. To constitute a violation of this section, the acts that are prohibited by subsection A, paragraph 1 of this section are not required to be directed at a specific individual, a specific educational institution or any specific property of an educational institution. J. For the purposes of this section: (3) "Interference with or disruption of" includes any act that might reasonably lead to the evacuation or closure of any property of the educational institution or the postponement, cancellation or suspension of any class or other school activity. For the purposes of this paragraph, an actual evacuation, closure, postponement, cancellation or suspension is not required for the act to be considered an interference or disruption.
3. **AZ SAFE: Bomb Threat.** Threatening to cause harm using a bomb, dynamite, explosive, or arson-causing device.
4. **AZ SAFE: Chemical or Biological Threat.** Threatening to cause harm using dangerous chemicals or biological agents.
5. **AZ SAFE: Other School Threat.** The incident cannot be coded in one of the above categories but did involve a school threat.

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. **None.**

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS IV MISCONDUCT- CONTINUED

### TERRORISM - CONTINUED

BEHAVIOR MANAGEMENT OPTIONS																			
SCOC VIOLATION		GRADE BLOCK																	
Terrorism		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>	✓	✓	✓				✓	✓	✓				✓	✓	✓			
	<a href="#">"TIME-OUT"</a>																		
	<a href="#">REPRIMAND</a>																		
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>																		
	<a href="#">MEDIATION</a>																		
	<a href="#">REMOVAL FROM SETTING</a>																		
	<a href="#">AT-RISK GROUP</a>																		
	<a href="#">ALTERNATIVE TO SUSPENSION</a>	✓	✓	✓				✓	✓	✓				✓	✓	✓			
<a href="#">ALTERNATIVE EDUCATION</a>							✓	✓	✓				✓	✓	✓				
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCAION OF PRIVILEGE</a>																		
	<a href="#">PROPERTY CONFISCATION</a>	✓	✓	✓				✓	✓	✓				✓	✓	✓			
	<a href="#">RESTITUTION</a>																		
	<a href="#">DETENTION</a>																		
	<a href="#">SERVICE PENALTY</a>																		
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>																		
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>	✓	✓	✓				✓	✓	✓				✓	✓	✓			
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>	✓	✓	✓				✓	✓	✓				✓	✓	✓			
<a href="#">EXPULSION</a>							✓	✓	✓				✓	✓	✓				

**Powerschool coding:**

**Other Major Offense, Unclassified; Violence**

**ADMINISTRATIVE GUIDELINES:  
STUDENT CODE OF CONDUCT**



**STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED  
*CLASS IV MISCONDUCT- CONTINUED***

**TERRORISM - CONTINUED**

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS IV MISCONDUCT– CONTINUED

### ARSON

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Arson (Secondary):** “Arson is any attempted or completed non-accidental act which results in damage to real or personal property by fire or explosion.”

**Examples:** Examples of Arson include, but are not limited to, the following:

- Arson to school or district property (e.g., lighting books, papers, or trash on fire, tossing an incendiary device containing an accelerant into a room, or detonating an explosive device that produces a subsequent fire).
- Arson to personal property (e.g., using a lighter to start a fire inside a parked car).

Related alignments include, but may not be limited to, the following:

**Federal alignment(s):** 18 USC §81; 20 USC §7912

**State alignment(s):** ARS §8-303; §8-304; §8-371; §12-661; §13-105; §13-601 et seq.; §13-1001 et seq.; §13-1701 et seq.; §13-3881 et seq.; §15-341 (A)(1); §15-341 (A)(12); §15-342 (32); §15-521; §15-841 (A); §15-841 (B); §15-842 (A); §15-842 (B)

**AZ SAFE alignment(s):** Arson of a Structure or Property\*; Arson of an Occupied Structure\*\*

**District policy alignment(s):** SCUSD EB; EB-R; EBC; EBC-RA; EBC-RB; EBC-RD; ECA; ECA-R; ECA-E; GBEB; GCMF; GCK; GCO et seq.; GDJ; IJNA; JA; JFBA et seq.; JI et seq.; JIC; JIH et seq.; JK; JK et seq.; JLIB et seq.

**Handbook alignment(s):** Elementary: Setting Fires  
Secondary: Arson

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	VARIABLE (**)	VARIABLE (**)	VARIABLE (**)
AZ SAFE	YES	YES	YES

### Commentary:

1. **AZ SAFE: Arson of a Structure or Property.** (ARS §13-1703) A person commits arson of a structure or property by knowingly and unlawfully damaging a structure or property by knowingly causing a fire or explosion.
2. **AZ SAFE: Arson of an Occupied Structure.** (ARS §13-1704) A person commits arson of an occupied structure by knowingly and unlawfully damaging an occupied structure by knowingly causing a fire or explosion. (ARS §13-1701.2) Occupied structure means any structure as defined in paragraph 4 in which one or more human beings either is or is likely to be present or so near as to be in equivalent danger at the time the fire or explosion occurs. The term includes any dwelling house, whether occupied, unoccupied or vacant.

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS IV MISCONDUCT- CONTINUED

### ARSON - CONTINUED

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. None.

BEHAVIOR MANAGEMENT OPTIONS																			
SCOC VIOLATION		GRADE BLOCK																	
Arson		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>	✓	✓	✓				✓	✓	✓									
	<a href="#">"TIME-OUT"</a>																		
	<a href="#">REPRIMAND</a>																		
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>	✓	✓					✓	✓										
	<a href="#">MEDIATION</a>																		
	<a href="#">REMOVAL FROM SETTING</a>																		
	<a href="#">AT-RISK GROUP</a>																		
	<a href="#">ALTERNATIVE TO SUSPENSION</a>		✓						✓					✓					
	<a href="#">ALTERNATIVE EDUCATION</a>									✓				✓	✓				
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCAION OF PRIVILEGE</a>	✓						✓											
	<a href="#">PROPERTY CONFISCATION</a>																		
	<a href="#">RESTITUTION</a>												✓	✓					
	<a href="#">DETENTION</a>																		
	<a href="#">SERVICE PENALTY</a>																		
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>																		
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>	✓						✓											
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>		✓						✓				✓						
<a href="#">EXPULSION</a>									✓			✓	✓						

**Powerschool coding:**

**Arson; Violence**

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS IV MISCONDUCT– CONTINUED

### BURGLARY

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Burglary:** *“Burglary is any act of trespassing or breaking and entering performed to facilitate the commission of another crime against the school or district, staff, students, or others.”*

**Examples:** Examples include, but are not limited to, the following:

- Burglary to take possession of school or district or personal property (e.g., hiding on campus until late in the afternoon for the purpose of stealing money left in an unlocked file cabinet or forcing open the door of a car left in the parking lot to remove a purse left in the front seat);
- Burglary to conduct property damage (e.g., entering a utility room during the school day that is “off-limits” to tamper with phone lines or using bolt cutters on a gate over a winter holiday to create extensive graffiti in an outside locker bay); or
- Burglary to commit another crime (e.g., entering a building before school hours to change a grade on a teacher’s computer or shattering a window at night to vandalize the inside of a school).

Related alignments include, but may not be limited to, the following:

**Federal alignment(s):** 18 USC §2111 et seq.; 20 USC §7912

**State alignment(s):** ARS §8-303; §8-304; §8-371; §13-105; §13-601 et seq.; §13-1001 et seq.; §13-1501 et seq.; §13-3881 et seq.; §15-341 (A)(1); §15-341 (A)(12); §15-342 (32); §15-521; §15-841 (A); §15-841 (B)

**AZ SAFE alignment(s):** **Burglary or Breaking and Entering (3<sup>rd</sup> Degree)\*;**  
**Burglary or Breaking and Entering (2<sup>nd</sup> Degree)\*;**  
**Burglary or Breaking and Entering (1<sup>st</sup> Degree)\*\***

**District policy alignment(s):** SCUSD ECA; ECA-R; ECA-E; GBEB; GCMF; GCK; GCO et seq.; GDJ; IJNA; JFBA et seq.; JI et seq.; JIC; JIH et seq.; JK et seq.; JLIB et seq.

**Handbook alignment(s):** Elementary: None  
Secondary: None

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	VARIABLE (**)	VARIABLE (**)	VARIABLE (**)
AZ SAFE	YES	YES	YES

**Commentary:**

1. **AZ SAFE: Burglary or Breaking and Entering (Third Degree).** (ARS §13-1506) A. A person commits burglary in the third degree by: (1) Entering or remaining unlawfully in or on a nonresidential structure or in a fenced commercial or residential yard with the intent to commit any theft or any felony therein. (2) Making entry into any part of a motor vehicle by means of a manipulation key or master key, with the intent to commit any theft or felony in the motor vehicle.
2. **AZ SAFE: Burglary or Breaking and Entering (Second Degree).** (ARS §13-1507) A. A person commits burglary in the second degree by entering or remaining unlawfully in or on a residential structure with the intent to commit any theft or any felony therein. B. Burglary in the second degree is a class 3 felony.
3. **AZ SAFE: Burglary or Breaking and Entering (First Degree).** (ARS §13-1508) A. A person

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS IV MISCONDUCT- CONTINUED

### BURGLARY – CONTINUED

commits burglary in the first degree if such person or an accomplice violates the provisions of either section 13-1506 or 13-1507 and knowingly possesses explosives, a deadly weapon or a dangerous instrument in the course of committing any theft or any felony. B. Burglary in the first degree of a nonresidential structure or a fenced commercial or residential yard is a class 3 felony. It is a class 2 felony if committed in a residential structure.

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. None.

BEHAVIOR MANAGEMENT OPTIONS																			
SCOC VIOLATION		GRADE BLOCK																	
Burglary		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>																		
	<a href="#">"TIME-OUT"</a>																		
	<a href="#">REPRIMAND</a>																		
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>																		
	<a href="#">MEDIATION</a>																		
	<a href="#">REMOVAL FROM SETTING</a>																		
	<a href="#">AT-RISK GROUP</a>																		
	<a href="#">ALTERNATIVE TO SUSPENSION</a>																		
	<a href="#">ALTERNATIVE EDUCATION</a>																		
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCATION OF PRIVILEGE</a>																		
	<a href="#">PROPERTY CONFISCATION</a>																		
	<a href="#">RESTITUTION</a>																		
	<a href="#">DETENTION</a>																		
	<a href="#">SERVICE PENALTY</a>																		
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>																		
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>																		
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>																		
<a href="#">EXPULSION</a>																			

**Powerschool coding:**

**Breaking**

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS IV MISCONDUCT– CONTINUED

### ROBBERY

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Robbery (Secondary):** *“Robbery is taking, or attempting to take, any property of another from his person or immediate presence and against his will; such person threatens or uses force against any person with intent either to coerce surrender or property, or to prevent resistance to such person taking or retaining property.”*

**Examples:** Examples include, but are not limited to, the following:

- Any seizure of property with some value from the control, custody, or care of a person under confrontational circumstances that threaten the imminent use of force or physical violence if the victim fails to comply, such as:
  - Robbery perpetrated by force (e.g., demanding a peer’s iPod® and removing it from his pocket upon refusal).
  - Robbery perpetrated by physical assault (e.g., shoving a peer up against a wall or threatening him or her with a weapon or facsimile unless he turns over his iPod®; taking another student’s money after threatening an assault he or she does not comply).
  - Robbery perpetrated by physical battery (e.g., striking a peer several times after he refuses to give up his iPod®).

Related alignments include, but may not be limited to, the following:

**Federal alignment(s):** 18 USC §2111 et seq.; 20 USC §7912

**State alignment(s):** ARS §8-303; §8-304; §8-371; §13-105; §13-601 et seq.; §13-1001 et seq.; §13-1901 et seq.; §13-3881 et seq.; §15-341 (A)(1); §15-341 (A)(12); §15-342 (32); §15-521; §15-841 (A); §15-841 (B)

**AZ SAFE alignment(s):** **Robbery\*; Armed Robbery\*\***

**District policy alignment(s):** SCUSD GBEB; GCMF; GCK; GCO et seq.; GDJ; IJNA; JA; JFBA et seq.; JI et seq.; JIC; JIH et seq.; JK et seq.; JLI; JLIA; JLIB et seq.

**Handbook alignment(s):** Elementary: None  
Secondary: Robbery

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	VARIABLE (**)	VARIABLE (**)	VARIABLE (**)
AZ SAFE	YES	YES	YES

**Commentary:**

1. **AZ SAFE: Robbery.** Using force or threatening to use force to commit a theft or while attempting to commit a crime. (ARS §13-1902) A person commits robbery if in the course of taking any property of another from his person or immediate presence and against his will, such person threatens or uses force against any person with intent either to coerce surrender of property or to prevent resistance to such person taking or retaining property.

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS IV MISCONDUCT- CONTINUED

### ROBBERY - CONTINUED

- AZ SAFE: Armed Robbery.** Using force or threatening to use force to commit a theft or while attempting to commit a crime. (ARS §13-1904) A person commits armed robbery if, in the course of committing robbery as defined in section 13-1902, such person or an accomplice: (1) Is armed with a deadly weapon or a simulated deadly weapon; or (2) Uses or threatens to use a deadly weapon or dangerous instrument or a simulated deadly weapon.

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

- None.

BEHAVIOR MANAGEMENT OPTIONS																			
SCOC VIOLATION		GRADE BLOCK																	
Robbery		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>														✓	✓	✓		
	<a href="#">"TIME-OUT"</a>																		
	<a href="#">REPRIMAND</a>																		
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>																		
	<a href="#">MEDIATION</a>																		
	<a href="#">REMOVAL FROM SETTING</a>																		
	<a href="#">AT-RISK GROUP</a>																		
	<a href="#">ALTERNATIVE TO SUSPENSION</a>																✓		
	<a href="#">ALTERNATIVE EDUCATION</a>																		
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCAION OF PRIVILEGE</a>																		
	<a href="#">PROPERTY CONFISCATION</a>																		
	<a href="#">RESTITUTION</a>														✓	✓			
	<a href="#">DETENTION</a>																		
	<a href="#">SERVICE PENALTY</a>																		
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>																		
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>													✓	✓				
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>																✓		
<a href="#">EXPULSION</a>																			

**Powerschool coding:**

**Robbery; Violence**

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS IV MISCONDUCT– CONTINUED

### CONTROLLED SUBSTANCE

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Drugs (Secondary):** *“Drugs are chemical substances, narcotics, prescription or non-prescription medications, inhalants, controlled substances or substances that students represent to be chemical substances, narcotics or controlled substances. Over the counter non-prescription pharmaceuticals fall into this definition, unless the student has compiled with the district’s policy for such medication. Medication for cessation of smoking needs to be checked through the health center; otherwise, it will result in being considered a drug. Supplements and/or nutritional supplements shall be considered a look-a-like drug. The term “drugs” includes anything that looks like drugs or which is presented as drugs.”*
- **Drug Paraphernalia (Secondary):** *“Drug Paraphernalia is any apparatus or equipment used, or capable of being used, in absorbing or consuming a drug.”*
- **Under the Influence (Secondary):** *“Under the Influence occurs when a student’s behavior or mood has changed as a result of consumption of alcohol or drugs.”*

**Examples:** Examples include, but are not limited to, the following:

- The use, possession, sale, distribution or purchase of a natural or manufactured compound on the United States Drug Enforcement Agency (DEA) schedule of regulated substances affecting mood, perception or behavior, either without a legitimate prescription or for which no prescription may legally be written.
- Being under the influence of such a drug.
- Representing some other substance as such a drug.
- The possession of accessories or equipment associated with these compounds.
- Prohibited substances such as:
  - Opiates (e.g., heroin or morphine) and opioids (e.g., oxycontin or codeine).
  - Hallucinogens and psychedelics (e.g., Marijuana, LSD, and MDMA or “ecstasy”).
  - Depressants (e.g., barbiturates and benzodiazepines).
  - Stimulants (e.g., amphetamines, methamphetamines, cocaine, and “crack”).
  - Anabolic steroids (e.g., dehydroepiandrosterone or DHEA).
- Prohibited items (e.g., syringes, pipes, water pipes, rolling papers, razor blades, torches, scales, or baggies).

Related alignments include, but may not be limited to, the following:

**Federal alignment(s):** 21 USC §812; 20 USC §7912

**State alignment(s):** ARS §8-303; §8-304; §8-371; §13-105; §13-503; §13-601 et seq.; §13-1001 et seq.; §13-1205; §13-3401 et seq.; §13-3451 et seq.; §13-3881 et seq.; §15-341 (A)(1); §15-341 (A)(12); §15-342 (32); §15-345; §15-521; §15-712; §15-716; §15-841 (A); §15-841 (B); §36-2801 et seq.

**AZ SAFE alignment(s):** Drug Violation\*\*

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS IV MISCONDUCT– CONTINUED

### CONTROLLED SUBSTANCE - CONTINUED

**District policy alignment(s):**

SCUSD EB; GBAB; GBEB; GBEC; GBECA; GCMF; GCK; GCO et seq.; GDJ; IHA; IHAMA; IHAMB et seq.; IJNA; JA; JFBA et seq.; JI et seq.; JIC; JICH; JIH et seq.; JK et seq.; JLI; JLIA; JLIB et seq.; KFAA

**Handbook alignment(s):**

Elementary: Alcohol and Other Drugs (Possession, Consumption, Distribution, Possession with Intent to Distribute)

Secondary: Drugs (Use and/or Possession); Drugs (Distribution and/or Sale); Drug Paraphernalia

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	YES	YES	YES
AZ SAFE	YES	YES	YES

**Commentary:**

1. **AZ SAFE: Drug Violation.** The unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, transportation or importation of any controlled drug or narcotic substance or equipment and devices used for preparing or taking drugs or narcotics. Includes being under the influence of drugs at school, school-sponsored events and on school-sponsored transportation. Category includes over-the-counter medications if abused by the student. This category does not include tobacco or alcohol. “Drug” means any narcotic drug, dangerous drug, marijuana or peyote (ARS §13-3415). “Drug paraphernalia” means all equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling or otherwise introducing into the human body a drug in violation of this chapter [ARS §13-3415 (F)(1)].

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. **None.**

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS IV MISCONDUCT- CONTINUED

### CONTROLLED SUBSTANCE - CONTINUED

BEHAVIOR MANAGEMENT OPTIONS																			
SCOC VIOLATION		GRADE BLOCK																	
Controlled Substance		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>	✓	✓	✓	✓			✓	✓	✓	✓			✓	✓	✓			
	<a href="#">"TIME-OUT"</a>																		
	<a href="#">REPRIMAND</a>																		
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>	✓	✓	✓				✓	✓	✓									
	<a href="#">MEDIATION</a>																		
	<a href="#">REMOVAL FROM SETTING</a>																		
	<a href="#">AT-RISK GROUP</a>																		
	<a href="#">ALTERNATIVE TO SUSPENSION</a>	✓	✓	✓				✓	✓	✓				✓	✓	✓			
	<a href="#">ALTERNATIVE EDUCATION</a>									✓	✓			✓	✓	✓			
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCAION OF PRIVILEGE</a>	✓	✓					✓	✓										
	<a href="#">PROPERTY CONFISCATION</a>																		
	<a href="#">RESTITUTION</a>																		
	<a href="#">DETENTION</a>	✓						✓											
	<a href="#">SERVICE PENALTY</a>																		
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>																		
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>	✓	✓					✓	✓					✓	✓				
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>	✓	✓	✓				✓	✓	✓				✓	✓	✓			
<a href="#">EXPULSION</a>									✓	✓			✓	✓					

**Powerschool coding:**

**Drugs, Excluding Alcohol**

**ADMINISTRATIVE GUIDELINES:  
STUDENT CODE OF CONDUCT**



**STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED  
*CLASS IV MISCONDUCT- CONTINUED***

**CONTROLLED SUBSTANCE - CONTINUED**

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS IV MISCONDUCT– CONTINUED

### PHYSICAL ASSAULT

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Physical Assault (Secondary):** “Physical Assault is intentionally, knowingly or recklessly causing any physical injury to another person; or (2) intentionally placing another person in reasonable apprehension of imminent physical injury; or (3) knowingly touching another person with the intent to injure, insult or provoke such person.”
- **Aggravated Physical Assault (Secondary):** “Aggravated Physical Assault is an assault (as defined above) accompanied by circumstances that make the situation severe, such as the use of a deadly weapon or dangerous instrument; causing serious physical injury to another; committing the assault knowing, or having reason to know that the victim is a peace officer or a school staff member engaging in a school-related activity.”

**Examples:** Examples include, but are not limited to, the following:

- Provocative touching or slapping (e.g., attempting to draw an unwilling participant into combat).
- Demonstrations of power (e.g., shoving a person against a locker or wall, cornering or blocking of a person’s movement, or invading an individual’s personal space).
- Acting in a violent and/or unpredictable manner in close proximity to another person (e.g., picking up a chair and throwing it across a room).
- Grabbing, striking, or kicking a student or staff member.
- Inflicting intentional bodily injury upon a student or staff member.
- Injuring a third party while engaged in a fight (e.g., hitting a teacher who attempts to break up the melee).
- Engaging in bystander battery (i.e., entering a fight as a third party after it has started).
- Retaliating physically for a non-physical conflict.
- Exposing a person to a health risk (e.g., spitting, biting, or exposing another person to bodily fluids).

Related alignments include, but may not be limited to, the following:

**Federal alignment(s):** 18 USC §111 et seq.; 20 USC §7912

**State alignment(s):** ARS §8-303; §8-304; §8-371; §13-105; §13-601 et seq.; §13-1001 et seq.; §13-1203; §13-1204; §13-3881 et seq.; §15-341 (A)(1); §15-341 (A)(12); §15-342 (32); §15-342.02; §15-507; §15-521; §15-712.01; §15-841 (A); §15-841 (B); §15-2301; §15-2321

**AZ SAFE alignment(s):** **Assault\*; Aggravated Assault\*\***

**District policy alignment(s):** SCUSD EB; GBEB; GBGB; GBGB-R; GCMF; GCK; GCO et seq.; GDJ; IJNA; IMH et seq.; JA; JFBA et seq.; JI et seq.; JIC; JICF et seq.; JICFA et seq.; JICK et seq.; JICL et seq.; JIH et seq.; JII et seq.; JK et seq.; JLI; JLIA; JLIB et seq.

**Handbook alignment(s):** Elementary: Assault (Student on Staff)  
Elementary: Assault (Student on Student)  
Secondary: Assault

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED *CLASS IV MISCONDUCT- CONTINUED*

### PHYSICAL ASSAULT – CONTINUED

Reporting requirement(s):

TYPE	PK-2	3-6	7-12
LAW	VARIABLE (**)	VARIABLE (**)	VARIABLE (**)
AZ SAFE	YES	YES	YES

Commentary:

1. **AZ SAFE: Assault.** (ARS §13-1203) A person commits assault by: (1) Intentionally, knowingly or recklessly causing any physical injury to another person; or (2) Intentionally placing another person in reasonable apprehension of imminent physical injury; or (3) Knowingly touching another person with the intent to injure, insult or provoke such person.
2. **AZ SAFE: Aggravated Assault.** (ARS §13-1204) A person commits aggravated assault if the person commits assault as defined in section 13-1203 under any of the following circumstances: (1) If the person causes serious physical injury to another; (2) If the person uses a deadly weapon or dangerous instrument; (3) If the person commits the assault after entering the private home of another with the intent to commit the assault; (4) If the person is eighteen years of age or older and commits the assault upon a child the age of fifteen years or under; (5) If the person commits the assault knowing or having reason to know that the victim is a peace officer, or a person summoned and directed by the officer while engaged in the execution of any official duties; (6) If the person commits the assault knowing or having reason to know the victim is a teacher or other person employed by any school and the teacher or other employee is upon the grounds of a school or grounds adjacent to the school or is in any part of a building or vehicle used for school purposes, or any teacher or school nurse visiting a private home in the course of the teacher's or nurse's professional duties, or any teacher engaged in any authorized and organized classroom activity held on other than school grounds.

Related disclosure(s): The following related disclosure(s) shall be maintained in student handbook(s):

1. **None.**



# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS IV MISCONDUCT- CONTINUED

### PHYSICAL ASSAULT – CONTINUED

BEHAVIOR MANAGEMENT OPTIONS																			
SCOC VIOLATION		GRADE BLOCK																	
Physical Assault		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>	✓	✓	✓	✓			✓	✓	✓	✓			✓	✓				
	<a href="#">"TIME-OUT"</a>																		
	<a href="#">REPRIMAND</a>																		
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>	✓	✓	✓				✓	✓	✓									
	<a href="#">MEDIATION</a>																		
	<a href="#">REMOVAL FROM SETTING</a>																		
	<a href="#">AT-RISK GROUP</a>																		
	<a href="#">ALTERNATIVE TO SUSPENSION</a>			✓						✓				✓	✓				
	<a href="#">ALTERNATIVE EDUCATION</a>										✓			✓	✓				
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCAION OF PRIVILEGE</a>		✓						✓										
	<a href="#">PROPERTY CONFISCATION</a>																		
	<a href="#">RESTITUTION</a>																		
	<a href="#">DETENTION</a>	✓						✓											
	<a href="#">SERVICE PENALTY</a>																		
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>																		
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>	✓	✓					✓	✓					✓	✓				
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>			✓						✓				✓	✓				
<a href="#">EXPULSION</a>										✓			✓	✓					

**Powerschool coding:**

**Battery; Violence**

**ADMINISTRATIVE GUIDELINES:  
STUDENT CODE OF CONDUCT**



**STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED  
*CLASS IV MISCONDUCT- CONTINUED***

**PHYSICAL ASSAULT – CONTINUED**

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS IV MISCONDUCT– CONTINUED

### KIDNAPPING OR FALSE IMPRISONMENT

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Kidnapping or False Imprisonment:** *“Kidnapping or False Imprisonment can be defined as confining, abducting or imprisoning a person against his or her will by force or by threat without lawful authority.”*

**Examples:** Examples include, but are not limited to, the following:

- Preventing a person from leaving a room or vehicle.
- Holding another person for ransom or reward.
- Using another person as a shield or hostage.

Related alignments include, but may not be limited to, the following:

**Federal alignment(s):** 18 USC §1201 et seq.; 20 USC §7912

**State alignment(s):** ARS §8-303; §8-304; §8-371; §13-105; §13-601 et seq.; §13-1001 et seq.; §13-1304; §13-1307; §13-1308; §13-3207; §13-3881 et seq.; §15-341 (A)(1); §15-341 (A)(12); §15-342 (32); §15-342.02; §15-521; §15-712.01; §15-841 (A); §15-841 (B)

**AZ SAFE alignment(s):** Kidnapping\*\*

**District policy alignment(s):** SCUSD GBEB; GCMF; GCK; GCO et seq.; GDJ; IJNA; JA; JFBA et seq.; JI et seq.; JIC; JICL et seq.; JIH et seq.; JK et seq.; JLIB et seq.

**Handbook alignment(s):** Elementary: None  
Secondary: None

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	YES	YES	YES
AZ SAFE	YES	YES	YES

**Commentary:**

1. **AZ SAFE: Kidnapping.** (ARS §13-1304) A. A person commits kidnapping by knowingly restraining another person with the intent to: (1) Hold the victim for ransom, as a shield or hostage; or (2) Hold the victim for involuntary servitude; or (3) Inflict death, physical injury or a sexual offense on the victim, or to otherwise aid in the commission of a felony; or (4) Place the victim or a third person in reasonable apprehension of imminent physical injury to the victim or such third person; or (5) Interfere with the performance of a governmental or political function; or (6) Seize or exercise control over any airplane, train, bus, ship or other vehicle. B. Kidnapping is a class 2 felony unless the victim is released voluntarily by the defendant without physical injury in a safe place prior to arrest and prior to accomplishing any of the further enumerated offenses in subsection A of this section in which case it is a class 4 felony. If the victim is released pursuant to an agreement with the state and without any physical injury, it is a class 3 felony. If the victim is under fifteen years of age kidnapping is a class 2 felony punishable pursuant to section 13-604.01. The sentence for kidnapping of a victim under fifteen years of age shall run consecutively

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS IV MISCONDUCT- CONTINUED

### KIDNAPPING OR FALSE IMPRISONMENT - CONTINUED

to any other sentence imposed on the defendant and to any undischarged term of imprisonment of the defendant.

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. **None.**

BEHAVIOR MANAGEMENT OPTIONS																			
SCOC VIOLATION		GRADE BLOCK																	
Kidnapping or False Imprisonment		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>																		
	<a href="#">"TIME-OUT"</a>																		
	<a href="#">REPRIMAND</a>																		
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>																		
	<a href="#">MEDIATION</a>																		
	<a href="#">REMOVAL FROM SETTING</a>																		
	<a href="#">AT-RISK GROUP</a>																		
	<a href="#">ALTERNATIVE TO SUSPENSION</a>																		
	<a href="#">ALTERNATIVE EDUCATION</a>																		
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCAION OF PRIVILEGE</a>																		
	<a href="#">PROPERTY CONFISCATION</a>																		
	<a href="#">RESTITUTION</a>																		
	<a href="#">DETENTION</a>																		
	<a href="#">SERVICE PENALTY</a>																		
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>																		
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>																		
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>																		
<a href="#">EXPULSION</a>																			

**Powerschool coding:**

**Kidnapping**

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS IV MISCONDUCT– CONTINUED

### SEXUAL ASSAULT

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Sexual assault:** “Sexual assault is non-mutual, non-consensual, non-verbal conduct of a threatening nature that either conveys the intent to use force, power, or physical attack to commit sexual violence or arouses a reasonable fear within the victim that such an event is imminent due to the apparent “present ability to succeed” of the perpetrator.”

**Examples:** Examples of *Sexual Assault* include, but are not limited to, the following:

- Touching or removing clothing covering the intimate body parts of a person; fondling or groping a person’s intimate body parts (e.g., genitalia, groin, breast, or buttocks); rubbing a person with one’s own intimate body parts; forcing another person to touch one’s intimate body parts.
- Forcing another person to engage in a sexual act.

**Federal alignment(s):** *Adam Walsh Child Protection and Safety Act of 2006* [AWA; 42 USC §16902; Public Law 109-248]; *Sex Offender Registration and Notification Act* [SORNA; 42 USC §16911 et seq.]; 18 USC §2241 et seq.; 18 USC §2250 et seq.; 18 USC §2421; 20 USC §7912

**State alignment(s):** ARS §8-303; §8-304; §8-350, §8-350.01; §8-371; §13-105; §13-601 et seq.; §13-1001 et seq.; §13-1404; §13-1405; §13-1406; §13-1410; §13-3620; §13-3881 et seq.; §15-341 (A)(1); §15-341 (A)(12); §15-342 (32); §15-342.02; §15-507; §15-521; §15-712.01; §15-716; §15-841 (A); §15-841 (B); §15-2321

**AZ SAFE alignment(s):** **Sexual Abuse\*\*; Sexual Contact with a Minor\*\*; Child Molestation\*\*; Sexual Assault (Rape)\*\***

**District policy alignment(s):** SCUSD EB; GBEB; GBGB; GBGB-R; GCMF; GCK; GCO et seq.; GDJ; IHAMB et seq.; IJNA; JA; JFBA et seq.; JI et seq.; JIC; JICF et seq.; JICL et seq.; JICL et seq.; JIH et seq.; JII et seq.; JK et seq.; JLCCA; JLI; JLIA; JLIB et seq.; JLIF et seq.

**Handbook alignment(s):** Elementary: None  
Secondary: None

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	YES	YES	YES
AZ SAFE	YES	YES	YES

**Commentary:**

1. **AZ SAFE: Sexual Abuse.** (ARS §13-1404) A person commits sexual abuse by intentionally or knowingly engaging in sexual contact with any person 15 or more years of age without consent or with any person under 15 years of age if the sexual contact involves only the female breast.
2. **AZ SAFE: Sexual Contact with a Minor.** (ARS §13-1405) A person commits sexual conduct with a minor by intentionally or knowingly engaging in sexual intercourse or oral sexual contact with any person who is under eighteen years of age.
3. **AZ SAFE: Child Molestation.** (ARS §13-1410) A person commits molestation of a child by

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS IV MISCONDUCT- CONTINUED

### SEXUAL ASSAULT – CONTINUED

intentionally or knowingly engaging in or causing a person to engage in sexual contact, except sexual contact with the female breast, with a child under fifteen years of age.

- AZ SAFE: Sexual Assault (Rape).** (ARS §13-1406) A. A person commits sexual assault by intentionally or knowingly engaging in sexual intercourse or oral sexual contact with any person without consent of such person.

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

- None.**

BEHAVIOR MANAGEMENT OPTIONS																			
SCOC VIOLATION		GRADE BLOCK																	
Sexual Assault		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>																		
	<a href="#">"TIME-OUT"</a>																		
	<a href="#">REPRIMAND</a>																		
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>																		
	<a href="#">MEDIATION</a>																		
	<a href="#">REMOVAL FROM SETTING</a>																		
	<a href="#">AT-RISK GROUP</a>																		
	<a href="#">ALTERNATIVE TO SUSPENSION</a>																		
	<a href="#">ALTERNATIVE EDUCATION</a>																		
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCAION OF PRIVILEGE</a>																		
	<a href="#">PROPERTY CONFISCATION</a>																		
	<a href="#">RESTITUTION</a>																		
	<a href="#">DETENTION</a>																		
	<a href="#">SERVICE PENALTY</a>																		
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>																		
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>																		
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>																		
<a href="#">EXPULSION</a>																			

**Powerschool coding:**

**Sexual Battery; Violence**

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS IV MISCONDUCT– CONTINUED

### MANSLAUGHTER OR HOMICIDE

**Definition:** The following SCOC violation definition(s) shall be maintained in student handbook(s):

- **Manslaughter or Homicide:** *“Manslaughter or Homicide is the unlawful killing of another human being.”*

**Examples:** Examples include, but are not limited to, the following:

- Negligent homicide (i.e., failing to take action that would have prevented a death)
- Involuntary manslaughter (i.e., taking unintentional and non-premeditated action that results in a death).
- Voluntary manslaughter (i.e., taking intentional but non-premeditated action that results in a death).
- Murder (e.g., taking intentional and premeditated action that results in a death).

Related alignments include, but may not be limited to, the following:

**Federal alignment(s):** 18 USC §1111 et seq.; 20 USC §7912

**State alignment(s):** ARS §8-303; §8-304; §8-371; §13-105; §13-601 et seq.; §13-1001 et seq.; §13-1102; §13-1103; §13-1104; §13-1105; §13-3881 et seq.; §15-341 (A)(1); §15-341 (A)(12); §15-342 (32); §15-521; §15-841 (A); §15-841 (B)

**AZ SAFE alignment(s):** **Homicide\*\***

**District policy alignment(s):** SCUSD EB; GBEB; GCMF; GCK; GCO et seq.; GDJ; IJNA; JA; JFBA et seq.; JI et seq.; JIC; JICF et seq.; JIH et seq.; JK et seq.; JLI; JLIA; JLIB et seq.

**Handbook alignment(s):** Elementary: None  
Secondary: None

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	YES	YES	YES
AZ SAFE	YES	YES	YES

**Commentary:**

1. **AZ SAFE: Homicide.** Includes first degree murder, second degree murder, manslaughter or negligent homicide. Intentionally or recklessly causing the death of another person. (Paraphrased from ARS §13, Chapter 11).

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. **None.**

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS IV MISCONDUCT- CONTINUED

### MANSLAUGHTER OR HOMICIDE - CONTINUED

BEHAVIOR MANAGEMENT OPTIONS																			
SCOC VIOLATION		GRADE BLOCK																	
Manslaughter or Homicide		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>																		
	<a href="#">"TIME-OUT"</a>																		
	<a href="#">REPRIMAND</a>																		
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>																		
	<a href="#">MEDIATION</a>																		
	<a href="#">REMOVAL FROM SETTING</a>																		
	<a href="#">AT-RISK GROUP</a>																		
	<a href="#">ALTERNATIVE TO SUSPENSION</a>																		
	<a href="#">ALTERNATIVE EDUCATION</a>																		
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCATION OF PRIVILEGE</a>																		
	<a href="#">PROPERTY CONFISCATION</a>																		
	<a href="#">RESTITUTION</a>																		
	<a href="#">DETENTION</a>																		
	<a href="#">SERVICE PENALTY</a>																		
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>																		
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>																		
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>																		
<a href="#">EXPULSION</a>																			

**Powerschool coding:**

**Homicide; Violence**



# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS IV MISCONDUCT– CONTINUED

### OTHER CLASS IV MISCONDUCT

**Definition:** *Other Class IV Misconduct* is defined as any incident that involves the failure of a student to adhere to a school or district rule or procedure that always results in consequences for the student outside of the district.

**Examples:** Examples of *Other Class IV Misconduct* include, but are not limited to, the following: 1). Any action or behavior substantially similar to those in this class None elsewhere.

Related alignments include, but may not be limited to, the following:

**Federal alignment(s):** Includes 18 USC §201 et seq., 18 USC §241 et seq., 18 USC §331 et seq., 18 USC §911 et seq., 18 USC §1001 et seq.; 18 USC §351 et seq., 18 USC §371 et seq., 18 USC §401 et seq., 18 USC §1071 et seq., 18 USC §1084, 18 USC §1301 et seq., 18 USC §1361 et seq., 18 USC §1425, 18 USC §1460 et seq., 18 USC §1501 et seq., 18 USC §1581 et seq., 18 USC §1751 et seq., 18 USC §1801, 18 USC §1831 et seq., 18 USC §1951 et seq., 18 USC §1961 et seq., 18 USC §2101 et seq., 18 USC §2325 et seq., 18 USC §2331 et seq., 18 USC §2341 et seq., 18 USC §2381 et seq., 18 USC §2510 et seq., 18 USC §2701 et seq. and all federal level Class IV violations not otherwise specified

**State alignment(s):** Includes ARS §8-303; §8-304, §8-371, §13-105, §13-601 et seq., §13-1001 et seq., §13-3019; §13-3201 et seq., §13-3506, §13-3506.01, §13-3551 et seq., §13-3608, §13-3619, §13-3620, §13-3623, §13-3881 et seq., §15-341 (A)(1), §15-341 (A)(12), §15-342 (32), §15-521, §15-841 (A), §15-841 (B), §46-454 and all state level Class IV violations not otherwise specified

**AZ SAFE alignment(s):** VARIABLE

**District policy alignment(s):** Includes SCUSD GCMF, GCK, GCO et seq., GDJ, JI et seq., JIC, JIH et seq., JK et seq. JLF et seq., JLIB et seq. and all district level Class IV violations not otherwise specified

**Handbook alignment(s):** Elementary: None  
Secondary: None

**Reporting requirement(s):**

TYPE	PK-2	3-6	7-12
LAW	YES	YES	YES
AZ SAFE	VARIABLE	VARIABLE	VARIABLE

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## STUDENT CODE OF CONDUCT VIOLATIONS - CONTINUED CLASS II MISCONDUCT- CONTINUED

### OTHER CLASS IV MISCONDUCT - CONTINUED

**Commentary:**

1. None.

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. None.

BEHAVIOR MANAGEMENT OPTIONS																			
SCOC VIOLATION		GRADE BLOCK																	
Other Class IV Misconduct		PK-2						3-6						7-12					
		OCCASION						OCCASION						OCCASION					
GOAL	MANAGEMENT OPTION	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
BEHAVIOR MODIFICATION (INTERVENTION)	<a href="#">HOME-BASED REINFORCEMENT</a>																		
	<a href="#">"TIME-OUT"</a>																		
	<a href="#">REPRIMAND</a>																		
	<a href="#">BEHAVIOR "CONTRACT"</a>																		
	<a href="#">PROFESSIONAL REFERRAL</a>																		
	<a href="#">MEDIATION</a>																		
	<a href="#">REMOVAL FROM SETTING</a>																		
	<a href="#">AT-RISK GROUP</a>																		
	<a href="#">ALTERNATIVE TO SUSPENSION</a>																		
	<a href="#">ALTERNATIVE EDUCATION</a>																		
BEHAVIOR SUPPRESSION (CONSEQUENCE)	<a href="#">REVOCAION OF PRIVILEGE</a>																		
	<a href="#">PROPERTY CONFISCATION</a>																		
	<a href="#">RESTITUTION</a>																		
	<a href="#">DETENTION</a>																		
	<a href="#">SERVICE PENALTY</a>																		
	<a href="#">ACADEMIC PENALTY</a>																		
	<a href="#">ON-CAMPUS SUSPENSION</a>																		
	<a href="#">ST OFF-CAMPUS SUSPENSION</a>																		
	<a href="#">LT OFF-CAMPUS SUSPENSION</a>																		
<a href="#">EXPULSION</a>																			

**Powerschool coding:**

**Other Major Offense, Unclassified**

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OPTIONS

The following policy statement was developed to assist all teachers, administrators and staff members in understanding the available options for behavior management within the district:

### **PRIMARY BEHAVIORAL INTERVENTIONS**

The following represent approved primary (setting level) behavioral interventions within the district:

#### **HOME-BASED BEHAVIORAL REINFORCEMENT**

- A. **Definition:** This intervention involves expanding a conference with a parent/guardian into an interactive partnership or alliance between school and home to accomplish specifically established behavioral objectives over a specified timeframe.
- B. **Effectiveness considerations:** Specific instances where this intervention may be effective include, but are not limited to, instances where:
  1. Staff-parent/guardian dialogue can occur in real time.
  2. Parent(s)/guardian(s) understand the immediate effect of their child's misconduct on his or her academic achievement or that of others.
  3. The risk of triangulation between the staff member, student, and parent(s)/guardian(s) is low.
  4. Parents/guardians can offer insight about the behavior(s) and are willing to use the agreed-upon methods to modify behavior.
  5. The specific methods selected have significance to the student (e.g., limitation of free time with friends, video game use, television time, snacks, or specific restricted activities).
  6. The agreed upon methods are used at school and at home.
  7. A parent/guardian is able to accompany the student to classes for a short period of time.
- C. **Guidelines for use:** This intervention may be used at the building or setting levels under the following conditions (see [Appendix E](#)):

PERMITTED USE BY GRADE BLOCK		
PK-2	3-6	7-12
✓	✓	✓

1. Behavior (e.g., "what the student is doing") must be separated from character (e.g., "who the student is").
  2. Staff must avoid being overly negative about the student while trying to get the message across that the behavior is causing a problem in the classroom and is unacceptable.
  3. Staff must also notify parents or guardians when behavioral successes have occurred.
- D. **AZ SAFE alignments (Mandatory ADE reporting indicated by \*):**
    1. **AZ SAFE: Actions Completed in One or More Days (Parent Conference).** School administrator formally meets with the parent or guardian of the student.
    2. **AZ SAFE: Actions Completed in One or More Days (Parent Notification).** Parent or guardian is contacted by phone, personal contact, letter or certified letter.
  - E. **Policy alignments:** SCUSD A; ABAA; GBEA; IHBJ et seq.; IKA et seq.; IKACA; JK-R; KB et seq. (Written notification to parents)

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OPTIONS – CONTINUED PRIMARY BEHAVIORAL INTERVENTIONS - CONTINUED

### F. Handbook alignment(s):

1. Elementary: Parent/guardian notification; Conference with parent/guardian; Parent/guardian accompany student to school/classes.
2. Secondary: Parent/guardian contact/conference; Parent/guardian escort.

### G. Related disclosure(s): The following related disclosure(s) shall be maintained in student handbook(s):

1. **Conference with Parent/Guardian (Secondary):** *“The parent/guardian is asked to attend a conference with the student, school administrator and other educators to develop a plan for changing the student’s inappropriate behavior.”*
2. **Parent/Guardian Escort (Secondary):** *“School administrators may request a parent escort in lieu of Short-Term suspension. Parent/Guardian escorts must be 25 years of age or older, they must be on the student’s contact list and they must be approved by a school administrator.”*

## “TIME-OUT”

- A. **Definition:** This intervention involves the temporary removal of a student from an instructional setting, with or without an assigned activity, for a defined period time away from peers for the purpose of reducing positive reinforcement of an unacceptable or inappropriate action or behavior that is not an immediate threat to self or others.
- B. **Effectiveness considerations:** Specific instances where this intervention may be effective include, but are not limited to, instances where:
  1. The risk of negative emotional consequences for the student (e.g., a heightened sense of humiliation due to public ridicule or a strong fear response to an isolation setting) is determined, in advance, to be low.
  2. The student is at the primary (K-8 level).
  3. The student does not have a diagnosed or suspected disability, unless his or her IEP permits the practice.
  4. The action constitutes neither isolation nor restraint, which may be used with disabled students whose action(s) or behavior(s) pose a threat to self or others, but only when permitted within the IEP and only using approved techniques administered by trained staff.
- C. **Guidelines for use:** This intervention may be used at the building or setting levels under the following conditions:

PERMITTED USE BY GRADE BLOCK		
PK-2	3-6	7-12
✓	✓	✓

1. The developmental age of the child must be taken into account prior to the action (i.e., generally no more than one or two minutes per year of age maximum).
2. No additional students are included.
3. No potentially hazardous items are brought with the student to the timeout location.
4. The administrator, teacher or designated staff member maintains line of sight supervision of the student during the experience.

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OPTIONS – CONTINUED PRIMARY BEHAVIORAL INTERVENTIONS - CONTINUED

5. The selected timeout location is: 1). Unlocked and incapable of being locked; 2). Free of any condition that could be a danger to the student; 3). Well-ventilated and temperature controlled; 4). Sufficiently lighted for the comfort and well-being of the student; 5). Where school personnel are in continuous direct visual contact with the student at all times; 6). At least 40 (forty) square feet (40 sq. ft.); and 7). In compliance with all applicable state and local fire, health and safety codes.
  6. **IDEA-qualified, Section 504-qualified and ADA-qualified students:** See [Appendix F](#).
- D. **AZ SAFE alignments (Mandatory ADE reporting indicated by \*):**
1. **AZ SAFE: Other Action Completed in One Day.** No ADE definition provided.
- E. **Policy alignments:** SCUSD XXXX (None identified).
- F. **Handbook alignment(s):**
1. Elementary: In-class time-out; Time-out in another setting; Supervised time-out outside of classroom (recess or after school)
  2. Secondary: Time Out
- G. **Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):
1. **Time Out (Secondary):** *“Classroom teachers may use a technique similar to the alternative learning classroom imposed by the school administrator. In time out, the student is assigned by the teacher to a location isolated from his/her classmates. Time out generally will not exceed 30 minutes.”*

## REPRIMAND

- A. **Definition:** This intervention involves any informal warning or similar admonishment delivered to a student in a conference setting without a parent/guardian.
- B. **Effectiveness considerations:** Specific instances where this intervention may be effective include, but are not limited to, instances where:
1. The reprimand focuses more on the expected positive actions or behaviors than the misconduct.
  2. The reprimand is devoid of demeaning language (e.g., sarcasm, cruel humor, unwarranted criticism, or shaming statements), gestures or threats.
- C. **Guidelines for use:** This intervention may be used at the district, building or setting levels under the following conditions:

PERMITTED USE BY GRADE BLOCK		
PK-2	3-6	7-12
✓	✓	✓

1. The reprimand must be delivered in a private setting outside of the presence of other staff or students.
2. The reprimand may be in written form.

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OPTIONS – CONTINUED PRIMARY BEHAVIORAL INTERVENTIONS - CONTINUED

- D. **AZ SAFE alignments (Mandatory ADE reporting indicated by \*):**
1. **AZ SAFE: Actions Completed in One or More Days (Student Conference).** School administrator formally meets with the student.
  2. **AZ SAFE: Actions Completed in One or More Days (Warning).** A verbal or written notification to the student of inappropriate behavior or actions on the part of the student and the potential consequences if it is repeated.
- E. **Policy alignments:** SCUSD JK-R (Verbal warning, written warning)
- F. **Handbook alignment(s):**
1. Elementary: Warning; Teacher and/or administrator conference with student
  2. Secondary: Informal talk; Warning; Conference; Discipline conference with student
- G. **Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):
1. **Informal Talk (Secondary):** *“A teacher, school administrator or designee will talk with the student, describing the inappropriate behavior and informing the student of acceptable behavior. The parent may be notified.”*
  2. **Discipline Conference with Student (Secondary):** *“A conference is held with the student and the teacher or school staff member to discuss the inappropriate behavior discuss/develop a plan for changing the student’s behavior. A parent/guardian may be notified.”*

### BEHAVIOR “CONTRACT”

- A. **Definition:** This intervention involves the informal issuance of a “last chance agreement” associated with a probationary period during which evidence of positive behavior change will be evaluated.
- B. **Effectiveness considerations:** Specific instances where this intervention may be effective include, but are not limited to, instances where:
1. The contract involves a specific form of misconduct.
  2. The terms or conditions of a probationary period for the student during which he or she must demonstrate an ability to self-regulate *specifically referenced behavior(s)* are clear (e.g., ineligibility for extracurricular activities for an defined period or provisions for early release from the “contract” with performance indicators).
  3. The agreement is executed by the *IEP team* or *Section 504 team* where applicable.
- C. **Guidelines for use:** This intervention may be used at the building or setting levels under the following conditions:

PERMITTED USE BY GRADE BLOCK		
PK-2	3-6	7-12
✓	✓	✓

1. The agreement must be in writing.

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OPTIONS – CONTINUED PRIMARY BEHAVIORAL INTERVENTIONS - CONTINUED

2. The action(s) or behavior(s) involved must be clearly referenced within the *Student Code of Conduct* or the classroom rules based upon it.
3. Written prior notice must be given regarding the alternative consequence (e.g., a disciplinary referral or a suspension) that will result if the student does not self-regulate behavior.
4. The agreement must reference the due process that the student will be entitled to in the event that the alternative sanction is triggered.
5. The start and end dates of the probationary period must be referenced.
6. The terms and conditions of the agreement must be consistent with the civil rights of the student (e.g., the student may not be forced to take Ritalin® as a condition of the contract).
7. If the contract is to be binding, the parent/guardian must be included in the contracting process.

D. **AZ SAFE alignments (Mandatory ADE reporting indicated by \*):**

1. **AZ SAFE: Actions Completed in One or More Days (Behavior Contract).** A written agreement between a school official, student and often a parent, that includes how the student will behave and what the appropriate consequence or reinforce will be for compliance or non-compliance.

E. **Policy alignments:** SCUSD JK-R (Probation)

F. **Handbook alignment(s):**

1. Elementary: None
2. Secondary: Behavior contract

G. **Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. **Behavior Contract (Secondary):** *“A conference will be held with the teacher, parent, student and administrator. A behavior contract will be written.”*

## PROFESSIONAL REFERRAL

- A. **Definition:** This intervention involves a recommendation that a student receive services from a counselor, psychologist, social worker, mental health worker, or other licensed professional.
- B. **Effectiveness considerations:** Specific instances where this intervention may be effective include, but are not limited to, instances where:
  1. Staff have the capacity to apply additional behavior modification methods recommended by the professional.
- C. **Guidelines for use:** This intervention may be used at the district or building levels under the following conditions:

PERMITTED USE BY GRADE BLOCK		
PK-2	3-6	7-12
✓	✓	✓

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OPTIONS – CONTINUED *PRIMARY BEHAVIORAL INTERVENTIONS - CONTINUED*

1. A legitimate *psychosocial-developmental* cause for the misconduct must be demonstrated or reasonably suspected.
  2. The referral must remain confidential, but must also take any mandatory reporting responsibilities into account (e.g., a referral cannot be made in an attempt to bypass or delay the proper notification of designated authorities such as law enforcement or social services) [ARS §13-3620; SCUSD JLF et seq.].
  3. Unless the referral is to a school counselor, written consent from a parent/guardian must be obtained prior to the referral [ARS §36-2272; SCUSD JLDA et seq.].
- D. **AZ SAFE alignments (Mandatory ADE reporting indicated by \*):**
1. **AZ SAFE: Actions Completed in One or More Days (Referred to Outside Agency).** Student is provided information for additional services within the community and it is suggested that the student seek the identified services.
  2. **AZ SAFE: Actions Completed in One or More Days (Meeting with School Counselor).** School counselor formally meets with the student.
- E. **Policy alignments:** SCUSD JLD; JLDA et seq.; JLF et seq.
- F. **Handbook alignment(s):**
1. Elementary: Referral to counselor
  2. Secondary: None
- G. **Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):
1. **Counselor (Elementary):** *“One professional counselor is a full-time staff member at our school. The counselor is available to assist students and/or parents with questions or concerns regarding academic and social problems, as well as crisis situations. The counselor will also instruct students on character education following Positive Behavior Support [SCUSD JLD].”*

## MEDIATION

- A. **Definition:** This intervention enlists the aid of one or more adults, or, in some cases, students, to facilitate solutions to problem behaviors involving one or more students.
- B. **Effectiveness considerations:** Specific instances where this intervention may be effective include, but are not limited to, instances where:
1. Mediators are trained in facilitation techniques (e.g., conflict resolution or bullying prevention).
  2. Peer mediation, peer mentorship, peer counseling or similar programs are implemented only at higher grade levels where most students possess the cognitive capabilities to adequately resolve problems with peers.
  3. Program effectiveness is regularly evaluated against clearly definable outcomes (e.g., reductions in conflict-related disciplinary referrals or bullying complaints).
  4. Participation does not occur during instructional time.



# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OPTIONS – CONTINUED PRIMARY BEHAVIORAL INTERVENTIONS - CONTINUED

- C. **Guidelines for use:** This intervention may be used at the building or setting levels under the following conditions:

PERMITTED USE BY GRADE BLOCK		
PRE-PK-2	3-6	7-12
✓	✓	✓

1. Safeguards must be in place to ensure that the privacy rights of the student or others are maintained in programs facilitated by peers (e.g., confidential information is not shared with others).
2. Procedures must be in place to ensure that mandatory reporting responsibilities are adhered to by peer facilitators.

- D. **AZ SAFE alignments (Mandatory ADE reporting indicated by \*):**

1. **AZ SAFE: Actions Completed in One or More Days (Peer Mediation).** The goal of peer mediation is to reduce conflict and provide children with problem-solving skills. Trained peer mediators create a safe atmosphere, allowing disputing students to tell their stories and assisting them in working out a mutually acceptable agreement. Since a solution is not forced on the students, the disputants feel empowered to take responsibility for their actions and to deal constructively with their immediate and future disagreements. The conflicts that lend themselves to peer mediation include interpersonal disputes like friendship issues, verbal harassment, spreading rumors, physical aggression, or other bullying behaviors. Assault or other criminal activities are not referred for peer mediation. Peer mediators are trained students who are taught communication and mediation skills. The youngest peer mediators in most programs are fourth graders, although younger students have been trained in some schools. Trained mediators reportedly exhibit increased self-control, self-confidence, and problem-solving skills which they use not only at school, but at home and with friends outside of school. Both mediators and disputants learn to communicate more effectively and solve problems without violence.
2. **AZ SAFE: Actions Completed in One or More Days (Teen Court).** Teen Court is a unique justice program for first time offenders of misdemeanor crimes. It is designed to give youth who have broken the law and admitted their guilt, a second chance. Those who are accepted into the program must go "to a sentencing trial" in a real courtroom with teens serving as prosecuting and defense attorneys. An adult judge presides and a teen jury determines the sentence, which includes mandatory community service and jury duty in future Teen Courts. Upon successful completion of the program charges against the defendant are dismissed.

- E. **Policy alignments:** SCUSD JLD (Not identified)

- F. **Handbook alignment(s):**

1. Elementary: Peer mediation
2. Secondary: Mediation

- G. **Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. **Restorative practices (Secondary).** *“Restorative practices involve an array of measures used to build social capital and achieve social discipline through participatory learning and decision-making. The use of restorative practices is intended to reduce crime, violence and*

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OPTIONS – CONTINUED PRIMARY BEHAVIORAL INTERVENTIONS - CONTINUED

*bullying, improve human behavior, strengthen civil society, provide effective leadership, restore relationships or repair harm. Guiding questions when using restorative practices include, but are not limited to, the following: 1). Who has been hurt? 2). What are their needs? 3). Whose obligations are they? 4). What are the causes? 5). Who has a "stake" in this? 5). What is the appropriate process to involve stakeholders in an effort to make things right?"*

### REMOVAL FROM SETTING

- A. **Definition:** This intervention involves the exclusion of a student from a specific setting (e.g., a class, activity, or program) on either a temporary or a permanent basis. In most cases, removals follow a referral from a teacher to an administrator for either significant classroom misconduct or chronic misconduct of a lesser nature that has failed to respond to other appropriate setting level behavioral intervention(s).
- B. **Effectiveness considerations:** Specific instances where this intervention may be effective include, but are not limited to, instances where:
  - 1. The misconduct involved substantially interferes with the either the right of teachers to teach or the right of students to learn.
  - 2. Adequate evidence of appropriate classroom management exists.
  - 3. Prior setting level behavioral interventions are documented.
  - 4. The underlying cause of the misconduct involves no goal-related behavior that may operate to the detriment of student achievement (e.g., a student seeking a classroom change to be with friends, to avoid academic challenge, or to obtain "free time").
  - 5. A removed student is placed in a new setting that is conducive to working directly with the child on behavior modification (e.g., rather than a non-interactive "study hall" held in a classroom or the cafeteria).
- C. **Guidelines for use:** This intervention may be used at the building or district levels under the following conditions (see [Appendix G](#)):

PERMITTED USE BY GRADE BLOCK		
PK-2	3-6	7-12
✓	✓	✓

- 1. A teacher may send a student to the principal's office in order to maintain effective discipline in the classroom [ARS §15-841 (A)].
- 2. If a student is sent to the principal's office pursuant to ARS §15-841 (A), the principal shall employ appropriate discipline management techniques that are consistent with rules adopted by the school district Governing Board [ARS §15-841 (A)].
- 3. A teacher may remove a student from the classroom if either of the following conditions exists: 1). The teacher has documented that the student has repeatedly interfered with the teacher's ability to communicate effectively with the other students in the classroom or with the ability of the other students to learn [ARS §15-841 (A)(1)]; or 2). The teacher has determined that the student's behavior is so unruly, disruptive or abusive that it seriously interferes with the teacher's ability to communicate effectively with the other students in the classroom or with the ability of the other students to learn [ARS §15-841 (A)(2)].
- 4. Each school shall establish a placement review committee to determine the placement of a student if a teacher refuses to readmit a student to the teacher's class and to make recommendations to the Governing Board regarding the readmission of expelled students.

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OPTIONS – CONTINUED *PRIMARY BEHAVIORAL INTERVENTIONS - CONTINUED*

- [ARS §15-841 (J)].The process for determining the placement of a student in a new class or replacement in the existing class shall not exceed 3 (three) business days from the date the student was first removed from the existing class [ARS §15-841 (J)]. The principal shall not return a student to the classroom from which the student was removed without the teacher's consent unless the committee determines that the return of the student to that classroom is the best or only practicable alternative [ARS §15-841 (J)]. The committee shall be composed of two teachers who are employed at the school and who are selected by the faculty members of the school and one administrator who is employed by the school and who is selected by the principal [ARS §15-841 (J)]. The faculty members of the school shall select a third teacher to serve as an alternate member of the committee [ARS §15-841 (J)]. If the teacher who refuses to readmit the student is a member of the committee, that teacher shall be excused from participating in the determination of the student's readmission and the alternate teacher member shall replace that teacher on the committee until the conclusion of all matters relating to that student's readmission [ARS §15-841 (J)].
5. The misconduct cited as the reason for one or more referrals must be related more to the action(s) or behavior(s) of the student than those of the staff member involved (e.g., to the removal cannot be requested to “get rid of” or “weed out” students seen as a risk to teacher performance ratings such as CRT scores).
  6. If the existing setting involves classroom instruction, any new setting must be staffed by one or more highly qualified teachers.
  7. District or building level personnel must ensure that the practice is used proportionately with student subpopulations (e.g., minority students or disabled students).
  8. **IDEA-qualified, Section 504-qualified and ADA-qualified students:** See [Appendix F](#).

### D. **AZ SAFE alignments (Mandatory ADE reporting indicated by \*):**

1. **AZ SAFE: Other Removals or Reassignments (Reassignment to a Different Class)\*.**  
Student removed by school administration from one class and placed in another class with a different instructor.
2. **AZ SAFE: Other Removals or Reassignments (Reassignment to Another School within District)\*.** The student was reassigned to another school facility or program within the district that allowed him/her to continue to participate in the general curriculum at a school setting, including students receiving prescribed special education services who continued to receive these services.
3. **AZ SAFE: Actions with Due Process (Placement Review Committee).** (ARS §15-841) J. Each school shall establish a placement review committee to determine the placement of a student if a teacher refuses to readmit the student to the teacher's class and to make recommendations to the Governing Board regarding the readmission of expelled students. The process for determining the placement of a student in a new class or replacement in the existing class shall not exceed 3 (three) business days from the date the student was first removed from the existing class. The principal shall not return a student to the classroom from which the student was removed without the teacher's consent unless the committee determines that the return of the student to that classroom is the best or only practicable alternative. The committee shall be composed of two teachers who are employed at the school and who are selected by the faculty members of the school and one administrator who is employed by the school and who is selected by the principal. The faculty members of the school shall select a third teacher to serve as an alternate member of the committee. If the teacher who refuses to readmit the student is a member of the committee, that teacher shall be excused from participating in the determination of the student's readmission and the alternate teacher member shall replace that teacher on the committee until the conclusion of all matters relating to that student's readmission.

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OPTIONS – CONTINUED *PRIMARY BEHAVIORAL INTERVENTIONS - CONTINUED*

- E. **Policy alignments:** SCUSD JK; JK-R; JLI; JLIA (Removal from a particular class or involuntary transfer)
  
- F. **Handbook alignment(s):**
  - 1. Elementary: Exclusion from particular class
  - 2. Secondary: Removal from classroom
  
- G. **Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):
  - 1. **Removal from Classroom (in extreme circumstances) (Secondary):** *“State law allows a classroom teacher to remove a disruptive student from the classroom and request that a staff committee determine whether the student should return or be reassigned to another classroom.”*

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OPTIONS – CONTINUED SECONDARY BEHAVIORAL INTERVENTIONS

The following represent approved secondary (group level) behavioral interventions within the district:

### AT-RISK GROUP

- A. **Definition:** This intervention involves the placement of the student in a long-term or short-term secondary support setting for some portion of the school day either on campus or off campus. These group interventions are often used with students whose misconduct can be related to either *specific* or *“at-risk” actions or behaviors* (e.g., anger management issues, bullying, fighting, vandalism, gang activity, tobacco education or smoking cessation, gateway drug use, arrests, sexual activity, bias and discrimination, truancy, low student achievement, poor self-concept, adjustment problems during school transitions, etc.).
- B. **Effectiveness considerations:** Specific instances where this intervention may be effective include, but are not limited to, instances where:
  1. The student is motivated to participate in the group, since forced participation is more likely to defeat the purpose of the program and portends a poor outcome.
  2. The program is focused on a specific action or behavior, since effective programs have been noted to be issue-specific in nature (e.g., prevention-oriented topics).
  3. Parent(s)/guardian(s), siblings, or others within a “family unit” are included in the program where applicable.
  4. Meaningful post-program support is offered, since recidivism rates are typically higher when some form of program “after care” is not provided.
- C. **Guidelines for use:** This intervention may be used at the district or building levels under the following conditions:

PERMITTED USE BY GRADE BLOCK		
PK-2	3-6	7-12
	✓	✓

1. Parent/guardian consent must be obtained in writing before the student participates in the group.
  2. **IDEA-qualified, Section 504-qualified and ADA-qualified students:** See [Appendix F](#).
- D. **AZ SAFE alignments (Mandatory ADE reporting indicated by \*):**
1. **AZ SAFE: Actions Completed in One or More Days (Behavior Intervention Group; Drug Prevention Group).** A facilitated discussion among a group of people where the primary focus of the facilitator is to reduce the likelihood that group participants will be involved with illicit or illegal drugs.
  2. **AZ SAFE: Actions Completed in One or More Days (Behavior Intervention Group; Anger Management Group).** Individualized or group counseling that provides the participant with a safe, supportive environment that enables them to learn: When their anger is harmful versus when it is beneficial; What triggers their anger; How they typically respond when angry and the resulting consequences; Alternate ways for expressing their anger more appropriately; Strategies for managing their anger including self-talk, personal time-outs, problem solving, and Relaxation techniques (Paraphrased from Wiktionary).
  3. **AZ SAFE: Actions Completed in One or More Days (Behavior Intervention Group; Other Group).** Defined by the Local Education Agency (LEA).

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OPTIONS – CONTINUED *SECONDARY BEHAVIORAL INTERVENTIONS – CONTINUED*

- E. **Policy alignments:** SCUSD IHAMA; IHAMB et seq.; IHBCA et seq.; IHBD et seq.; JICA et seq.; JICB; JICF et seq.; JICG; JICH et seq.
- F. **Handbook alignment(s):**
1. **Wellness Center (Secondary).** *“Young Warriors is a therapeutic intervention program currently working in the San Carlos Junior High and Intermediate Schools. The program consists of a therapist for each school and several adult mentors. Using Apache culture, these mentors teach “Why Try” and “American Indian Life Skills Development” curriculum and help the therapists monitor the academic and behavioral progress of enrolled students.”*
- G. **Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):
1. **None.**

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OPTIONS – CONTINUED TERTIARY BEHAVIORAL INTERVENTIONS

The following represent approved tertiary (individual level) behavioral interventions within the district:

### ALTERNATIVE TO SUSPENSION PROGRAM (ASP)

- A. **Definition:** This intervention involves the placement of a student in a long-term tertiary support setting either on or off campus either in lieu of a completed suspension. In this context, the original consequence remains deferred contingent upon the student's demonstrated success in the program. In accordance with state statute, each school district shall establish an alternative to suspension program in consultation with local law enforcement officials or School Resource Officers (SROs) [ARS §15-841 (I); SCUSD JKD]. The Governing Board shall adopt policies to determine the requirements for participation in the alternative to suspension program [ARS §15-841 (I); SCUSD JKD].
- B. **Effectiveness considerations:** Specific instances where this intervention may be effective include, but are not limited to, instances where:
1. The focus of the ASP is on the specific action(s) or behavior(s) that may have resulted in the deferred consequence.
  2. The student is motivated to participate in the program, since forced participation is more likely to defeat the purpose of the program and portends a poor outcome.
- C. **Guidelines for use:** This intervention may be used at the district level under the following conditions:

PERMITTED USE BY GRADE BLOCK		
PK-2	3-6	7-12
	✓	✓

1. **ASP entrance criteria.** Students meeting the following requirements may participate in an alternative to suspension program described below at the determination of the superintendent [SCUSD JKD] (See [Appendix H](#)):
  - **Due process exhausted.** Suspension from school has been determined as the punishment for an offense and any appeal has been denied [SCUSD JKD].
  - **No disqualifying SCOC violation was involved.** The immediate suspension was not due to: 1). Selling, using or possessing weapons, firearms, explosives, or dangerous instruments [ARS §13-2911 and §15-841 (G); SCUSD JKD]; 2). Threatening an educational institution [ARS §15-841 (H); SCUSD JKD]; 3). Making a bomb threat [SCUSD JKD]; 4). Engaging in arson [SCUSD JKD]; or 5). Fighting or engaging in violent behavior [SCUSD JKD].
  - **Favorable disciplinary record.** The student has not served more than 1 (one) short-term suspension or alternative to suspension of 10 (ten) days or less during the current academic year [SCUSD JKD and JK-EA].
  - **Acceptance of responsibility.** The student has admitted to or taken responsibility for the act upon which suspension was imposed in a written statement signed by the student and attested to by the student's parent/ guardian [SCUSD JKD].
  - **Acknowledgement of ramifications of subsequent misconduct.** The student and parent/guardian has received a written admonition that the suspension as originally determined will be imposed summarily and in its entirety should the student violate the conditions or requirements of the alternative to suspension program [SCUSD JKD].
  - **Parent(s)/guardian(s) agree to participate, if applicable.** Parent(s) or guardian(s) shall agree to participate by: 1). Providing transportation as necessary to and from the

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OPTIONS – CONTINUED TERTIARY BEHAVIORAL INTERVENTIONS – CONTINUED

program location [SCUSD JKD]; 2). Furnishing meals prepackaged or purchasing same for the student [SCUSD JKD]; and 3). Establishing and monitoring in consultation with the school a supervisory routine limiting the student's contact to that which is necessary with other students and friends during the program [SCUSD JKD].

### 2. **ASP candidate considerations.**

- Students who would otherwise be subject to suspension pursuant to ARS §15-840 et seq. and who meet the district's requirements for participation in the alternative to suspension program shall be transferred to a location on school premises that is isolated from other students or transferred to a location that is not on school premises [ARS §15-841 (I); SCUSD JKD]. The alternative to suspension program shall be discipline intensive and require academic work, and may require community service, groundskeeping and litter control, parent/guardian supervision and evaluation or other appropriate activities [ARS §15-841 (I); SCUSD JKD]. The activities may be performed on school grounds or at another designated area [ARS §15-841 (I); SCUSD JKD].
- The alternative to suspension program is to be one of social isolation [SCUSD JKD].
- Students will be isolated from others by means of barriers or distance at a location determined by the district [SCUSD JKD].
- No participation in any school-sponsored activity is permitted [SCUSD JKD].
- Communication by students with others will be limited to adult district staff or as directed by the adult supervisor on duty [SCUSD JKD].
- Ordered study time will be established for each student consistent with the number of classes in which the student is enrolled, divided proportionately through the academic day [SCUSD JKD].
- Students are confined to their assigned areas and seats except as designated by the supervisor [SCUSD JKD].
- All personal maintenance will be planned and approved by the supervisor [SCUSD JKD].
- Students are to bring all books, workbooks, paper and necessary instruments for each class in which they are enrolled to the program daily and take the same material home each day of the program [SCUSD JKD].
- Protocols for implementation of the program following the requirements above may be established by the administrator at each location [SCUSD JKD].

### 3. **IDEA-qualified, Section 504-qualified and ADA-qualified students:** See [Appendix F](#).

#### D. **AZ SAFE alignments (Mandatory ADE reporting indicated by \*):**

1. **AZ SAFE: Removals (Suspension with Services)\*.** Instances in which a child is suspended and receives educational services.

E. **Policy alignments:** SCUSD JIC; JKD; JK-R; JKD-EA; JKD-EB

#### F. **Handbook alignment(s):**

1. Elementary: None
2. Secondary: Alternative school assignment

G. **Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. **Alternative School Assignment (Secondary):** *“At a formal due process hearing, it may be recommended that a student be placed in an alternative school setting during a long term suspension.”*



# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OPTIONS – CONTINUED TERTIARY BEHAVIORAL INTERVENTIONS – CONTINUED

### ALTERNATIVE EDUCATION PROGRAM (AEP)

- A. **Definition:** This intervention involves the placement of a student in a long-term tertiary support setting either on or off campus either in lieu of a completed expulsion. In this context, the original consequence remains deferred contingent upon the student's demonstrated success in the program. For the purposes of ARS §15-796, "alternative education" means the modification of the school course of study and adoption of teaching methods, materials and techniques to provide educationally for those students in grades six through twelve who are unable to profit from the regular school course of study and environment [ARS §15-796 (C)]. Notwithstanding the provisions of ARS §15-796 et seq., Governing Boards retain the responsibility for the education of the students under their jurisdiction [ARS §15-798].
- B. **Effectiveness considerations:** Specific instances where this intervention may be effective include, but are not limited to, instances where:
  - 1. The focus of the AEP is broad, since effective programs that are holistic in nature increase the likelihood that the student will either be promoted or graduate successfully.
  - 2. The student is motivated to participate in the program, since forced participation is more likely to defeat the purpose of the program and portends a poor outcome.
- C. **Guidelines for use:** This intervention may be used at the district level under the following conditions:

PERMITTED USE BY GRADE BLOCK		
PK-2	3-6	7-12
	✓	✓

- 1. **AEP entrance criteria.** On the approval of the parent or guardian of a student or of a student who is an emancipated person, the superintendent of a school district may recommend to the Governing Board the placement of the student in an alternative education program as provided in ARS §15-796 et seq. [ARS §15-796 (C)].
  - 2. **AEP candidate considerations.** As an alternative to suspension or expulsion, the school district may reassign any student to an alternative education program if the student does not meet the requirements for participation in the alternative to suspension program prescribed in ARS §15-841 (H) and if good cause exists for expulsion or for long-term suspension or expulsion [ARS §15-796 and §15-841 (E)]. The school district may also reassign a student to an alternative education program if the student: 1). Refuses to comply with rules; 2). Refuses to pursue the required course of study; or 3). Refuses to submit to the authority of teachers, administrators or the Governing Board [ARS §15-841 (F)].
  - 3. **IDEA-qualified, Section 504-qualified and ADA-qualified students:** See [Appendix F](#).
- D. **AZ SAFE alignments (Mandatory ADE reporting indicated by \*):**
- 1. **AZ SAFE: Removals (Expulsion with Services)\*.** The student was expelled from and is no longer enrolled in his or her regular school setting. Arrangements made for the provision of educational services.
  - 2. **AZ SAFE: Other Removals or Reassignments (Removal by students IEP team to an Interim Alternative Educational Setting)\*.** Interim Alternative Educational Setting – An appropriate setting determined by the child's IEP team in which the child is placed for no more than 45 (forty-five) school days. This setting enables the child to continue to receive educational services and participate in the general education curriculum (although in another setting) and to progress toward meeting the goals set out in the IEP. As appropriate, the

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OPTIONS – CONTINUED *TERTIARY BEHAVIORAL INTERVENTIONS – CONTINUED*

setting includes a functional behavioral assessment and behavioral intervention services and modifications to address the behavior violation so that it does not recur. A unilateral removal is an instance in which school personnel (not the IEP team) order the removal of children with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than 45 (forty-five) school days. The IEP team is responsible for determining the interim alternative educational setting. Unilateral removals do NOT include decisions by the IEP team to change a student's placement.

3. **AZ SAFE: Other Removals or Reassignments (Removal by hearing officer for likely injury to self or others).** Those instances in which an impartial hearing officer orders the removal of children with disabilities from their current educational placement to an appropriate alternative educational setting for not more than 45 school days based on the hearing officer's determination that maintaining the child's current placement is substantially likely to result in injury to the child or others. The IEP team is responsible for determining the interim alternative educational setting.

E. **Policy alignments:** SCUSD JIC; JK-R; JKE; JKE-E

F. **Handbook alignment(s):**

1. Elementary: None
2. Secondary: Alternative school assignment

G. **Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. **None.**

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OPTIONS – CONTINUED BEHAVIORAL CONSEQUENCES

The following represent approved behavioral consequences requiring no due process within the district:

### REVOCAION OF PRIVILEGE

- A. **Definition:** This consequence involves the temporary disqualification of a student to attend, participate in, or benefit from some non-educational or non-credit activity, event or service to which the student is not entitled (e.g., enrollment in an honors program for which the student is qualified or a “high-demand” elective offered to all students such as networking).
- B. **Effectiveness considerations:** Specific instances where this consequence may be effective include, but are not limited to, instances where:
  - 1. The privilege involved has meaning to the student involved.
  - 2. Similar substitutes are not readily available to the student.
- C. **Guidelines for use:** This consequence may be used at the district, building or setting levels under the following conditions:

PERMITTED USE BY GRADE BLOCK		
PK-2	3-6	7-12
✓	✓	✓

- 1. The revocation must be temporary.
  - 2. The activity, event, or service must clearly positioned as a *privilege* in all verbal and written references to it (e.g., Governing Board policy or the student handbook) so it cannot be reasonably construed to represent a *right* by students, parents/guardians or other external stakeholders.
  - 3. The activity, event or service may not involve an *educational service* or other entitlement according to federal law, tribal law or state statute.
  - 4. **IDEA-qualified, Section 504-qualified and ADA-qualified students:** See [Appendix F](#).
- D. **AZ SAFE alignments (Mandatory ADE reporting indicated by \*):**
- 1. **AZ SAFE: Actions Completed in One or More Days (Privileges Suspended).** For a specified period of time, the student is not a recipient of privileges (such as using the parking lot, attending school sponsored events, participating in extracurricular activities etc.).
- E. **Policy alignments:** SCUSD EE; EEAA; EEAE; JJIB et seq.; JJJ; JK-R (Suspension from transportation; athletic participation, social/extracurricular activities or other privileges)
- F. **Handbook alignment(s):**
- 1. Elementary: Loss of privileges; Restricted activity
  - 2. Secondary: Restriction of privileges; Denial of bus riding privilege; Loss of technology use privilege; Revocation of parking privilege
- G. **Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):
- 1. **Restriction of Privilege (Secondary):** *“Inappropriate behavior may result in a restriction of a student’s privilege to participate in playground, cafeteria, common areas or specific*

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OPTIONS – CONTINUED BEHAVIORAL CONSEQUENCES – CONTINUED

activities. The parent/guardian will be notified. For example, a teacher may assign and monitor his/her own after school detention, lunch or recess detention.”

2. **Denial of Bus Riding Privilege:** “A school administrator may deny bus-riding privileges for inappropriate/disruptive behavior. The parent will be notified prior to the denial taking place.”

### PROPERTY CONFISCATION

- A. **Definition:** This consequence involves the mandatory separation of a student from some form of personal property.
- B. **Effectiveness considerations:** Specific instances where this consequence may be effective include, but are not limited to, instances where:
  1. Provision is made for a return of property that is otherwise legal to possess off campus (e.g., to a parent or guardian at a post-disciplinary conference).
- C. **Guidelines for use:** This consequence may be used at the building or setting levels under the following conditions:

PERMITTED USE BY GRADE BLOCK		
PK-2	3-6	7-12
✓	✓	✓

1. The personal property must have a low replacement value.
  2. The personal property must be kept safe from damage or loss while out of the student's possession.
  3. The personal property must not be returned if it may represent or contain evidence of criminal activity or is otherwise subject to an ongoing investigation by the district and/or law enforcement.
- D. **AZ SAFE alignments (Mandatory ADE reporting indicated by \*):**
    1. **AZ SAFE: Actions Completed in One Day (Confiscation of Contraband).** Taking away an item(s) defined as prohibited by school or district policy.
  - E. **Policy alignments:** SCUSD JLI (Confiscation)
  - F. **Handbook alignment(s):**
    1. Elementary: Confiscation of item
    2. Secondary: Change clothes; Confiscation-student pickup (teacher and administrator); Confiscation-parent/guardian pickup (administrator)
  - G. **Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):
    1. **None.**

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OPTIONS – CONTINUED BEHAVIORAL CONSEQUENCES – CONTINUED

### RESTITUTION

- A. **Definition:** This consequence involves any means by which the student is required to make amends for misconduct that has affected or involved another student, staff member or the interests of the school or district. In cases where property has been lost, damaged, or otherwise unrecoverable, the restitution may involve either replacement of the item or compensation at replacement value. Where non-property interests are involved, restitutions may be made by other means (e.g., an apology, completion of a problem-solving worksheet or a reflection statement).
- B. **Effectiveness considerations:** Specific instances where this consequence may be effective include, but are not limited to, instances where:
  - 1. The student is cooperative (e.g., he or she understands that the action or behavior was wrong and genuinely agrees to apologize for hurting another student’s feelings).
  - 2. The parent/guardian is cooperative when required to provide remuneration.
- C. **Guidelines for use:** This consequence may be used at the district, building or setting levels under the following conditions:

PERMITTED USE BY GRADE BLOCK		
PK-2	3-6	7-12
✓	✓	✓

- 1. The value of the property for which restitution is being provided must be relatively low.
  - 2. Consideration must be given to the socioeconomic status of the student before setting the amount of the restitution.
  - 3. The total amount of the restitution may not contain any form of punitive damages (i.e., compensation exceeding loss value) and may be limited under statute [ARS §12-661].
  - 4. Only apologies may be used at the setting level.
- D. **AZ SAFE alignments (Mandatory ADE reporting indicated by \*):**
  - 1. **AZ SAFE: Actions Completed in One or More Days (Restitution).** Repaying or compensating for loss or damage (Webster’s II New College Dictionary).
  - 2. **AZ SAFE: Actions Completed in One or More Days (Student Verbal Apology).** An oral expression of contrition and remorse for something done wrong.
  - 3. **AZ SAFE: Actions Completed in One or More Days (Student Written Apology).** A written expression of contrition and remorse for something done wrong.
- E. **Policy alignments:** SCUSD JICB; JQ et seq. (Full or partial restitution)
- F. **Handbook alignment(s):**
  - 1. Elementary: Letter of apology.
  - 2. Secondary: Restitution (Liability).
- G. **Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OPTIONS – CONTINUED BEHAVIORAL CONSEQUENCES – CONTINUED

1. **Restitution (Liability) (Secondary):** *“Restitution involves providing an equivalent replacement or compensation for damages or loss of personal or district property and/or time. Under Arizona law, parents may be responsible for damage to, or theft of, school property done by their children (including textbook and/or library book or other school issued equipment, damage or loss). Failure to comply with restitution consequences could result in the incident being submitted to a collection agency per San Carlos Unified School District procedures.”*

### DETENTION

- A. **Definition:** This consequence involves any means by which a student is required to forfeit non-instructional time by reporting to a designated location on campus for reasons not associated with instructional or extracurricular activities. In most cases, detentions are served on instructional days (e.g., before/after school or during recess/ lunch). In some instances, however, they may be served on non-instructional days (e.g., “Weekend Schools” or “Saturday Schools”).
- B. **Effectiveness considerations:** Specific instances where this consequence may be effective include, but are not limited to, instances where:
  1. The detention occurs outside of academic time.
  2. The detention is structured and provides opportunity for a staff member to work with the student on his or her behavior.
  3. There is a short period of time between the misconduct and the consequence.
- C. **Guidelines for use:** This consequence may be used at the building or setting level under the following conditions:

PERMITTED USE BY GRADE BLOCK		
PK-2	3-6	7-12
✓	✓	✓

1. The parent/guardian must be informed in writing that his or her extension of *en loco parentis* (“in place of parents”) authority is granted from “door-to-door” (e.g., disclosure of such exists in the student handbook and the parent/guardian has acknowledged receipt of the handbook in writing).
  2. Reasonable detention during break-time, noon, or at the close of the school day is permitted, provided that appropriate consideration is given to student transportation, weather, and other extenuating circumstances; however, in a student shall not be denied access to meals during a lunch detention.
  3. Detentions must be grade level appropriate (e.g., no longer than one hour in duration for high school students).
  4. Alternate transportation (e.g., late buses in the afternoon) must be available if applicable.
  5. Reasonable accommodations must be offered regarding the date and/or time when the detention is served (e.g., in the event that a parent/guardian has already made arrangements to pick the child up before the detention would be over or alternate transportation is not available).
- D. **AZ SAFE alignments (Mandatory ADE reporting indicated by \*):**
    1. **AZ SAFE: Actions Completed in One or More Days (Detention).** A form of punishment in which students are made to stay in class at a break or at school outside of normal school hours.

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OPTIONS – CONTINUED BEHAVIORAL CONSEQUENCES – CONTINUED

2. **AZ SAFE: Actions Completed in One or More Days (Saturday School).** A student is required to attend a structured classroom setting on Saturday for a predetermined length of time.
- E. **Policy alignments:** SCUSD JK-R; JKB et seq. (Detention)
- F. **Handbook alignment(s):**
  1. Elementary: Before or after school detention; Lunch detention
  2. Secondary: Detention
- G. **Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):
  1. **None.**

### SERVICE PENALTY

- A. **Definition:** This consequence involves any practice which compels an offending student to perform non-academic work-related activities for a defined period of time. The nature of the penalty involved often varies based on the student involved. Most often the specific service penalty is related to the misconduct in some way (e.g., a student is placed on a “work detail” to clean campus graffiti after being caught “tagging” a locker bay).
- B. **Effectiveness considerations:** Specific instances where this consequence may be effective include, but are not limited to, instances where:
  1. The task is connected to the offense (e.g., requiring a student who has accrued tardies in excess of school or district policy to perform custodial services such as picking up campus trash).
  2. The task is neither deliberately repetitive nor lacks apparent purpose (e.g., requiring a student to write “I will not talk out of turn” 100 times or giving the student a “reflective assignment”).
- C. **Guidelines for use:** This consequence may be used at the building or setting levels under the following conditions:

PERMITTED USE BY GRADE BLOCK		
PK-2	3-6	7-12
✓	✓	✓

1. The task cannot reasonably be considered to represent child labor [ARS §23-230 et seq.].
2. The task must be adequately supervised.
3. The task must be performed in a private setting (e.g., outside of the presence of uninvolved staff or peers).
4. The task must not be performed during instructional time.
5. The task must not be accompanied by conditions that pose assigned a real or potential hazard to the student (e.g., outside activity in extreme temperatures, possible exposure to infectious or toxic agents or a risk of abduction).
6. **IDEA-qualified, Section 504-qualified and ADA-qualified students:** See [Appendix F](#).

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OPTIONS – CONTINUED BEHAVIORAL CONSEQUENCES – CONTINUED

- D. **AZ SAFE alignments (Mandatory ADE reporting indicated by \*):**
1. **AZ SAFE: Actions Completed in One or More Days (Community Service).** Unpaid work that benefits the school, neighborhood, or community in meaningful ways by providing necessary and productive labor, ideally providing students with an opportunity to learn a variety of skills and give back to the community in a meaningful way. (Community Service as an Alternative to Suspension toolkit – University of Arizona).
  2. **AZ SAFE: Actions Completed in One or More Days (Work Detail).** Assignment for a predetermined length of time to a specific clean up or public service duty.
- E. **Policy alignments:** SCUSD JN; JO (Community service)
- F. **Handbook alignment(s):**
1. Elementary: Use of student problem-solving worksheet; Written reflection about incident
  2. Secondary: Not identified
- G. **Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):
1. **None.**

### ACADEMIC PENALTY

- A. **Definition:** This consequence involves any disciplinary practice which: 1). Requires extra coursework from a student not given to others; 2). Reduces an evaluation of academic achievement; or 3). Results in ineligibility to receive credit for one or more courses. At the district, building level, academic penalties are most frequently issued in cases of schoolwork-related (e.g., cheating or plagiarism) or attendance-related misconduct which has exceeded a threshold established by policy (e.g., a maximum number of unexcused absences). At the setting level, these consequences may take a variety of forms that in some way affect a course grade or other measure of academic progress.
- B. **Effectiveness considerations:** Specific instances where this consequence may be effective include, but are not limited to, instances where:
1. The penalty is used to address academic or attendance-related misconduct only.
  2. The penalty avoids forms of “over-correction” (e.g., additional problem sets, extra assignments, or other “busy work”).
- C. **Guidelines for use:** This consequence may be used at the district, building or setting levels under the following conditions:

PERMITTED USE BY GRADE BLOCK		
PK-2	3-6	7-12
		✓

1. No “dual-consequence” penalties with regard to both attendance and academic progress may be used (e.g., each day of a suspension is also counted as an unexcused absence for which no work will be accepted for credit) [SCUSD JK-R].



# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OPTIONS – CONTINUED BEHAVIORAL CONSEQUENCES – CONTINUED

2. When this consequence is used to require additional or “replacement” work, students must not automatically receive failing grades or only partial credit (e.g., 50%) for submitted work regardless of its quality.
  3. Where applicable, “grading systems” kept for behavioral and academic purposes must not be co-mingled (e.g., when “citizenship points,” “merits,” “demerits,” or other measures of non-academic behavior are mixed with academic performance data by any weighting scheme).
  4. The Governing Board of any school district, in consultation with the teachers and parents/guardians of the school district, shall prescribe rules for the discipline of students [ARS §15-843 (B)]. The rules shall be consistent with the constitutional rights of students and shall include at least the following [ARS §15-843 (B)]: Penalties for excessive student absenteeism pursuant to ARS §15-803, including failure in a subject [ARS §15-843 (B)(1)].
  5. Penalties adopted pursuant to ARS §15-843 (B)(1) for excessive absenteeism shall not be applied to students who have completed course requirements and whose absence from school is due solely to illness, disease or accident as certified by a person who is licensed pursuant to ARS §32-801 et seq., §32-1401 et seq., §32-1601 et seq. or §32-1800 et seq. [ARS §15-843 (C)].
- D. **AZ SAFE alignments (Mandatory ADE reporting indicated by \*):**
1. **AZ SAFE: Other Action Completed in One Day.** No ADE definition provided.
- E. **Policy alignments:** SCUSD IKA et seq.; IKA et seq.; IKAB; IKC; IKD; IKE et seq.; IEA et seq.; IKF et seq. (Make-up opportunities)
- F. **Handbook alignment(s):**
1. Elementary: Not applicable
  2. Secondary: Loss of credit for assignment/class
- G. **Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):
1. **Loss of Credit (Secondary):** *“(1) A student who has been absent ten (10) or more times, either excused or unexcused, per semester may not receive academic credit for that class. (A.R. S. 15-802, 15-803). (2) An appeal process is in place for those students with extenuating circumstances. (3) Please note that official documentation, such as doctor’s note, will be required to file an appeal. (4) Students who are under the age of 18 and have ten or more absences may be cited to the court for excessive absences. (5) Parents will be notified by mail when students accumulate 3, 5, 8 and 10 absences.”*

## ON-CAMPUS SUSPENSION

- A. **Definition:** This consequence involves the temporary withdrawal of the privilege of attending a school for a specified period of time while the student remains on campus. Typically, on-campus suspensions do not exceed 5 (five) calendar days (not academic days) in length.
- B. **Effectiveness considerations:** Specific instances where this consequence may be effective include, but are not limited to, instances where:
  1. The consequence has little potential to be perceived by the student merely as a prolonged isolation, since some students may be motivated by this type of “reward.”
  2. The consequence is structured in a manner that provides opportunity for the student to develop new skills and strategies for behavioral self-regulation.
  3. Academic expectations for the student are maintained during the on-campus suspension.

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OPTIONS – CONTINUED BEHAVIORAL CONSEQUENCES – CONTINUED

- C. **Guidelines for use:** This consequence may be used at the building level under the following conditions:

PERMITTED USE BY GRADE BLOCK		
PK-2	3-6	7-12
		✓

- No “dual-consequence” penalties with regard to both attendance and academic progress may be used (e.g., no opportunity is given to remain current in classes) [SCUSD JK-R].
  - The student may be prohibited from participation in school-sponsored programs, events or activities while the consequence is in effect if the offense was related to the program, event or activity in question.
  - The on-campus suspension must be well supervised.
  - IDEA-qualified, Section 504-qualified and ADA-qualified students:** See [Appendix F](#).
- D. **AZ SAFE alignments (Mandatory ADE reporting indicated by \*):**
- AZ SAFE: Removals (In School Suspension)\*.** Instances in which a child is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision (OSEP).
- E. **Policy alignments:** SCUSD CCB et seq.; JB et seq.; JI et seq.; JK-R (In-school suspension)
- F. **Handbook alignment(s):**
- Elementary: Not applicable
  - Secondary: On-campus reassignment (OCR)
- G. **Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

- On-Campus Reassignment (OCR) (Secondary):** *“Temporary assignment to an on-campus reassignment (OCR) is an alternative to off-campus suspension. OCR may be imposed for part of the day or for one or more days. The student is removed from the regular classroom setting and is assigned to a location isolated from classmates. Class assignments will be given to a student placed in an OCR. The parent/guardian will be notified.”*

## CORPORAL PUNISHMENT

- Definition:** This consequence involves the moderate use of physical force or contact as a response to student misconduct [ARS §15-843 (B)(2)].
- Effectiveness considerations:** Specific instances where this consequence may be effective include, but are not limited to, instances where:
  - NONE.

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OPTIONS – CONTINUED BEHAVIORAL CONSEQUENCES – CONTINUED

- C. **Guidelines for use:** This consequence may not be used at the district, building or setting levels under any conditions:

PERMITTED USE BY GRADE BLOCK		
PK-2	3-6	7-12

1. Corporal punishment is permitted under state statute at the discretion of the Governing Board [ARS §13-843 (B)(2)].
  2. Corporal punishment is not permitted within the district [SCUSD JKA].
  3. Administrators, teachers and designated staff must proceed with caution when using physical force with students. Similar physical force will be appropriate in self-defense, in the defense of other students and school personnel and to prevent or terminate the commission of theft or criminal damage to the property of the district or the property of persons lawfully on the premises of the district [ARS §13-403 et seq. and §15-843 (B)(3)].
  4. The threat or use of physical force is not justified in response to verbal provocation alone, nor when the degree of physical force used exceeds that necessary to avoid injury to persons or to preserve property at risk.
- D. **Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):
1. **Use of Physical Intervention by Supervisory Personnel (Secondary):** *“Any administrator, teacher or school personnel entrusted with the care and supervision of a minor may use reasonably appropriate physical intervention.”*
- E. **Policy alignments:** SCUSD JK; JKA (Not applicable)
- F. **Handbook alignment(s):**
1. Elementary: Not applicable
  2. Secondary: Not applicable
- G. **AZ SAFE alignments (Mandatory ADE reporting indicated by \*):**
1. **AZ SAFE: Other Action Completed in One Day.** No ADE definition provided.

The following represent approved behavioral consequences requiring limited due process within the district:

### SHORT-TERM OFF-CAMPUS SUSPENSION

- A. **Definition:** This consequence involves the temporary withdrawal of the privilege of attending a school for a period of time [ARS §15-840 (B)]. This action may not exceed **10 (ten) calendar (not academic) days**, requires only limited due process to execute and is always accompanied by an automatic right of return on a specified date.
- B. **Effectiveness considerations:** Specific instances where this consequence may be effective include, but are not limited to, instances where:

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OPTIONS – CONTINUED BEHAVIORAL CONSEQUENCES – CONTINUED

1. The consequence has little potential to be perceived by the student merely as time away from school, since some students may consider this a “reward”.
  2. Academic expectations for the student are maintained during the off-campus suspension.
- C. **Guidelines for use:** This consequence may be used at the district (long-term) or building (short-term) levels under the following conditions:

PERMITTED USE BY GRADE BLOCK		
PK-2	3-6	7-12
✓	✓	✓

1. Proper due process must be provided (see [Guidelines for Formal Consequences: Suspensions](#)).
  2. No “dual-consequence” penalties with regard to both attendance and academic progress may be used while the consequence is in effect (e.g., no opportunity is given to remain current in classes during a short-term off-campus suspension) [SCUSD JK-R].
  3. The student may be prohibited from participation in school-sponsored programs, events or activities while the consequence is in effect if the offense was related to the program event or activity in question.
  4. The term of the off-campus suspension may extend into the subsequent school year.
  5. **IDEA-qualified, Section 504-qualified and ADA-qualified students:** See [Appendix F](#).
- D. **AZ SAFE alignments (Mandatory ADE reporting indicated by \*):**
1. **AZ SAFE: Removals (Out of School Suspension)\*.** Instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center) (OSEP).
  2. **AZ SAFE: Removals (Suspension without Services)\*.** Instances in which a child is suspended and does not receive educational services.
  3. **AZ SAFE: Actions with Due Process (Board Review).** School boards have the right to review student disciplinary actions imposed by a disciplinary hearing committee.
- E. **Policy alignments:** SCUSD CCB et seq.; JB et seq.; JI et seq.; JIC; JKD; JK-R
- F. **Handbook alignment(s):**
1. Elementary: Suspension (6-10 days)
  2. Secondary: Short-term suspension (OSS; 1, 3, 5, 10 days)

- G. **Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):
1. **Short-Term Suspension (Elementary):** *“Short-term suspension means “the removal for disciplinary reasons of a student from school for a period of not more than 10 days by a school principal.” The principal has the authority to remove a student for misbehavior for a specific time (not to exceed 10 school days) at his/her discretion. The principal or his/her designee will meet with the student to explain the allegations against the student and allow the student to respond to them [SCUSD JKD].*
  2. **Short-Term Suspension (Secondary):** *“School administrators may suspend a student for 10 school days or less. The student will be informed of the alleged violation of school rules and be given an opportunity to respond. There is **no right to appeal** a short suspension to any person other than the school principal. When the student’s behavior causes a danger to*

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OPTIONS – CONTINUED BEHAVIORAL CONSEQUENCES – CONTINUED

*self or to others, an out-of-school suspension may be immediate. During any off-campus suspension, a student is not permitted on district property or at any district functions/events. Classroom assignments will be provided upon parent request during a short-term suspension.”*

The following represent approved behavioral consequences requiring full due process within the district:

### LONG-TERM OFF-CAMPUS SUSPENSION

- A. **Definition:** This consequence involves the temporary withdrawal of the privilege of attending a school for a period of time [ARS §15-840 (B)]. This action may be imposed **from 11 (eleven) to 180 calendar days**, always requires *full due process* to execute and is always accompanied by an automatic right of return on a specified date.
- B. **Effectiveness considerations:** Specific instances where this consequence may be effective include, but are not limited to, instances where:
  1. The consequence has little potential to be perceived by the student merely as time away from school, since some students may consider this a “reward”.
  2. Academic expectations for the student are maintained during the off-campus suspension.
- C. **Guidelines for use:** This consequence may be used at the district (long-term) or building (short-term) levels under the following conditions:

PERMITTED USE BY GRADE BLOCK		
PK-2	3-6	7-12
✓	✓	✓

5. Proper due process must be provided (see [Guidelines for Formal Consequences: Suspensions](#)).
  6. No “dual-consequence” penalties with regard to both attendance and academic progress may be used while the consequence is in effect (e.g., no opportunity is given to remain current in classes during a short-term off-campus suspension) [SCUSD JK-R].
  7. The student may be prohibited from participation in school-sponsored programs, events or activities while the consequence is in effect if the offense was related to the program event or activity in question.
  6. The term of the off-campus suspension may extend into the subsequent school year.
  7. **IDEA-qualified, Section 504-qualified and ADA-qualified students: IDEA-qualified, Section 504-qualified and ADA-qualified students:** See [Appendix F](#).
- D. **AZ SAFE alignments (Mandatory ADE reporting indicated by \*):**
1. **AZ SAFE: Removals (Out of School Suspension)\*.** Instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center) (OSEP).
  2. **AZ SAFE: Removals (Long Term Suspension)\*.** Instances in which a child is temporarily removed from his/her regular school for disciplinary purposes for a period of 11 (eleven) days or more (OSEP).
  3. **AZ SAFE: Removals (Suspension without Services)\*.** Instances in which a child is suspended and does not receive educational services.

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OPTIONS – CONTINUED BEHAVIORAL CONSEQUENCES – CONTINUED

4. **AZ SAFE: Actions with Due Process (Disciplinary Hearing).** An official meeting that is held to gather facts about a disciplinary action imposed on a student. This hearing is often done with a designated disciplinary hearing committee, one or more hearing officers, or school board.
  5. **AZ SAFE: Actions with Due Process (Board Review).** School boards have the right to review student disciplinary actions imposed by a disciplinary hearing committee.
- E. **Policy alignments:** SCUSD CCB et seq.; JB et seq.; JI et seq.; JIC; JKD; JK-R
- F. **Handbook alignment(s):**
1. Elementary: Extended suspension (10+ days)
  2. Secondary: Long-term suspension (OSS; 10+ days)
- G. **Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):
1. **Long-Term Suspension (Elementary):** *“The principal will meet with the student and parent/guardian regarding the suspension and his/her proposal to request an extended suspension from the superintendent [SCUSD JKD].”*
  2. **Long-Term Suspension (Secondary):** *“In addition to a short-term suspension, the school administrator may recommend to district-level administration that a long-term suspension be imposed. Suspensions exceeding 10 school days may be imposed following a due process hearing. The student and parent are informed of the district’s due process procedures. During any off-campus suspension, a student is not permitted on district property or at district functions/events.”*

## EXPULSION

- A. **Definition:** This consequence involves the permanent withdrawal of the privilege of attending a school unless the Governing Board reinstates the privilege of attending the school [ARS §15-342 (1) and §15-840 (A)]. Two types of expulsion are permitted under state statute:
- **Permanent expulsion.** A permanent expulsion is accompanied by *no right of return* based on pre-established criteria. This action represents the most severe consequence that can be issued by the district and requires *full due process* to execute.
  - **Limited expulsion.** A limited expulsion is accompanied by a *conditional right of return* based on pre-established criteria. This action lasts for a minimum of 1 (one) calendar year and is subject to either Governing Board review or student or parent/guardian request for readmission, but also requires *full due process* to execute.

Expulsion is mandatory in the following situations:

- **Offenses involving firearms.** A school district or charter school shall expel from school for a period of not less than 1 (one) year a student who is determined to have brought a firearm to a school within the jurisdiction of the school district or the charter school, except that the school district or charter school may modify this expulsion requirement for a student on a case by case basis [ARS §15-841 (B) and (G)]. ARS §15-841 (G) shall be construed consistently with the requirements of the *Individuals with Disabilities Education Act* (IDEA; 20 USC § 1400-1420) [ARS §15-841 (G) and §15-844]. For the purposes of ARS §15-841 (G): 1). "Expel" may include removing a student from a regular school setting and providing

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OPTIONS – CONTINUED BEHAVIORAL CONSEQUENCES – CONTINUED

educational services in an alternative setting; and 2). "Firearm" means a firearm as defined in 18 USC §921 [ARS §15-841 (G)].

- **Offenses involving threats to an educational institution.** A school district or charter school shall expel from school for at least one year a student who is determined to have threatened an educational institution as defined in section ARS §13-2911, except that the school district or charter school may modify this expulsion requirement for a student on a case by case basis if the student participates in mediation, community service, restitution or other programs in which the student takes responsibility for the results of the threat [ARS §15-841 (H)]. ARS §15-841 (H) shall be construed consistently with the requirements of the *Individuals with Disabilities Education Act* (IDEA; 20 USC §1400-1420) [ARS §15-841 (H) and §15-844]. A school district may reassign a student who is subject to expulsion pursuant to this subsection to an alternative education program pursuant to ARS §15-841 (E) if the student participates in mediation, community service, restitution or other programs in which the student takes responsibility for the threat [ARS §15-841 (H)]. A school district or charter school may require the student's parent or guardian to participate in mediation, community service, restitution or other programs in which the parent or guardian takes responsibility with the student for the threat [ARS §15-841 (H)]. For the purposes of ARS §15-841 (H), "threatened an educational institution" means to interfere with or disrupt an educational institution by doing any of the following: 1). For the purpose of causing, or in reckless disregard of causing, interference with or disruption of an educational institution, threatening to cause physical injury to any employee of an educational institution or any person attending an educational institution; 2). For the purpose of causing, or in reckless disregard of causing, interference with or disruption of an educational institution, threatening to cause damage to any educational institution, the property of any educational institution, the property of any employee of an educational institution or the property of any person attending an educational institution; 3). Going on or remaining on the property of any educational institution for the purpose of interfering with or disrupting the lawful use of the property or in any manner as to deny or interfere with the lawful use of the property by others; or 4). Refusing to obey a lawful order to leave the property of an educational institution [ARS §15-841 (H)].

Expulsion is permitted in the following situations:

- A student may be expelled for: 1). Continued open defiance of authority [ARS §15-841 (B)]; 2). Continued disruptive or disorderly behavior [ARS §15-841 (B)]; 3). Violent behavior that includes use or display of a dangerous instrument or a deadly weapon as defined in ARS §13-105; §13-601 et seq.; §13-1001 et seq. [ARS §15-841 (B)]; 4). Use or possession of a gun [ARS §15-841 (B)]; or 5). Excessive absenteeism [ARS §15-841 (B)].
  - A student may be expelled for excessive absenteeism only if the student has reached the age or completed the grade after which school attendance is not required as prescribed in ARS §15-802 [ARS §15-841 (B)].
  - A student who cuts, defaces or otherwise injures any school property may be suspended or expelled [ARS §15-842 (A)]. Upon complaint of the Governing Board, the parent(s)/guardian(s) of minors who have injured school property shall be liable for all damages caused by their children or wards [ARS §15-842 (B)].
  - A district may expel students for actions other than those listed in ARS §15-841 (B) as the school district deems appropriate [ARS §15-841 (B)].
- B. **Effectiveness considerations:** Specific instances where this consequence may be effective include, but are not limited to, instances where:
1. No other behavioral management option could lead to behavior modification or suppression.
  2. No other behavioral management option is reasonable and appropriate.

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## BEHAVIOR MANAGEMENT OPTIONS – CONTINUED BEHAVIORAL CONSEQUENCES – CONTINUED

- C. **Guidelines for use:** This consequence may be used at the district level under the following conditions:

PERMITTED USE BY GRADE BLOCK		
PK-2	3-6	7-12
		✓

1. Proper due process must be provided (see [Guidelines for Formal Consequences: Expulsions](#)).
  2. **IDEA-qualified, Section 504-qualified and ADA-qualified students:** See [Appendix F](#).
- D. **AZ SAFE alignments (Mandatory ADE reporting indicated by \*):**
1. **AZ SAFE: Removals (Expulsion without Services)\*.** The student was expelled from and is no longer enrolled in his or her regular school setting. Total cessation of educational services.
  2. **AZ SAFE: Actions with Due Process (Disciplinary Hearing).** An official meeting that is held to gather facts about a disciplinary action imposed on a student. This hearing is often done with a designated disciplinary hearing committee, one or more hearing officers, or school board.
  3. **AZ SAFE: Actions with Due Process (Board Review).** School boards have the right to review student disciplinary actions imposed by a disciplinary hearing committee.
- E. **Policy alignments:** SCUSD JB et seq.; JI et seq.; JIC; JK; JKE; JK-R (Expulsion)
- F. **Handbook alignment(s):**
1. Elementary: Expulsion
  2. Secondary: Expulsion
- G. **Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):
1. **Expulsion (Secondary):** *“Expulsion means the permanent withdrawal of the privilege of attending any school in the district, unless the Governing Board reinstates that privilege. A recommendation for expulsion will be made by a hearing officer after the appropriate due process hearing. Only the Governing Board can expel a student. The student’s parent will be notified in writing that expulsion is recommended. Notification will include instructions regarding due process procedures. During any expulsion, a student is not permitted on district property or at district functions/events.”*



# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## GUIDELINES FOR FORMAL CONSEQUENCES

The considerations set forth in this section are intended to support the timely, fair, consistent and equitable processing of behavioral management options requiring either limited due process or full due process within the district.

### SUSPENSIONS

- A. **General provisions.** An action concerning suspension of a student is not subject to ARS §38-431 et seq. [ARS §15-843 (A)], except that the Governing Board of a school district shall post regular notice and taking minutes of any hearing held by the Governing Board concerning the suspension of a student [ARS §15-843 (A)]. The Governing Board of any school district, in consultation with the teachers and parents/guardians of the school district, shall prescribe rules for the suspension of students [ARS §15-843 (B)]. The rules shall be consistent with the constitutional rights of students and shall include at least the following [ARS §15-843 (B)]: Penalties for excessive student absenteeism pursuant to ARS §15-803, including suspension [ARS §15-843 (B)(1)]; procedures for dealing with students who have committed or who are believed to have committed a crime [ARS §15-843 (B)(4)]; a notice and hearing procedure for cases concerning the suspension of a student for more than 10 (ten) days [ARS §15-843 (B)(5)]; procedures and conditions for readmission of a student who has been expelled or suspended for more than 10 (ten) days [ARS §15-843 (B)(6)] and procedures for appeal to the Governing Board of the suspension of a student for more than 10 (ten) days, if the decision to suspend the student was not made by the Governing Board [ARS §15-843 (B)(7)]. Penalties adopted pursuant to ARS §15-843 (B)(1) for excessive absenteeism shall not be applied to students who have completed course requirements and whose absence from school is due solely to illness, disease or accident as certified by a person who is licensed pursuant to ARS §32-801 et seq., §32-1401 et seq., §32-1601 et seq. or §32-1800 et seq. [ARS §15-843 (C)]. ARS §15-843 does not prevent the student who is subject to expulsion or suspension, and the student's parents or guardians and legal counsel, from attending any executive session pertaining to the proposed disciplinary action, from having access to the minutes and testimony of the executive session or from recording the session at the parent's or guardian's expense [ARS §15-843 (H)]. In schools employing a superintendent or a principal, the authority to suspend a student from school is vested in the superintendent, principal or other school official granted this power by the Governing Board [ARS §15-843 (I)]. In schools that do not have a superintendent or principal, a teacher may suspend a student from school [ARS §15-843 (J)]. In all cases of suspension, it shall be for good cause and shall be reported within 5 (five) days to the Governing Board by the superintendent or the person imposing the suspension [ARS §15-843 (K)]. Notwithstanding sections ARS §15-841 and §15-842, the suspension of children with disabilities, as defined in section ARS §15-761, shall be in accordance with the *Individuals with Disabilities Education Act* (IDEA) [20 USC §1410 through 1485] and federal regulations issued pursuant to IDEA [ARS §15-844].
- B. **Overview.** The authority to suspend a student for up to 10 (ten) days, after an informal hearing is held, rests with the superintendent [ARS §15-843 (I); SCUSD JB et seq., JI et seq., JIA, JK and JKD]. This authority may be delegated to other administrators [ARS §15-843 (I); SCUSD JB et seq., JI et seq., JIA, JK and JKD]. If a danger to students or staff members is present, the principal may immediately remove the student from school, with prior contact with the parent(s) or guardian(s) and with a notice and hearing following as soon as practicable [ARS §15-843 (B)(4); SCUSD JB et seq., JI et seq., JIA, JK and JKD]. In all cases, except summary suspension where a clear and present danger is evident, the student shall remain in school until applicable due process procedures are instituted [ARS §15-843 (B)(4); SCUSD JB et seq., JI et seq., JIA, JK and JKD]. In no instance shall students be released early from school unless parent(s)/guardian(s) have been notified [SCUSD JB et seq., JI et seq., JIA, JK and JKD]. The superintendent may designate a hearing officer for suspension hearings [SCUSD JB et seq., JI et seq., JIA, JK and JKD].

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## GUIDELINES FOR FORMAL CONSEQUENCES-CONTINUED *SUSPENSIONS-CONTINUED*

C. **Procedural considerations.** Students facing this type of formal disciplinary action will receive the following:

1. **Regular education students:**

a. **Suspensions, short-term (10 days or less).**

- i. **Prior to disciplinary action.** The student will receive notice, written or oral, of the reason for suspension and the evidence the school authorities have of the alleged misconduct [ARS §15-843 (B); SCUSD JB et seq., JI et seq., JIA, JK and JKD]. After having received notice, the student will be asked for an explanation of the situation [ARS §15-843 (B); SCUSD JB et seq., JI et seq., JIA, JK and JKD]. The authorized district personnel shall make reasonable efforts to verify facts and statements prior to making a judgment [ARS §15-843 (B); SCUSD JB et seq., JI et seq., JIA, JK and JKD].
- ii. **During disciplinary action.** Provided that a written record of the action taken is kept on file, authorized district personnel may: 1). Suspend the student for up to 10 (ten) days [ARS §15-843 (B); SCUSD EHB et seq., JB et seq., JI et seq., JIA, JK, JK-EA, JKD and JR et seq.]; 2). Choose other disciplinary alternatives [SCUSD JB et seq., JI et seq., JIA, JK, JK-EA and JKD]; 3). Exonerate the student [ARS §15-843 (B); SCUSD JB et seq., JI et seq., JIA, JK, JK-EA and JKD]; or 4). Suspend the student for 10 (ten) days pending a recommendation that the student be given a long-term suspension or expulsion, or both [ARS §15-843 (B); SCUSD JB et seq., JI et seq., JIA, JK, JK-EA and JKD].
- iii. **After disciplinary action.** A parent/guardian must be notified before the student is allowed to leave campus [ARS §15-829 and §15-843 (B); SCUSD JB et seq., JI et seq., JIA, JK, JKD and JLIB et seq.]. If no parent/guardian contact can be made, the student may be isolated until dismissal time and then given a written message to the parent(s)/guardian(s) [ARS §15-843 (B); SCUSD JB et seq., JI et seq., JIA, JK and JKD]. A letter to the parent(s)/guardian(s) will be written within a reasonable time to explain the terms (including the possibility that a long-term suspension and/or expulsion is being recommended) and reason(s) for the suspension and to request a meeting to solicit their help [ARS §15-843 (B); SCUSD JB et seq., JI et seq., JIA, JK and JKD]. No appeal is available for a short-term suspension [ARS §15-843 (B); SCUSD JB et seq., JI et seq., JIA, JK and JKD].

b. **Suspensions, long-term (11 to 180 days).**

- i. **Prior to disciplinary action.** If the offense is one that could result in a suspension of over 10 (ten) days, in addition to Step 1 and Step 2, a formal hearing will be arranged and conducted by a hearing officer or by the superintendent [ARS §15-843 (B); SCUSD JB et seq., JI et seq., JIA, JK and JKD]. A formal letter to the responsible parent or guardian will be mailed by certified mail with return receipt requested or delivered by hand (with an adult witness present) at least 5 (five) working days prior to the formal hearing. A copy of this letter will remain on file, and the letter should contain the following information:

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## GUIDELINES FOR FORMAL CONSEQUENCES-CONTINUED *SUSPENSIONS-CONTINUED*

- The charge(s) and the rule(s) or regulation(s) violated [ARS §15-843 (B); SCUSD JB et seq., JI et seq., JIA, JK and JKD].
  - The extent of the punishment to be considered [SCUSD JB et seq., JI et seq., JIA, JK and JKD].
  - The date, time, and place of the formal hearing [ARS §15-843 (B); SCUSD JB et seq., JI et seq., JIA, JK and JKD].
  - A designation of the district's witnesses [ARS §15-843 (B); SCUSD JB et seq., JI et seq., JIA, JK and JKD].
  - That the student may present witnesses [ARS §15-843 (B); SCUSD JB et seq., JI et seq., JIA, JK and JKD].
  - That the student may be represented by counsel at the student's expense [ARS §15-843 (B); SCUSD JB et seq., JI et seq., JIA, JK and JKD].
  - If a hearing officer has been designated, the name of the hearing officer [ARS §15-843 (B); SCUSD JB et seq., JI et seq., JIA, JK and JKD].
- ii. **During disciplinary action.** A formal hearing will be held, during which the student will be informed of the following: 1). Nothing in these procedures shall be construed to prevent the student who is subject to suspension, and the student's parents or guardians and legal counsel, from attending any executive session pertaining to the proposed disciplinary action, from having access to the minutes and testimony of the executive session or from recording the session at the parent's or guardian's expense [ARS §15-843 (H); SCUSD BEC, BEDG and JB et seq., JI et seq., JIA, JK and JKD]; 2). The student is entitled to a statement of the charges and the rule or regulation violated [ARS §15-843 (B); SCUSD JB et seq., JI et seq., JIA, JK and JKD]; 3). The student may be represented by counsel, without bias to the student [ARS §15-843 (B); SCUSD JB et seq., JI et seq., JIA, JK and JKD]; 4). The student may present witnesses [ARS §15-843 (B); SCUSD JB et seq., JI et seq., JIA, JK and JKD]; 5). The student or counsel may cross-examine witnesses presented by the district [ARS §15-843 (B); SCUSD JB et seq., JI et seq., JIA, JK and JKD]; 6). The burden of proof of the offense lies with the district [ARS §15-843 (B); SCUSD JB et seq., JI et seq., JIA, JK and JKD]; 7). Either the hearing must be recorded on tape or an official record must be kept in some other appropriate manner [ARS §15-843 (A); SCUSD JB et seq., JI et seq., JIA, JK and JKD]; 8). Parent(s)/guardian(s) are to be allowed to tape-record the hearing at their own expense [ARS §15-843 (H); SCUSD JB et seq., JI et seq., JIA, JK and JKD]; and 9). The district has the right to cross-examine witnesses, and may be represented by an attorney [ARS §15-843 (B); SCUSD BDG and JB et seq., JI et seq., JIA, JK and JKD].
- iii. **After disciplinary action.** The decision and appeal procedure, if applicable, upon the conclusion of the hearing will be as follows: Upon the conclusion of a hearing by a hearing officer in which a decision of long-term suspension is made, the decision may be appealed to the Governing Board [ARS §15-843 (B)(7); SCUSD BBA and JB et seq., JI et seq., JIA, JK and JKD]. To arrange such an appeal, the parent(s)/guardian(s) of the suspended student or the student must deliver to the superintendent a letter directed to the Governing Board within 5 (five) days after receiving written notice of the long-term suspension [ARS §15-843 (B)(7); SCUSD JB et seq., JI et seq., JIA, JK and JKD]. The letter must describe in detail

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## GUIDELINES FOR FORMAL CONSEQUENCES-CONTINUED *SUSPENSIONS-CONTINUED*

any objections to the hearing or the decision rendered [ARS §15-843 (B)(7); SCUSD JB et seq., JI et seq., JIA, JK and JKD]. The appeal to the Governing Board will be on the record of the hearing held by the hearing officer [ARS §15-843 (B)(7) and §38-424; SCUSD EHB and JB et seq., JI et seq., JIA and JKD]. If the Governing Board determines that the student was not afforded due process rights or that SCUSD JB et seq., JI et seq., JIA, JK and JKD was not followed in all substantive respects, the student shall be given another hearing [ARS §15-843 (B)(7); SCUSD BBA and JB et seq., JI et seq., JIA, JK and JKD]. If the Governing Board determines that the punishment was not reasonable, they may modify the punishment [ARS §15-843 (B)(7); SCUSD BBA and JB et seq., JI et seq., JIA, JK and JKD]. The decision of the Governing Board is final [ARS §15-843 (B)(7); SCUSD BBA and JB et seq., JI et seq., JIA, JK and JKD].

### 2. Students with identified/suspected disabilities (see [Appendix F](#) before proceeding):

- a. **Suspensions, short-term (10 days or less).** Short-term suspensions may be used for special education students for disciplinary reasons on the same basis as for a regular education student [ARS §15-761 et seq., §15-843 (B) and §15-844; SCUSD IHB et seq., JB et seq., JI et seq., JIA, JK and JKD]. The action is not considered a change of placement [ARS §15-761 et seq., §15-843 (B) and §15-844; SCUSD IHB et seq., JB et seq., JI et seq., JIA, JK and JKD].
  - i. **Prior to disciplinary action.** The student will receive notice, written or oral, of the reason for suspension and the evidence the school authorities have of the alleged misconduct [ARS §15-761 et seq., §15-843 (B) and §15-844; SCUSD IHB et seq., JB et seq., JI et seq., JIA, JK and JKD]. After having received notice, the student will be asked for an explanation of the situation [ARS §15-761 et seq., §15-843 (B) and §15-844; SCUSD IHB et seq., JB et seq., JI et seq., JIA, JK and JKD]. The authorized District personnel involved shall make reasonable efforts to verify facts and statements prior to making a judgment [ARS §15-844; SCUSD IHB et seq., JB et seq., JI et seq., JIA, JK and JKD].
  - ii. **During disciplinary action.** Provided that a written record of the action taken is kept on file, authorized District personnel may:
    - 1). Suspend the student for up to 10 (ten) days [ARS §15-761 et seq., §15-843 (B) and §15-844; SCUSD EHB et seq., IHB et seq., JB et seq., JI et seq., JIA, JK, JK-EA, JKD and JR et seq.];
    - 2). Choose other disciplinary alternatives [SCUSD IHB et seq., JB et seq., JI et seq., JIA, JK, JK-EA and JKD];
    - 3). Exonerate the student [ARS §15-761 et seq., §15-843 (B) and §15-844; SCUSD IHB et seq. and JB et seq., JI et seq., JIA, JK, JK-EA and JKD]; or
    - 4). Suspend the student for 10 (ten) days pending a recommendation that the student be given a long-term suspension or expulsion, or both [ARS §15-761 et seq., §15-843 (B) and §15-844; SCUSD IHB et seq., JB et seq., JI et seq., JIA, JK, JK-EA and JKD].
  - iii. **After disciplinary action.** A parent/guardian must be notified before the student is allowed to leave campus [ARS §15-761 et seq., §15-8429, §15-843 (B) and §15-844; SCUSD IHB et seq., JB et seq., JI et seq., JIA, JK, JKD and JLIB et seq.]. If no parent/guardian contact can be made, the student may be isolated until dismissal time and then given a written message to the parent(s)/guardian(s) [ARS §15-761 et seq., §15-843 (B) and §15-844; SCUSD IHB et seq., JB et seq., JI et seq., JIA, JK and JKD].

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## GUIDELINES FOR FORMAL CONSEQUENCES-CONTINUED *SUSPENSIONS-CONTINUED*

A letter to the parent(s)/guardian(s) will be written within a reasonable time to explain the terms (including the possibility that a long-term suspension and/or expulsion is being recommended) and reason(s) for the suspension and to request a meeting to solicit their help [ARS §15-761 et seq., §15-843 (B) and §15-844; SCUSD IHB et seq., JB et seq., JI et seq., JIA, JK and JKD]. No appeal is available for a short-term suspension [ARS §15-761 et seq., §15-843 (B) and §15-844; SCUSD IHB et seq., JB et seq., JI et seq., JIA, JK and JKD]. Student grievance is permitted [SCUSD JII et seq.].

- b. **Suspensions, long-term (11 to 180 days).** If a special education student is recommended for a suspension of more than 10 (ten) days during the school year (a possible change in placement), a manifestation determination conference must be held [ARS §15-761 et seq., §15-843 (B) and §15-844; SCUSD IHB et seq. and JB et seq., JI et seq., JIA, JK and JKD].
  - i. **Prior to disciplinary action.** A recommended suspension of a special education student for more than 10 (ten) consecutive days, or a series of suspensions totaling more than 10 (ten) days, may constitute a change of placement and shall require a manifestation determination conference [ARS §15-761 et seq., §15-843 (B) and §15-844; SCUSD IHB et seq., JB et seq., JI et seq., JIA, JK and JKD]. Such a conference shall be for the purpose of determining whether or not the offense is a manifestation of the student's disability [ARS §15-761 et seq., §15-843 (B) and §15-844; SCUSD IHB et seq., JB et seq., JI et seq., JIA, JK and JKD]. If the offense is not a manifestation of the disability of the student, the student may be suspended by following the district policies for students in general, provided that educational services are continued during the period of disciplinary removal for a student with a disability qualified under the *Individuals with Disabilities Education Act* (IDEA) [ARS §15-761 et seq., §15-843 (B) and §15-844; SCUSD IHB et seq., JB et seq., JI et seq., JIA, JK and JKD]. A student with a disability qualified for educational services under the *Americans with Disabilities Act* (ADA) or Section 504 of the *Rehabilitation Act of 1973*, and not qualified under IDEA, may be suspended or expelled from school, and educational services may be ceased, if nondisabled students in similar circumstances do not continue to receive educational services [ARS §15-761 et seq., §15-843 (B) and §15-844; SCUSD IHB et seq., JB et seq., JI et seq., JIA, JK and JKD]. If the behavior(s) is/are a manifestation of the disability of the student, the district may not extend the suspension of the student beyond the initial 10 (ten) school days [ARS §15-761 et seq., §15-843 (B) and §15-844; SCUSD IHB et seq., JB et seq., JI et seq., JIA, JK and JKD]. An exception to the above allows for an IDEA-qualified student to be given a change in placement to an interim alternative educational setting for not more than 45 (forty-five) days, in accord with federal law and regulation, if the removal is for IDEA-defined drug or weapons offenses or is based upon a due process hearing officer's determination that injury to the child or another is substantially likely if current placement is maintained [ARS §15-761 et seq., §15-843 (B) and §15-844; SCUSD IHB et seq., JB et seq., JI et seq., JIA, JK and JKD]. Any interim alternative educational setting: 1). Must be selected so as to enable the child to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## GUIDELINES FOR FORMAL CONSEQUENCES-CONTINUED *SUSPENSIONS-CONTINUED*

modifications, including those described in the child's current IEP [ARS §15-761 et seq., §15-843 (B) and §15-844; SCUSD IHB et seq., JB et seq., JI et seq., JIA, JK and JKD]; and 2). Must include services and modifications which are designed to prevent the behaviors for which the placement was made from recurring (caution: refer to current IDEA statutes and regulations before implementing the exception) [ARS §15-761 et seq., §15-843 (B) and §15-844; SCUSD IHB et seq., JB et seq., JI et seq., JIA, JK and JKD].

- ii. **During disciplinary action.** See above.
- iii. **After disciplinary action.** See above.

### D. Early readmission considerations (see [Appendix I](#)):

#### 1. Regular education students:

- a. **Suspensions, short-term (10 days or less).** Not applicable.
- b. **Suspensions, long-term (11 to 180 days).** The superintendent may authorize early readmission of a student suspended for more than 10 (ten) days [ARS §15-843 (B)(6); SCUSD JB et seq., JI et seq., JIA, JK and JKD]. The student shall be considered for readmission only upon completion of the major portion of the suspension (usually one day more than half of the suspension] with consideration for the grading period or academic division as necessary) [ARS §15-843 (B)(6); SCUSD JB et seq., JI et seq., JIA, JK and JKD]. The following conditions must be met:
  - i. A written request must be submitted to the superintendent on behalf of the student by the student's parent/guardian asking for readmission and requesting a meeting to determine any requirements [ARS §15-843 (B)(6); SCUSD JB et seq., JI et seq., JIA, JK and JKD].
  - ii. Accompanying the written request shall be a summary of the student's activities and accomplishments during the suspension period written and signed by the student and signed and attested to by the parent or guardian [ARS §15-843 (B)(6); SCUSD JB et seq., JI et seq., JIA, JK and JKD]. Parents of elementary grade students may prepare the summary [ARS §15-843 (B)(6); SCUSD JB et seq., JI et seq., JIA, JK and JKD].
  - iii. The request shall include a signed statement from local law enforcement officials that there have been no infractions of local or state codes for which the student could have been charged during the period of the suspension [ARS §15-843 (B)(6); SCUSD JB et seq., JI et seq., JIA, JK and JKD].
  - iv. At the time of the meeting to review the request the student may be required to explain the incident or incidents leading up to the suspension [ARS §15-843 (B)(6); SCUSD JB et seq., JI et seq., JIA, JK and JKD].
  - v. The determination to allow readmission may be based on, but not limited to, the following elements:
    - The age of the student [ARS §15-843 (B)(6); SCUSD JB et seq., JI et seq., JIA, JK and JKD].
    - The frequency, type, and relative magnitude of previous misbehavior by the student.
    - The relative severity of the event(s) [ARS §15-843 (B)(6); SCUSD JB et seq., JI et seq., JIA, JK and JKD].

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## GUIDELINES FOR FORMAL CONSEQUENCES-CONTINUED *SUSPENSIONS-CONTINUED*

- Whether the student's behavior violated civil or criminal laws [ARS §15-843 (B)(6); SCUSD JB et seq., JI et seq., JIA, JK and JKD].
  - The degree to which the incident(s) interfered with the educational process [ARS §15-843 (B)(6); SCUSD JB et seq., JI et seq., JIA, JK and JKD].
  - The extent to which the event created endangerment to the student, others or property.
  - Special intellectual, psychological, emotional, environmental and physical characteristics of the student [ARS §15-843 (B)(6); SCUSD JB et seq., JI et seq., JIA, JK and JKD].
  - The student's attitude concerning the event(s) [ARS §15-843 (B)(6); SCUSD JB et seq., JI et seq., JIA, JK and JKD].
  - The expressed intent concerning the student's future behavior [ARS §15-843 (B)(6); SCUSD JB et seq., JI et seq., JIA, JK and JKD].
- vi. Should early readmission be granted, the student, with parent or guardian affirmation, shall agree to the following conditions:
- Regular attendance—no unexcused absences [ARS §15-843 (B)(6); SCUSD JB et seq., JI et seq., JIA, JK and JKD].
  - No violation of school rules or policies [ARS §15-843 (B)(6); SCUSD JB et seq., JI et seq., JIA, JK and JKD].
  - Attendance at after school events for the remaining term of suspension only with prior approval of the administration [ARS §15-843 (B)(6); SCUSD JB et seq., JI et seq., JIA, JK and JKD].
  - Completion of all class tasks in timely fashion, as directed [ARS §15-843 (B)(6); SCUSD JB et seq., JI et seq., JIA, JK and JKD].
  - Student will receive supervision before and after school by arrangement of a parent/guardian, travel directly to school and from school, and report immediately to a supervisor for the balance of the term of the suspension [ARS §15-843 (B)(6); SCUSD JB et seq., JI et seq., JIA, JK and JKD].
  - The student and parent or guardian shall receive a written admonition that failure in the conditions required for early readmission will mean summary imposition of the remainder of the suspension, and additional punishment if indicated by the disciplinary policies and procedures of the district [ARS §15-843 (B)(6); SCUSD JB et seq., JI et seq., JIA, JK and JKD].
2. **Students with identified/suspected disabilities:**
- a. **Suspensions, short-term (10 days or less).** See above.
  - b. **Suspensions, long-term (11 to 180 days).** See above.
- E. **Related disclosure(s).** The following related disclosure(s) shall be maintained in student handbook(s):
1. **Student Suspension (Elementary):** *“A student may be removed from contact with other students as a temporary measure. The authority to suspend a student for up to 10 (ten) days, after an informal hearing is held rests with the Superintendent. This authority may be delegated to other administrators. If a danger to students or staff members is present, the principal may immediately remove the student from school with prior contact with the parents and with a notice and hearing following as soon as possible. Each suspension shall be*

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## GUIDELINES FOR FORMAL CONSEQUENCES-CONTINUED SUSPENSIONS-CONTINUED

- reported to the Governing Board, within 5 (five) days, by the administrator imposing it. (ARS §15-843) In all cases, except summary suspension where a clear and present danger is evident, the student shall remain in school until applicable due process procedures are instituted. In no instance shall students be released early from school unless parents have been notified [SCUSD JKD]."*
2. **Short-Term Suspension (Secondary):** *"If the principal/designee decides that the alleged misconduct warrants a consequence of a suspension for 10 days or less, the principal/designee shall give the student an informal due process hearing and shall examine all the pertinent facts to determine whether or not a violation did occur. The student shall be afforded due process rights including the opportunity to present the principal/designee his or her defense or position concerning the alleged violation. After the conclusion of the investigation, the principal/designee upon the basis of all facts and information learned shall determine if the student committed a conduct violation. If the student is found to have committed a violation, a consequence or suspension may be imposed for a period of time not to exceed 10 days. If a suspension is imposed, the principal/designee imposing the suspension shall keep a record of the aforesaid proceedings. A parent may request a campus administrative review of the discipline data and decision to suspend. Homework can be provided at the request of the parent. There is no level of appeal higher than the principal for a suspension of 10 days or less."*
  3. **Principal/Designee Review (Secondary):** *"In case of a suspension which is for ten days or less, and there has been no recommendation for long term suspension, the student/parent may request, in writing, a review of the situation/discipline. Once the principal/designee reviews the stated concern(s), the principal/designee shall notify the student/parent of the final determination."*
  4. **Long -Term Suspension (Secondary):** *"If the principal/designee decides that the alleged misconduct is sufficiently serious so that the consequence should be a suspension in excess of 10 days or expulsion, the accused student shall be afforded his or her due process rights. There shall be an investigation to determine if there is sufficient probable cause to charge the student with an act of misconduct, which may result in a suspension in excess of 10 days or an expulsion. When a Student is charged by the principal/designee with misconduct, which may result in long-term suspension or expulsion, the parent(s) or guardian of the student shall be informed within a reasonable time period by telephone or letter of the charges against the student. The suspension shall be in accord with pertinent Arizona Revised Statutes. The ability to make up work for credit during long-term suspension is at the discretion of the hearing officer or the Governing Board and will only be allowed in exceptional circumstances. If a school administrator believes that a long-term suspension may be warranted as a result of alleged misconduct of a student, the administrator/designee will notify the parent(s) in writing. The school administrator/designee shall also notify the district office to schedule a long-term suspension hearing. If a long-term suspension is scheduled, the district will deliver or send by certified mail, notice of the hearing to the student's parent(s) at least five working days prior to the hearing. The notice shall contain: (1) The time, date and place of the hearing; (2) The name of the hearing officer; (3) A description of the alleged misconduct, the standard of student conduct allegedly violated and the proposed discipline; (4) A copy of ARS §15-844 and SCUSD policy JKD; (5) A statement that the student and his or her parent(s)/guardian(s) are entitled to various procedural rights as described in this policy; and (6) A statement that notice must be given to the superintendent/designee at least 24 hours before the hearing if the student or his parent(s) will have an attorney present. The hearing shall be held at the time and place stated in the notice unless all interested parties agree otherwise. In the event the district is unable to contact the parents or guardians after taking reasonable steps to do so, the district may proceed to hold a hearing or take other steps regarding the discipline of the student. When proper notice has been given and the student and parent fail to appear at the hearing, the*



# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## GUIDELINES FOR FORMAL CONSEQUENCES-CONTINUED SUSPENSIONS-CONTINUED

- hearing may proceed; the student may be found responsible in absentia. At the conclusion of the hearing, the hearing officer shall determine whether discipline will be imposed, and, if deemed appropriate by the hearing officer, a long-term suspension may be imposed immediately. Written confirmation of the hearing officer's decision shall be mailed or delivered to the student's parent(s) within five working days after the hearing. A copy of the written decision shall be delivered or mailed to the superintendent. If the decision is to impose a long-term suspension, the written decision shall: (1) Name the student; (2) Describe the behavior that resulted in the long-term suspension; (3) State the beginning and ending dates of the suspension and the restrictions of the student's presence on campus and at school activities; (4) Inform the parent(s)/guardian(s) about suspension appeal procedures. Absent extenuating circumstances, once a due process hearing has concluded, no new testimony or documents may be presented."*
5. **Suspension Due to Clear and Present Danger (Secondary):** *If in the best judgment of the principal/designee after reasonable investigation, the facts indicate that the presence of the alleged offender constitutes a clear and disruptive influence to the educational process on campus, the principal or designee may suspend the student from the school pending an investigation, due process and disposition of the case."*
  6. **Section 504 of the Rehabilitation Act of 1973 (Secondary):** *"Pursuant to Section 504 of the Rehabilitation Act of 1973, the District has a duty to identify, refer, evaluate and if eligible, provide a free, appropriate public education to disabled students. For additional information about the rights of parents of eligible children, or for answers to any questions you might have about identification evaluation and placement into Section 504 programs, please contact the Districts Section 504 Coordinator. The purpose of Section 504 is to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. An eligible student under Section 504 is a student who has a physical or mental impairment that substantially limits a major life activity. Section 504 is not an aspect of special education. When a student, who is eligible under Section 504, violates the discipline code of the school and/or school district and is recommended for a suspension of more than 10 days during the school year a manifestation determination conference must be held."*
  7. **Long-Term Suspension Appeal (Secondary):** *"If the hearing officer recommends a long-term suspension, the Governing Board will be informed, in writing, of that decision. Parent(s)/legal guardian(s) may appeal the decision for long-term suspension based on one of the following reasons: (1) There was substantial non-compliance with SCUSD policy JKD; (2) The student's rights, including the right to receive due process, were violated by the hearing or the hearing officer's decision; or (3) The discipline imposed by the hearing officer was unreasonable considering the circumstances present. To appeal the decision of the hearing officer, parents must deliver a letter to the superintendent within 5 (five) working days after receiving notice of the decision of a long-term suspension and prior to the Governing Board meeting where the hearing officer's decision will be considered. The letter must describe in detail all objections to the hearing or the decisions rendered at the hearing. The governing Board will review the hearing officer's decision and the parent's/legal guardian's letter of appeal. If the Board feels more information is necessary, they will review the material in executive session. Unless requested in writing by the parents, the executive session will be closed. Upon review of the decision in executive session, the Governing Board may uphold modify or rescind the hearing officer's decision."*

**ADMINISTRATIVE GUIDELINES:  
STUDENT CODE OF CONDUCT**



**GUIDELINES FOR FORMAL CONSEQUENCES-CONTINUED  
*SUSPENSIONS-CONTINUED***

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## GUIDELINES FOR FORMAL CONSEQUENCES-CONTINUED EXPULSIONS

- A. **General provisions.** An action concerning expulsion of a student is not subject to ARS §38-431 et seq. [ARS §15-843 (A)], except that the Governing Board of a school district shall post regular notice and taking minutes of any hearing held by the Governing Board concerning the suspension of a student [ARS §15-843 (A)]. The Governing Board of any school district, in consultation with the teachers and parents/guardians of the school district, shall prescribe rules for the expulsion of students [ARS §15-843 (B)]. The rules shall be consistent with the constitutional rights of students and shall include at least the following [ARS §15-843 (B)]: The Governing Board of any school district, in consultation with the teachers and parents/guardians of the school district, shall prescribe rules for the discipline of students [ARS §15-843 (B)]. The rules shall be consistent with the constitutional rights of students and shall include at least the following [ARS §15-843 (B)]: Penalties for excessive student absenteeism pursuant to ARS §15-803, including expulsion [ARS §15-843 (B)(1)]; procedures for dealing with students who have committed or who are believed to have committed a crime [ARS §15-843 (B)(4)]; procedures and conditions for readmission of a student who has been expelled [ARS §15-843 (B)(6)]; and procedures for appeal of the recommendation of the hearing officer or officers designated by the Governing Board as provided in ARS §15-843 (F) at the time the Governing Board considers the recommendation [ARS §15-843 (B)(8)]. Penalties adopted pursuant to ARS §15-843 (B)(1) for excessive absenteeism shall not be applied to students who have completed course requirements and whose absence from school is due solely to illness, disease or accident as certified by a person who is licensed pursuant to ARS §32-801 et seq., §32-1401 et seq., §32-1601 et seq. or §32-1800 et seq. [ARS §15-843 (C)]. In all action concerning the expulsion of a student, the Governing Board shall: 1). Be notified of the intended action [ARS §15-342 (1) and §15-843 (F)(1)]; 2). Either decide, in executive session, whether to hold a hearing or to designate one or more hearing officers to hold a hearing to hear the evidence, prepare a record and bring a recommendation to the Governing Board for action and whether the hearing shall be held in executive session [ARS §15-342 (1) and §15-843 (F)(2)(a)], or provide by policy or vote at its annual organizational meeting that all hearings concerning the expulsion of a student conducted pursuant to this ARS §15-843 will be conducted before a hearing officer selected from a list of hearing officers approved by the Governing Board [ARS §15-342 (1) and §15-843 (F)(2)(b)]; and 3). Give written notice, at least 5 (five) working days before the hearing by the Governing Board or the hearing officer(s) designated by the Governing Board, to all students subject to expulsion and their parent(s)/guardian(s) of the date, time and place of the hearing [ARS §15-843 (F)(3)]. If the Governing Board decides that the hearing is to be held in executive session, the written notice shall include a statement of the right of the parent(s)/guardian(s) or an emancipated student who is subject to expulsion to object to the Governing Board's decision to have the hearing held in executive session [ARS §15-843 (F)(3)]. Objections shall be made in writing to the Governing Board [ARS §15-843 (F)(3)]. If a parent/guardian or an emancipated student who is subject to expulsion disagrees that the hearing should be held in executive session, it shall be held in an open meeting unless: 1). If only one student is subject to expulsion and disagreement exists between that student's parent(s)/guardian(s), the Governing Board, after consultations with the student's parent(s)/guardian(s) or the non-minor/emancipated student, shall decide in executive session whether the hearing will be in executive session [ARS §15-843 (G)(1)]; or 2). If more than one student is subject to expulsion and disagreement exists between the parent(s)/guardian(s) of different students, separate hearings shall be held subject to ARS §15-843 [ARS §15-843 (G)(2)]. ARS §15-843 does not prevent the student who is subject to expulsion or suspension, and the student's parents or guardians and legal counsel, from attending any executive session pertaining to the proposed disciplinary action, from having access to the minutes and testimony of the executive session or from recording the session at the parent's or guardian's expense [ARS §15-843 (H)]. Notwithstanding sections ARS §15-841 and §15-842, the expulsion of children with disabilities, as defined in section ARS §15-761, shall be in accordance with the *Individuals with Disabilities Education Act* (IDEA) [20 USC §1410 through 1485] and federal

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## GUIDELINES FOR FORMAL CONSEQUENCES-CONTINUED *EXPULSIONS-CONTINUED*

regulations issued pursuant to IDEA [ARS §15-844]. A school district may refuse to admit any student who has been expelled from another educational institution or who is in the process of being expelled from another educational institution [ARS §15-841 (C)]. A school district may annually or upon the request of any student or the parent/guardian review the reasons for expulsion and consider readmission [ARS §15-841 (D)].

- B. **Overview.** A recommendation to expel shall be by the superintendent [SCUSD JB et seq., JI et seq., JIA, JK and JKE]. The authority to expel rests only with the Governing Board [ARS §15-341 (1) and ARS §15-843; SCUSD BBA and JB et seq., JI et seq., JIA, JK and JKE]. All expulsions requested shall have supporting data indicating the required due process procedure provided at the time of recommendation [SCUSD JB et seq., JI et seq., JIA, JK and JKE].
- C. **Procedural considerations.** Students facing this type of formal disciplinary action will receive the following:

1. **Regular education students:**

- a. **Prior to disciplinary action.** Each recommendation for expulsion shall be delivered to the superintendent [SCUSD JB et seq., JI et seq., JIA, JK and JKE]. A recommendation for expulsion may be made before, after or in conjunction with a long-term suspension hearing, if one is to be held [SCUSD JB et seq., JI et seq., JIA, JK and JKE]. If the superintendent concurs with the recommendation, the superintendent shall present the recommendation for expulsion to a hearing officer selected from a list of hearing officers approved by the Governing Board [ARS §15-342 (1) and §15-843 (F)(2); SCUSD JB et seq., JI et seq., JIA, JK and JKE]. In each case in which a recommendation for expulsion receives approval by the superintendent, and the Governing Board has not determined that all expulsion hearings are to be conducted by a hearing officer, the Governing Board will meet in executive session [ARS §15-342 (1) and §15-843 (F)(2); SCUSD BBA, BEC and JB et seq., JI et seq., JIA, JK and JKE]: 1). To determine whether the nature of the accusations against the student justify an expulsion hearing [SCUSD JB et seq., JI et seq., JIA, JK and JKE]; 2). To determine whether the hearing will be held before the Governing Board or before a hearing officer [ARS §15-342 (1) and §15-843 (F)(2); SCUSD BBA and JB et seq., JI et seq., JIA, JK and JKE]; 3). To designate a hearing officer if one will be used [ARS §15-342 (1) and §15-843 (F)(2); SCUSD BBA and JB et seq., JI et seq., JIA, JK and JKE]; and 4). If the hearing will be conducted by the Governing Board to determine whether the hearing will be conducted in executive session [ARS §15-342 (1) and §15-843 (F)(3); SCUSD BBA, BEC and JB et seq., JI et seq., JIA, JK and JKE]. Under normal circumstances, the Governing Board will not review any documents or other pertinent evidence during the initial executive session [SCUSD BBA, BEC and JB et seq., JI et seq., JIA, JK and JKE]. The expulsion hearing should be scheduled so it may be resolved, if reasonably possible, during the period of any suspension [ARS §15-342 (1); SCUSD JB et seq., JI et seq., JIA, JK and JKE]. A formal letter to the responsible parent/guardian will be mailed by certified mail with return receipt requested or delivered by hand (with an adult witness present) at least 5 (five) days prior to the formal hearing [§15-342 (1) and §15-843 (F)(3); SCUSD JB et seq., JI et seq., JIA, JK and JKE]. A copy of this letter will remain on file, and the letter should (also) contain:

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## GUIDELINES FOR FORMAL CONSEQUENCES-CONTINUED *EXPULSIONS-CONTINUED*

- i. A statement of the charge(s) and the rule(s) or regulation(s) violated [ARS §15-843 (B); SCUSD JB et seq., JI et seq., JIA, JK and JKE].
- ii. The extent of the punishment to be considered [ARS §15-843 (B); SCUSD JB et seq., JI et seq., JIA, JK and JKE].
- iii. A designation of the district's witnesses [ARS §15-843 (B); SCUSD JB et seq., JI et seq., JIA, JK and JKE].
- iv. That the student may present witnesses [ARS §15-843 (B); SCUSD JB et seq., JI et seq., JIA, JK and JKE].
- v. That the student may be represented by counsel at the student's expense [ARS §15-843 (B); SCUSD JB et seq., JI et seq., JIA, JK and JKE].
- vi. If a hearing officer has been appointed, the name of the hearing officer and how the hearing officer may be contacted, or a statement that the Governing Board will preside at the hearing [ARS §15-342 (1) and §15-843 (F); SCUSD JB et seq., JI et seq., JIA, JK and JKE].
- vii. Copies of ARS §15-840, §15-843 and SCUSD JB et seq., JI et seq., JIA, JK and JKE unless previously provided in connection with the same infraction [ARS §15-843 (B); SCUSD JB et seq., JI et seq., JIA, JK and JKE].

The parent/guardian or emancipated student shall be informed of the following:

- i. Nothing in these procedures shall be construed to prevent the student who is subject to suspension, and the student's parents or guardians and legal counsel, from attending any executive session pertaining to the proposed disciplinary action, from having access to the minutes and testimony of the executive session or from recording the session at the parent's or guardian's expense [ARS §15-342 (1) and §15-843 (H); SCUSD BEC, BEDG and JB et seq., JI et seq., JIA, JK and JKE].
- ii. The student is entitled to a statement of the charges and the rule or regulation violated [SCUSD JB et seq., JI et seq., JIA, JK and JKE].
- iii. The student may be represented by counsel, without bias to the student [SCUSD JB et seq., JI et seq., JIA, JK and JKE].
- iv. The student may present witnesses [SCUSD JB et seq., JI et seq., JIA, JK and JKE].
- v. The student or counsel may cross-examine witnesses presented by the district [SCUSD JB et seq., JI et seq., JIA, JK and JKE].
- vi. The burden of proof of the offense lies with the district [SCUSD JB et seq., JI et seq., JIA, JK and JKE].
- vii. Either the hearing must be recorded on tape or an official record must be kept in some other appropriate manner [ARS §15-342 (1), §15-843 (A) and §38-424; SCUSD JB et seq., JI et seq., JIA, JK and JKE].
- viii. The district has the right to cross-examine witnesses, and may be represented by an attorney [SCUSD BDG and JB et seq., JI et seq., JIA, JK and JKE].
- ix. If the hearing is held before a hearing officer, the hearing will be conducted in private with the attendance of only the hearing officer, administrative representatives, the student and parent(s)/guardian(s), counsel for the parties, and witnesses necessary to the proceedings, unless the parent(s)/guardian(s) or emancipated student requests in writing that the hearing be open to public attendance [ARS §15-342 (1) and §15-843 (F)(3); SCUSD JB et seq., JI et seq., JIA, JK and JKE].

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## GUIDELINES FOR FORMAL CONSEQUENCES-CONTINUED EXPULSIONS-CONTINUED

- x. If the hearing is held before the Governing Board the Board will conduct the hearing in executive session with the attendance of only the hearing officer, administrative representatives, the student and parent(s), counsel for the parties, and witnesses necessary to the proceedings, unless the parent(s), guardian(s) or emancipated student requests in writing that the hearing be open to public attendance [ARS §15-342 (1) and §15-843 (F)(3); SCUSD BEC and JB et seq., JI et seq., JIA, JK and JKE].
- b. **During disciplinary action.** A formal hearing will be held [ARS §15-342 (1) and §15-843; SCUSD BBA and JB et seq., JI et seq., JIA, JK and JKE]. When a parent or legal guardian has disagreed that the hearing should be held in executive (closed) session, it shall be held in an open meeting unless [ARS §15-342 (1) and §15-843 (G); SCUSD BEC and JB et seq., JI et seq., JIA, JK and JKE]:
  - i. If only 1 (one) student is subject to the proposed action, and disagreement exists between that student's parents or legal guardians, then the Governing Board (hearing officer), after consultation with the student's parents or legal guardians, shall decide in executive (closed) session whether the hearing will be in executive (closed) session [ARS §15-342 (1) and §15-843 (G); SCUSD BEC and JB et seq., JI et seq., JIA, JK and JKE].
  - ii. If more than one (1) student is subject to the proposed action and disagreement exists between the parents of different students, then separate hearings shall be held subject to the provisions of ARS §15-843 [ARS §15-342 (1) and §15-843 (G); SCUSD JB et seq., JI et seq., JIA, JK and JKE].
- c. **After disciplinary action.** The decision and appeal procedure, if applicable, upon the conclusion of the hearing will be as follows [SCUSD JB et seq., JI et seq., JIA, JK and JKE]:
  - i. Upon conclusion of a hearing conducted by a hearing officer, if a recommendation for expulsion is made, the decision may be appealed to the Governing Board at the time the Governing Board considers the recommendation [SCUSD BBA and JB et seq., JI et seq., JIA, JK and JKE]. A formal letter to the responsible parent/guardian will be mailed by certified mail with return receipt requested or delivered by hand (with an adult witness present) indicating the recommendation that will be made to the Governing Board [SCUSD BBA and JB et seq., JI et seq., JIA, JK and JKE]. A copy of this letter will remain on file, and the letter should explain:
    - The time and place of the Governing Board meeting at which the recommendation will be made [SCUSD BBA and JB et seq., JI et seq., JIA, JK and JKE].
    - That the recommendation may be appealed at the time the recommendation is made to the Governing Board [SCUSD JB et seq., JI et seq., JIA, JK and JKE].
    - That the appeal shall be in writing delivered to the superintendent prior to the time of the Governing Board meeting [SCUSD JB et seq., JI et seq., JIA, JK and JKE].
    - That the written appeal shall indicate a spokesperson on behalf of the student [SCUSD JB et seq., JI et seq., JIA, JK and JKE].

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## GUIDELINES FOR FORMAL CONSEQUENCES-CONTINUED EXPULSIONS-CONTINUED

- That the spokesperson will be given time to speak to the Governing Board on appeal [SCUSD JB et seq., JI et seq., JIA, JK and JKE].
- The Board may accept the hearing officer's recommendation or reject the recommendation and impose a different disciplinary action including assignment to an alternative educational program [SCUSD BBA and JB et seq., JI et seq., JIA and JKE]. The Governing Board may grant a new hearing, take the matter under advisement, or take any further action deemed necessary [SCUSD BBA and JB et seq., JI et seq., JIA, JK and JKE]. If the Governing Board decides to expel the student the expulsion shall become effective the day after the Board's decision [SCUSD BBA and JB et seq., JI et seq., JIA, JK and JKE]. The decision of the Governing Board is final [SCUSD BBA and JB et seq., JI et seq., JIA, JK and JKE].
- Upon conclusion of a hearing on expulsion conducted by the Governing Board, the decision of the Governing Board is final [SCUSD BBA and JB et seq., JI et seq., JIA, JK and JKE].

### 2. **Students with identified/suspected disabilities (see [Appendix F](#) before proceeding):**

- a. **Prior to disciplinary action.** A student qualified under the *Individuals with Disabilities Education Act* (IDEA) as revised in 2004 may not be expelled from school but in compliance with federal law and regulation may be given a change in placement [ARS §15-761 et seq. and §15-344; SCUSD IHB et seq., JB et seq., JI et seq., JIA, JK and JKE]. The Individualized Education Program (IEP) Team generally determines a change in placement of an IDEA-qualified student [ARS §15-761 et seq. and §15-344; SCUSD IHB et seq., JB et seq., JI et seq., JIA, JK and JKE]. During any change in placement the school must provide services to the extent necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's IEP [ARS §15-761 et seq. and §15-344; SCUSD IHB et seq., JB et seq., JI et seq., JIA, JK and JKE]. A student with a disability qualified under the *Americans with Disabilities Act* (ADA) or Section 504 of the *Rehabilitation Act of 1973* and not qualified under the IDEA as revised in 2004, may be expelled from school and education services may be ceased, if nondisabled students in similar circumstances do not continue to receive education services [ARS §15-761 et seq. and §15-344; SCUSD IHB et seq., JB et seq., JI et seq., JIA, JK and JKE].
- b. **During disciplinary action.** See above.
- c. **After disciplinary action.** See above.

### D. **Readmission considerations (see [Appendix J](#)):**

1. **Regular education students:** A student expelled from the district may request readmission by making a written application to the Governing Board [ARS §15-841 (D) and §15-843 (B)(6); SCUSD BBA and JB et seq., JI et seq., JIA, JK and JKE]. Readmission is at the discretion of the Governing Board [ARS §15-841 (D) and §15-843 (B)(6); SCUSD BBA and JB et seq., JI et seq., JIA, JK and JKE]. In addition, it is the prerogative of the Governing Board to stipulate appropriate conditions for readmission [ARS §15-841 (D) and §15-843 (B)(6); SCUSD BBA and JB et seq., JI et seq., JIA, JK and JKE]. The application for readmission shall occur no less than 9 (nine) months after the date of the expulsion; however, the student may not be readmitted until at least 2 (two) complete semesters have passed (the remainder of the semester in which the violation has occurred and two

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## GUIDELINES FOR FORMAL CONSEQUENCES-CONTINUED *EXPULSIONS-CONTINUED*

additional semesters) [ARS §15-841 (D) and §15-843 (B)(6); SCUSD JB et seq., JI et seq., JIA, JK and JKE]. The application must:

- a. Be written and be directed to the attention of the Governing Board [ARS §15-841 (D) and §15-843 (B)(6); SCUSD BBA and JB et seq., JI et seq., JIA, JK and JKE].
- b. Contain all information that the student and parent(s) consider relevant to the Governing Board's determination as to whether or not to readmit the student [ARS §15-841 (D) and §15-843 (B)(6); SCUSD JB et seq., JI et seq., JIA, JK and JKE]. This should include information indicating:
  - i. An appreciation by the student of the severity and inappropriateness of the student's prior misconduct [ARS §15-841 (D) and §15-843 (B)(6); SCUSD JB et seq., JI et seq., JIA, JK and JKE].
  - ii. That such misconduct or similar misconduct will not be repeated [ARS §15-841 (D) and §15-843 (B)(6); SCUSD JB et seq., JI et seq., JIA, JK and JKE].
  - iii. A description of the student's activities since the expulsion [ARS §15-841 (D) and §15-843 (B)(6); SCUSD JB et seq., JI et seq., JIA, JK and JKE].
  - iv. Support of the student's application for readmission [ARS §15-841 (D) and §15-843 (B)(6); SCUSD JB et seq., JI et seq., JIA, JK and JKE].
- c. Be filed in the superintendent's office [ARS §15-841 (D) and §15-843 (B)(6); SCUSD JB et seq., JI et seq., JIA, JK and JKE].

The Governing Board shall meet in executive session to consider an initial application for readmission [ARS §15-841 (D) and §15-843 (B)(6); SCUSD BBA, BEC and JB et seq., JI et seq., JIA, JK and JKE]. The student and parent(s)/guardian(s) have the right to be present in the executive session but do not have the right to make a presentation or address the Governing Board unless they are asked to do so by the Governing Board [ARS §15-841 (D) and §15-843 (B)(6); SCUSD BBA, BEC and JB et seq., JI et seq., JIA, JK and JKE]. For this reason, it is important that the application for readmission contain all information that the Governing Board may deem important in determining whether to readmit the student [ARS §15-841 (D) and §15-843 (B)(6); SCUSD JB et seq., JI et seq., JIA, JK and JKE]. The Governing Board, in its sole discretion, shall determine whether the student should be readmitted, and, if so, under what restrictions and conditions [ARS §15-841 (D) and §15-843 (B)(6); SCUSD BBA and JB et seq., JI et seq., JIA, JK and JKE]. The burden is on the student and parent(s)/guardian(s) to convince the Governing Board that readmission is appropriate considering the interests of the expelled student, the district, and the interests of the other students and staff members [SCUSD JB et seq., JI et seq., JIA, JK and JKE]. The Governing Board's decision is final [ARS §15-841 (D) and §15-843 (B)(6); SCUSD BBA and JB et seq., JI et seq., JIA, JK and JKE]. A student may file more than one (1) application for readmission [ARS §15-841 (D) and §15-843 (B)(6); SCUSD JB et seq., JI et seq., JIA, JK and JKE]. Applications subsequent to an initial application, however, may not be filed more frequently than every 90 (ninety) days, and the Governing Board shall meet to discuss and consider the application only if at least two (2) members of the Governing Board ask that the matter be placed on an agenda for discussion in executive session [ARS §15-841 (D) and §15-843 (B)(6); SCUSD BBA, BEC and JB et seq., JI et seq., JIA, JK and JKE]. As a condition for readmission from an expulsion, the student, with parent/guardian affirmation, shall agree to the following conditions:

- a. Regular attendance – no unexcused absence [ARS §15-841 (D) and §15-843 (B)(6); SCUSD JB et seq., JI et seq., JIA, JK and JKE].



# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## GUIDELINES FOR FORMAL CONSEQUENCES-CONTINUED EXPULSIONS-CONTINUED

- b. No violation of school rules or policies [ARS §15-841 (D) and §15-843 (B)(6); SCUSD JB et seq., JI et seq., JIA, JK and JKE].
- c. Completion of all classroom tasks in a timely fashion, as directed [ARS §15-841 (D) and §15-843 (B)(6); SCUSD JB et seq., JI et seq., JIA, JK and JKE].
- d. Depending upon the nature of the original violation for which the expulsion was provided, the student may be limited as to attendance or participation in after school activities, school sports, and extracurricular events or activities [ARS §15-841 (D) and §15-843 (B)(6); SCUSD JB et seq., JI et seq., JIA, JK and JKE].

A student allowed readmission following expulsion shall receive a written admonition that the original expulsion will be summarily reinstated should the student commit a violation of the conditions for readmission or a criminal or civil violation reflecting on the school order [ARS §15-841 (D) and §15-843 (B)(6); SCUSD JB et seq., JI et seq., JIA, JK and JKE].

2. **Students with identified/suspected disabilities:** Not applicable for IDEA-qualified students; see above for Section 504 and ADA students.

E. **Related disclosure(s).** The following related disclosure(s) shall be maintained in student handbook(s):

1. **Expulsion (Secondary):** *“The hearing officer may recommend that a student be expelled from the school district. That recommendation will be forwarded to the Governing Board, who will act on it. Parent(s)/legal guardian(s) may appeal the recommendation for expulsion based on one of the following reasons: (1) There was substantial non-compliance with SCUSD policy JKD; (2) The student’s legal rights, including the right to receive due process, were violated by the hearing or the hearing officer’s decision; or (3) The discipline imposed by the hearing officer was unreasonable considering the circumstances present. The Governing Board will consider a hearing if there is an appeal of the hearing officer’s recommendation for expulsion from the parent. The Governing Board will review the decision from the hearing officer and the parent’s appeal and will hear evidence from the school and/or district officials and the student’s family. No new evidence can be admitted at the appeal hearing. The Governing board will conduct the hearing in executive session. Unless requested in writing by the parent(s)/guardian(s), the executive session will be closed. If the parent(s)/legal guardian(s) disagree that the hearing, held by the board, should be held in executive session, it shall be held in an open meeting unless: (1) If only one student is subject to the proposed action and disagreement exists between that student’s parent(s)/legal guardian(s), then the board, after consultation with the student’s parent(s)/legal guardian(s), shall decide in executive session whether the hearing will be in executive session; or (2) If more than one student is subject to the proposed action and disagreement exists between the parents of different students, then separate hearings shall be held subject to the provisions of ARS §15-843. Nothing in these procedures shall be construed to prevent the students who are subject to the action and their parent(s)/legal guardian(s) and legal counsel from attending any executive session pertaining to the proposed disciplinary action or from having access to the minutes and testimony of such executive session or from recording such a session at the parent’s/legal guardian’s expense.”*
2. **Readmission (Secondary):** *“Once a student is expelled, the student’s parent(s)/legal guardian(s) may request that the student be readmitted no sooner than one year after the date of the expulsion. The readmission of an expelled student can only be granted by the Governing Board, in its discretion, and may begin the semester following the decision to readmit.”*

**ADMINISTRATIVE GUIDELINES:  
STUDENT CODE OF CONDUCT**



**GUIDELINES FOR FORMAL CONSEQUENCES-CONTINUED  
*EXPULSIONS-CONTINUED***

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## APPENDIX A *BEHAVIOR MANAGEMENT PHILOSOPHY*

The following behavior management-related disclosure shall be maintained in all SCUSD student handbooks:

***“All staff will use a variety of behavior management strategies and options to help each child achieve his or her full potential. Strong behavioral supports (e.g., classroom management) must be maintained by staff to prevent student misconduct wherever possible, and in cases where these measures have been ineffective, early behavioral interventions or reasonable, fair and consistent disciplinary consequences must be used.***

***Together, these measures not only support high levels of individual student achievement, but also make schools, programs and activities safer and more positive places in which children can learn, explore and grow. All staff are expected not only to discourage students from making inappropriate or unacceptable behavioral choices, but also to teach positive, productive and constructive behaviors using clearly defined and age appropriate expectations for conduct as a guide. As a result of their participation in this curriculum – and the guidance they receive at home about them parent(s)/guardian(s) – the district anticipates that all students will assume greater responsibility for self-regulating their own behavior as they advance in age and maturity [ARS §15-719; SCUSD A, AD and JA].”***

**ADMINISTRATIVE GUIDELINES:  
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**APPENDIX A – CONTINUED  
*BEHAVIOR MANAGEMENT PHILOSOPHY - CONTINUED***

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## APPENDIX B BEHAVIORAL SUPPORT EXAMPLES

Teachers are expected to use a variety of classroom management strategies to support student behavior. Examples include, but are not limited to, the following:

- 1. Structure the physical environment.** Since classroom learning environments often provide barriers between teachers and students that promote misconduct, teachers should survey their physical assets for possible workflow changes that will reduce off-task behaviors. Some common considerations for this include the following:
  - Organizing furniture to make proximity possible;
  - Creating a psychologically comfortable work area for each student; and
  - Arranging materials in a manner that reduces off-task and transition times during instruction.
- 2. Structure the behavioral environment.** Because it is just as important to know how to behave as well as how *not* to behave, teachers must provide age-appropriate learning opportunities that not only demonstrate proper behavior but also help students take ownership of their behavioral choices. Some common techniques for making this happen include the following:
  - Providing guided practice with regard to goal setting, self-control, and problem solving techniques;
  - Selecting pro-social training exercises that foster the development of self-awareness, values clarification, cooperation, and helping skills;
  - Since over 90% of positive behaviors go unrecognized, privately reinforce them when demonstrated by students to stimulate “buy-in” – but do so on an intermittent basis that becomes less frequent as self-regulation emerges; and
  - Monitoring the ratio of positive to negative interactions with students.
- 3. Teach and model classroom procedures.** Since off-task behaviors may occur when students don’t know what to do next, it is important to ensure that all students know what to expect during each phase of the typical class period. Prior to the first day of class, teachers should create or revise a workable set of operational routines and procedures for the classroom. As with any other content, students should receive direct instruction and modeling for these common classroom routines until the routines are automated. When necessary throughout the year, “pre-corrections” should be provided in advance of activities that may be associated with misconduct.
- 4. Address the essential elements of instruction.** Because misconduct can result in cases where daily routines are confusing, vary significantly from day to day, or do not exist at all, each lesson must follow a research-validated instructional philosophy to maximize the probability of learning.
- 5. Select a variety of instructional materials and methods.** To avoid misconduct that can occur when daily lessons and activities are tailored to the learning style of the teacher rather than those of students, the materials and methods used to support each lesson plan should be as diverse as possible to appeal directly to a broad range of learning (e.g., visual, auditory, kinesthetic) wherever possible.
- 6. Address differentiated instructional concerns in advance.** To reduce the potential for misconduct that results from student perceptions of impending academic failure, learning opportunities should be provided that address the same concept(s) or skill(s) using alternative instructional materials and methods once non-mastery for individual students or subgroups has been identified. Wherever necessary, teachers must also plan to provide additional coaching or peer tutoring for students requiring additional assistance.
- 7. Keep a brisk pace of instruction.** Since off-task behaviors are more common when *meaningful* learning is not taking place, teachers must provide students with goal-oriented tasks from bell to bell – even while administrative details (e.g., attendance, bathroom passes) are being taken care of.

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## APPENDIX B – CONTINUED BEHAVIOR SUPPORT EXAMPLES - CONTINUED

8. **Teach *authoritatively* rather than as an authoritarian.** Because real or perceived negative teacher-student interactions can lead to misconduct, it is imperative that each staff member's unique teaching style feature a demeanor that is more informative and facilitating than dictatorial.
9. **Manage the flow of the instructional process.** To prevent misconduct that surfaces during the course of instruction, teachers must calmly practice "with-it-ness" using both verbal and non-verbal individual and group alerting strategies. Strategies that let distracted student(s) know that low-level misconduct has been registered without significantly changing the flow of instruction include, but are not limited to, the following:
  - **Making eye contact or briefly pausing instruction.** Establishing eye contact with a misbehaving student or briefly pausing during instruction serves notice that the behavior is unacceptable;
  - **Signaling or redirecting.** Using a misbehaving student's name, calling upon him or her to respond, or making a previously established gesture (e.g., a "wink" or raised hand) all serve notice that self-regulation of behavior is still not occurring; and
  - **Establishing proximity.** Moving into the physical space of a misbehaving student provides warning that student discipline is imminent.
10. **Maintain the flow of instruction and lesson momentum during transitions.** The use of effective pacing and wait time during instruction is critical for positively reducing student misconduct. Additionally, where instructional events necessitate a deviation from the lesson plan, teachers must flexibly multi-task or overlap activities to meet lesson objectives, while transitions between activities must be brief and clearly obvious to students.
11. **Develop meaningful and challenging guided practice and/or independent practice opportunities.** Often, more misconduct results when challenging activities are attempted in the classroom; however, teachers must avoid the temptation to sacrifice such assignments in exchange for lower level practices that may reduce frustration but do little to increase student achievement. Since off-task behaviors may occur when students don't know how to successfully complete an assignment, directions for these and other assignments must be well written, minimally worded, delivered in small chunks when tasks are complicated, and accompanied by both verbal and non-verbal checks for understanding.
12. **Commit to continuous program improvement with regard to classroom management.** As with all other Continuous School Reform Initiatives (CSI) at the building or district levels, classroom management plans must be subject to ongoing review and efforts to achieve program improvement. When there is evidence that particular strategies are not working as intended, teachers must be prepared to make modifications or substitutions.

**Related disclosure(s).** The following management-related definition(s) shall be maintained in SCUSD student handbook(s):

1. **Classroom management (Secondary):** *"All teachers will work collaboratively with fellow teachers to develop a classroom management plan that is approved by the school administration and communicated to students and parents. The plan will include procedures for addressing common classroom behavioral concerns. It will also include consequences. When positive behavioral change is not occurring under the classroom plan or when the offense is immediately serious, a disciplinary referral to the school administration will be generated by the teacher or staff member."*

### REFERENCES:

1. *Student Discipline in Safe and Effective 21<sup>st</sup> Century Schools* (Upslope Solutions, 2007).  
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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## APPENDIX C REFERRAL OF STUDENT

SAN CARLOS UNIFIED SCHOOL DISTRICT  
P.O. Box 207, San Carlos, AZ 85550  
(928) 475-2378

### DISCIPLINARY REFERRAL

Student \_\_\_\_\_ Grade \_\_\_\_\_ Referred by \_\_\_\_\_ Date \_\_\_\_\_

Class \_\_\_\_\_ Period \_\_\_\_\_ Time of incident \_\_\_\_\_ am/pm Location \_\_\_\_\_

Time Description: Unknown Before School After School During Class Between Classes Lunch Other \_\_\_\_\_

#### Reason for Referral:

- |  |   |   |  |
|--|---|---|--|
| <input type="checkbox"/> Ditch (periods _____)   | <input type="checkbox"/> Dress Code Violation | <input type="checkbox"/> Endangerment / School Threat | <input type="checkbox"/> Weapons Possession        |
| <input type="checkbox"/> Defiance of Authority   | <input type="checkbox"/> Profanity            | <input type="checkbox"/> Possession/Use Tobacco       | <input type="checkbox"/> Fighting/Mutual Combat    |
| <input type="checkbox"/> Disruptive / Disorderly | <input type="checkbox"/> Forgery / Plagiarism | <input type="checkbox"/> Arson                        | <input type="checkbox"/> Physical Assault          |
| <input type="checkbox"/> Academic Non-Compliance | <input type="checkbox"/> Vehicle Violation    | <input type="checkbox"/> Theft/Extortion              | <input type="checkbox"/> Possession/Use Alcohol    |
| <input type="checkbox"/> Improper Use Technology | <input type="checkbox"/> Bus Safety Violation | <input type="checkbox"/> Threats/Intimidation         | <input type="checkbox"/> Possession/Use Drugs      |
| <input type="checkbox"/> Excessive Tardy         | <input type="checkbox"/> Property Damage      | <input type="checkbox"/> Sexual Offenses / Harassment | <input type="checkbox"/> Sale/Distribution Alcohol |
| <input type="checkbox"/> Excessive Absences      | <input type="checkbox"/> Graffiti             | <input type="checkbox"/> Dangerous Items              | <input type="checkbox"/> Sale/Distribution Drugs   |

Comments / Prior Interventions (student conference, parent contact, counselor, detention, seat change, etc) \_\_\_\_\_

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

#### Administrative Action:

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Student Conference      | <input type="checkbox"/> Special Services Referral | <input type="checkbox"/> Probation/Court Referral |
| <input type="checkbox"/> Parent notified - mail  | <input type="checkbox"/> Community Service         | <input type="checkbox"/> Police Referral          |
| <input type="checkbox"/> Parent notified - phone | <input type="checkbox"/> Tardy Warning             | <input type="checkbox"/> ISS _____                |
| <input type="checkbox"/> Parent Conference       | <input type="checkbox"/> Absence Warning           | <input type="checkbox"/> OSS _____                |
| <input type="checkbox"/> Counselor Referral      | <input type="checkbox"/> Drop from Class           | <input type="checkbox"/> Mandatory Parent Escort  |

Parent/guardian escort required (dates) \_\_\_\_\_. Students attending school on designated escort dates **must** be escorted throughout the day (classes, lunch, between classes) by parent or legal guardian. A parent/guardian choosing to escort their student must report to the administration office for a visitor's pass each day.

Administrator Comments: \_\_\_\_\_

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

Phone contact notes: \_\_\_\_\_

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

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Date

White - parent

Yellow - teacher

Pink - administrator

**ADMINISTRATIVE GUIDELINES:  
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**APPENDIX C – CONTINUED  
*REFERRAL OF STUDENT - CONTINUED***

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## APPENDIX D BEHAVIOR MANAGEMENT RUBRIC

VERSION: IMS EXCEL

UpSlope Disciplinary Strategy Selection Rubric



SAN CARLOS UNIFIED SCHOOL DISTRICT				
STUDENT BEHAVIOR MANAGEMENT RUBRIC				v.20.12.09.28
Date:				
Student name:				
Student ID:				
Grade block:	3-6			
1. What is the SCDC violation for this case?	DISTURBANCE OF SETTING			
2. What is the relevance of <u>this same form</u> of misconduct with this student?	3			
3. What are the aggravating and mitigating factors in the case? <i>Use the rating guide shown to assess this behavior management case. When finished, compare the net score with the interpretation guidance provided to select an action.</i>				
AGGRAVATING FACTORS				
RATING GUIDE:	0	This criterion either does not apply or no evidence exists; strongly disagree		
	1	Evidence supporting this criterion is weak and subjective; disagree		
	2	Evidence supporting this criterion is weak but objective; neutral		
	3	Evidence supporting this criterion is strong but subjective; agree		
	4	Evidence supporting this criterion is strong and highly objective; strongly agree		
#	CATEGORY	CRITERION	RATING	COMMENTS
1	Nature of incident	The misconduct may represent a violation of governing board policy, civil law, or criminal law.	0	
		The misconduct threatened the safety, health, or welfare of the student, other student(s), staff, external stakeholders, or the interests of the school or district.	0	
		The misconduct created disruption, strained relationships, promoted mistrust, fostered conflict, reduced perceptions of support, isolated others, or degraded facilities.	0	
		The misconduct was premeditated or committed maliciously, intentionally, for gain, or on more than one occasion.	0	
Category subtotal:			0	
2	Advance notice	Both the student and his or her parent(s) or guardian(s) agreed to abide by the Code of Student Conduct prior to the incident.	0	
			0	
Category subtotal:			0	
3	Disciplinary record	Behavior management was initiated with the student for <u>this form of misconduct</u> in the past.	0	
		Behavior management was initiated with the student for a <u>different form of misconduct</u> in the past.	0	
Category subtotal:			0	
4	Community perception	The misconduct is likely to adversely impact perceptions within the community about campus safety within the school.	0	
		The misconduct is likely to adversely impact perceptions within the community about school climate within the school.	0	
Category subtotal:			0	
5	Future impact	The misconduct is likely to have a future impact on the academic performance of student involved or others.	0	
		The misconduct is likely to have a future impact on the work performance of staff.	0	
		The misconduct is likely to have a future impact on non-instructional programs or activities.	0	
Category subtotal:			0	
AGGRAVATING FACTOR SCORE:			0	
MITIGATING FACTORS				
RATING GUIDE:	0	This criterion either does not apply or no evidence exists; strongly disagree		
	1	Evidence supporting this criterion is weak and subjective; disagree		
	2	Evidence supporting this criterion is weak but objective; neutral		
	3	Evidence supporting this criterion is strong but subjective; agree		
	4	Evidence supporting this criterion is strong and highly objective; strongly agree		
#	CATEGORY	CRITERION	RATING	COMMENTS
6	Academic record	A history of current or past academic failure exists for the student.	0	
Category subtotal:			0	
7	Psychosocial record	Unusual personal problems (e.g., physical illness/injury), family issues (e.g., death of a relative), or other financial crisis, or similar stressors preceded the misconduct.	0	
		Intrapsychological issues (e.g., "personality conflict", real or perceived harassment, bad faith, malice, or provocation from others) were involved in the misconduct.	0	
		An internal (e.g., toxins or medications) or external (e.g., from another child or group) stimulus played a role in the misconduct.	0	
		The student is covered under an IEP/Section 504/ADA plan and the incident was determined to be non-exempt, related misconduct.	0	
Category subtotal:			0	
8	Developmental record	Based on his or her age, the student lacked the foresight or comprehension needed to avoid the misconduct.	0	
		The student appears to operate from an age-inappropriate level of moral development.	0	
Category subtotal:			0	
9	Past response	Behavioral interventions have worked well with <u>this student</u> in the past for <u>other forms of misconduct</u> .	0	
		Behavioral consequences have worked poorly with <u>this student</u> in the past for <u>other forms of misconduct</u> .	0	
Category subtotal:			0	
10	Strategic prognosis	In the past, efforts to achieve behavioral modification for <u>this form of misconduct</u> have been <u>largely successful</u> with <u>other students</u> .	0	
		In the past, efforts to achieve behavioral suppression for <u>this form of misconduct</u> have been <u>largely unsuccessful</u> with <u>other students</u> .	0	
Category subtotal:			0	
MITIGATING FACTOR SCORE:			0	
NET SCORE:			0	
INTERPRETATION:		NET SCORE	ACTION	
		-48 TO -16	: SELECT OR RECOMMEND BEHAVIORAL INTERVENTION (IF AVAILABLE)	
		-16 TO +16	: DISCRETIONARY (EITHER INTERVENTION OR CONSEQUENCE IS APPROPRIATE)	
		+16 TO +48	: SELECT OR RECOMMEND BEHAVIORAL CONSEQUENCE (IF AVAILABLE)	

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## APPENDIX D – CONTINUED BEHAVIOR MANAGEMENT RUBRIC - CONTINUED

VERSION: IMS EXCEL

UpSlope Disciplinary Strategy Selection Rubric



4. What initial behavior management option is being selected or recommended? <i>Select an action consistent with the case scoring interpretation above.</i>	HOME-BASED REINFORCEMENT
5. Is the student covered under an IEP, Section 504 or ADA plan? <i>If "YES", proceed to item #6. If "NO", proceed to item #10 below.</i>	NO
6. Does the IEP, Section 504 or ADA plan include a Behavior Intervention Plan (BIP) component? <i>If "YES", proceed to item #7. If "NO", request a Functional Behavioral Assessment (FBA) from the IEP Team.</i>	YES
FBA IS NOT REQUIRED	
7. Is the selected or recommended action included in the BIP? <i>If "YES", proceed to item #8. If "NO", return to item #4 above and select a comparable option instead.</i>	YES
8. Could the option selected or recommended above reasonably involve a potential change of placement? <i>If "YES", request a Manifestation Determination. If "NO", stop here and proceed with the selected/recommended action.</i>	YES
MANIFESTATION DETERMINATION HEARING NOT REQUIRED	
9. Will any of the student's action(s) or behavior(s) a manifestation of his/her disability? <i>If "YES" the IEP Team must modify the BIP and no change of placement is permitted. If "NO", the action may be taken to the same extent as with nondisabled students, although services must still be provided for IDEA-qualified students.</i>	NOT APPLICABLE
10. Does the student have a suspected disability? <i>If "YES", request a disability evaluation and then return to item #4 above upon its completion. If "NO", stop here and proceed with the selected/recommended action.</i>	NO
DISABILITY EVALUATION REFERRAL NOT REQUIRED	

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## APPENDIX E NOTICE TO PARENT/GUARDIAN OF CONCERN

San Carlos Secondary School  
P.O. Box 207, San Carlos, Az 85501

### Notice to Parent of Concern

To: Parent of \_\_\_\_\_ Date: \_\_\_\_\_

From: \_\_\_\_\_ Title: \_\_\_\_\_

Regarding: Class \_\_\_\_\_ Period(s) \_\_\_\_\_

Concern: Grade \_\_\_\_\_ Tardies \_\_\_\_\_ Absences \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please be advised that the San Carlos Apache Tribe requires that a parent/guardian ensure that their school age (5 years up to age 18) child attend school daily in accordance with requirements set forth in the Tribal Truancy Code. Parents/guardians and/or school age children who do not comply with the truancy code may be cited and prosecuted by law enforcement.

If you would like to discuss the above concern(s), please call San Carlos Secondary School at 475-2378 to make an appointment with me at your earliest convenience or to leave a number and a time when you can be reached. Thank-you.

White – parent    Yellow – teacher    Pink – administrator    Buff - counselor

**ADMINISTRATIVE GUIDELINES:  
STUDENT CODE OF CONDUCT**



**APPENDIX E – CONTINUED  
*NOTICE TO PARENT/GUARDIAN OF CONCERN - CONTINUED***

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## APPENDIX F BEHAVIOR MANAGEMENT WITH IDEA STUDENTS

Because some behavioral consequences have the potential to adversely impact the provision of a *Free, Appropriate Public Education* (FAPE) in the *Least Restrictive Environment* (LRE) to students with documented physical, mental, emotional, or learning disabilities, administrators, teachers and designated staff must proceed with caution whenever behavior management requires any action that might constitute a change of placement. Although educational services for Section 504-qualified and ADA-qualified students may be ceased, if nondisabled students in similar circumstances do not continue to receive educational services, it is imperative that a pre-disciplinary case review is sought before executing suspensions and expulsions with IDEA-qualified students when: 1). When progressive behavior management guidelines call for the use of a disciplinary option that is inconsistent with the student's IEP (e.g., when timeout is being considered for a particular incident but this practice is specifically prohibited by the plan); or 2). When guidelines call for a consequence that could impact services (e.g., long-term off campus suspension or expulsion).

### UNIDENTIFIED STUDENTS

A student who has not been determined to be eligible for special education and related services under IDEA Part B who has engaged in misconduct may assert the protections referenced in this section. To do so, it must be demonstrated that the district had knowledge that the student had a disability before the behavior that precipitated the disciplinary action occurred [34 CFR §300.534(a)].

The district will be deemed to have had knowledge of a disability if: 1). The parent, guardian or non-minor student previously expressed concern to either district officials or a teacher, in writing, that the student needed special education and related services; 2). The parent, guardian or non-minor student previously requested an evaluation; or 3). A teacher or other district staff member previously expressed specific concerns about a pattern of behavior to district officials [34 CFR §300.534(b)].

The district will not be deemed to have had knowledge of a disability if: 1). The parent, guardian or non-minor student has not consented to an evaluation; 2). The parent, guardian or non-minor student has refused special education and related services; or 3). The student was evaluated and determined to not to have a disability [34 CFR §300.534(c)].

Additional guidelines include the following:

- If the district did not have knowledge that the student had a disability prior to taking disciplinary action, the student may be subjected to the disciplinary measures applied to students without disabilities who have engaged in comparable misconduct [34 CFR §300.534(d)(1) and *Federal Register*, Vol. 71, No. 156].
- If a request is made for an evaluation of a student during the time period in which he or she is subjected to disciplinary action, the evaluation must be conducted in an expedited manner [34 CFR §300.534(d)(2)(i)].
- Until the evaluation is completed, the student must remain in whatever placement may have been in effect [34 CFR §300.534(d)(2)(ii)].
- If a disability is identified during the expedited evaluation, the district must provide special education and related services [34 CFR §300.534(d)(2)(iii)].

### SHORT-TERM REMOVALS/SUSPENSIONS

The district may suspend or remove a special education student from school for **up to 10 (ten) cumulative school days** for separate incidents of misconduct within a single academic year to the extent these actions are applied to students without disabilities as long as these removals do not constitute a change of placement. During these "FAPE Free" days, the district is under no obligation to provide

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## APPENDIX F – CONTINUED **BEHAVIOR MANAGEMENT WITH IDEA STUDENTS - CONTINUED**

alternative services, IEP meetings, manifestation reviews, Functional Behavioral Assessments (FBAs) or Behavior Intervention Plans (BIPs) [34 CFR §300.530(b)(1), 34 CFR §300.530(d)(3) and 34 CFR §300.536].

Additional guidelines include the following:

- **In-School Suspensions.** In-school suspensions do not count toward the 10 (ten) “FAPE Free” days as long as the special education student: 1). Is afforded the opportunity to continue to appropriately participate in the general curriculum; 2). Continues to receive the services specified on his or her IEP; and 3). Continues to participate with non-disabled students to the extent he or she would have in the current placement [*Federal Register*, Vol. 71, No. 156 at 46715].
- **Bus Suspensions.** If transportation is a mandated service in the student’s IEP, then bus suspensions count toward the 10 (ten) “FAPE Free” days unless the district provides alternative means of transportation. If transportation is not a mandated service in the student’s IEP, then bus suspensions do not count toward the ten “FAPE Free” days and the special education student or his/her parent(s)/guardian(s) must provide their own transportation [*Federal Register*, Vol. 71, No. 156 at 46715].
- **Other short-Term Removals.** Short-term removals can include removals of lesser significance (e.g., abbreviated removals from the classroom, time-outs, principal referrals, etc.). These do not count toward the student’s 10 (ten) “FAPE Free” days.

## LONG-TERM REMOVALS AND CHANGES OF PLACEMENT

Whether a removal or pattern of removals constitutes a change of placement is determined on a case-by-case basis by the district. If challenged, this determination is subject to review through due process and judicial proceedings. A removal constitutes, or is likely to constitute, a change of placement when [34 CFR §300.530(a) and 34 CFR §300.536]: 1). The removal **exceeds 10 (ten) consecutive school days**; or 2). The student was subjected to a series of removals that constitutes a pattern: 1). Because the series of removals total more than 10 (ten) school days in a school year; 2.) Because the student's behavior is substantially similar to his or her behavior in previous incidents that resulted in the series of removals; or 3) Because of such additional factors as the length of each removal, the total amount of time the child has been removed and the proximity of the removals to one another.

Additional guidelines include the following:

- After a student with a disability is removed from his or her current placement for 10 (ten) school days in the same school year **and** if the current removal is for not more than 10 (ten) consecutive school days **and** is not a change of placement under 34 CFR §300.536, school personnel, in consultation with at least one of the student's teachers, must determine the extent to which services are needed so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in his or her IEP. School system personnel must exercise caution when using this option for disciplinary removals, and the district is required to provide the student with educational services on any days beyond the 10 (ten) cumulative days [34 CFR §300.530(d)(4) and 34 CFR §300.536].
- After a student with a disability is removed from his or her current placement for 10 school days in the same school year, the district must provide services during any subsequent days of removal as follows [34 CFR §300.530(b)(2)]:
  - For disciplinary changes in placement that would exceed 10 consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the student’s disability, school personnel may apply the relevant

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## APPENDIX F – CONTINUED *BEHAVIOR MANAGEMENT WITH IDEA STUDENTS - CONTINUED*

- disciplinary procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities [34 CFR §300.530(c)].
- A student with a disability who is removed from his or her current placement must: 1) Continue to receive educational services, as provided in 34 CFR §300.101(a), so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in his or her IEP; and 2) Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur [34 CFR §300.530(d)(1)].
  - The required services may be provided in an interim alternative educational setting [34 CFR §300.530(d)(2)].
  - If the removal is a change of placement under 34 CFR §300.536, the IEP Team must determine the appropriate services [34 CFR §300.324(a)(2), 34 CFR §300.530(d)(5), 34 CFR §300.531].

### MANIFESTATION DETERMINATIONS

Removals constituting a change of placement require a manifestation review; as a result, it is advisable to conduct a manifestation determination before any disciplinary hearing in disciplinary cases involving a student with a disability. The Manifestation Review Team must determine: 1) If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or 2) If the conduct in question was the direct result of the district's failure to implement the IEP [34 CFR §300.530(e)(1)]. Conduct which has merely an attenuated association to a student's disability (e.g., low self-esteem), would not equal a manifestation; similarly, a failure to implement the IEP would require something more than an attenuating circumstance.

Additional guidelines include the following:

- **Manifestation Review Team.** Members include: 1). A representative from the local education agency; 2). The parent, guardian or non-minor student; and 3). Relevant members of the IEP Team (as determined by the parent, guardian and/or non-minor student and the district). The Manifestation Review Team is required to review all relevant information in the student's file, including the student's IEP, past behavior and disciplinary records, any teacher observations and any relevant information provided by the parent, guardian and/or non-minor student in making its determination [34 CFR §300.530(e)].
- **Time Limit.** The manifestation review must occur within **10 (ten) school days** of any decision to change the placement of a student with a disability because of misconduct and may be conducted with notice of as little as **24 (twenty-four) hours** to the parent, guardian and/or non-minor student [34 CFR §300.530(e)].
- **Services and Setting.** Services must be provided during removal to an interim alternative educational setting pending the manifestation review [34 CFR §300.530(d)]. The IEP Team must determine the interim alternative educational setting for services [34 CFR §300.531].
- **Outcomes.** Permissible outcomes of the manifestation review are as follows:
  - **Conduct involves “exempt” behavior.** If the removal is for IDEA-defined “exempt behavior” (e.g., drug or weapons offenses) or is based upon a due process hearing officer's determination that injury to the child or another is substantially likely if current placement is maintained, an IDEA-qualified student may be given a change in placement to an interim alternative educational setting for not more than 45 (forty-five) days, in accordance with federal law and regulation.
  - **Conduct is a manifestation.** If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability, the district may not extend the

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## APPENDIX F – CONTINUED

### **BEHAVIOR MANAGEMENT WITH IDEA STUDENTS - CONTINUED**

suspension of the student beyond the 10 (ten) school day threshold. Additionally, if the conduct in question was the direct result of the district's failure to implement the IEP, then the conduct must be determined to be a manifestation of the student's disability. If a failure to implement the IEP was involved, then the district must take immediate steps to remedy those deficiencies [34 CFR §300.530(e)(1) through (e)(3)]. If the Manifestation Review Team makes the determination that the conduct was a manifestation of the child's disability, the IEP Team must either: 1). Conduct an FBA (unless the district had completed one before the behavior that resulted in the change of placement occurred) and implement a BIP; or 2). Review and modify the existing BIP. After the review, the student must be returned to his or her previous placement unless the parent, guardian or non-minor student and the district agree to a change of placement as part of the modified BIP [34 CFR §300.530(f)(1) through (f)(2)].

- **Conduct is not a manifestation.** If the Manifestation Review Team determines that the conduct was not a manifestation of the disability, the district may discipline the student in the same manner as a non-disabled student; however, the student must continue to receive services during any period of removal. It is advisable to review, and modify as necessary, any behavior plan which might be in place to address the conduct so that it does not recur. Removal or suspension to an alternative school, in most instances, constitutes a change of placement. The IEP Team determines the interim alternative educational setting for services [34 CFR §300.530(c) and 34 CFR §300.531].
- **Contest.** Decisions regarding manifestation determinations may be contested by either party using an expedited procedure.

#### **AZ SAFE alignments (Mandatory ADE reporting indicated by \*):**

1. **AZ SAFE: Actions with Due Process (IEP Team Meeting).** IDEA federal regulations mandate that certain disciplinary actions by schools trigger the need for an IEP team meeting when: (1) A student is suspended for 10 (ten) consecutive days in a school year; or (2) A student is considered for expulsion. The IDEA regulations are not fully included here, but in brief, they require that, an IEP team meeting is held to address disciplinary issues and must perform these tasks: Review the child's IEP to determine if it contains all of the required parts; determine if the IEP is appropriate, given the child's behavioral needs. If the IEP is not appropriate, the team must develop appropriate goals, objectives, a behavior intervention plan, and support services such as counseling, referral to area mental health services, or other appropriate service to address any deficient areas on the plan (Is the educational setting is appropriate for the child? Does he need a more structured environment, an at-risk program, day treatment, or other program?) If the setting is not appropriate, the team must provide an appropriate placement. The IEP team must also determine if the child's behavior is related to his disability. If the child's behavior is related to his disability, schools are not to continue suspending or expelling the student without providing special education services that are required by the IEP. Instead, they must focus on providing an appropriate program to accommodate the disability. Schools are required to provide a full continuum of educational placements to meet a broad range of needs.
2. **AZ SAFE: Actions Completed in One or More Days (Behavior Intervention Plan).** A written, specific, purposeful and organized plan which describes positive behavioral interventions and other strategies that will be implemented to address goals for a student's social, emotional and behavioral development.
3. **AZ SAFE: Actions Completed in One or More Days (Functional Behavioral Assessment).** A comprehensive and individualized strategy to identify the purpose or function of a student's problem behavior(s); develop and implement a plan to modify variables that maintain the problem behavior; and teach appropriate replacement behaviors using positive interventions (OSEP).



# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## APPENDIX F – CONTINUED BEHAVIOR MANAGEMENT WITH IDEA STUDENTS - CONTINUED

4. **AZ SAFE: Actions with Due Process (Manifestation Determination).** Within 10 (ten) school days of any decision to change the placement of a child with a disability because of a violation of a Student Code of Conduct, the LEA, the parent, and relevant members of the child's IEP team (as determined by the parent and the LEA) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine: (1) If the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or (2) If the conduct in question was the direct result of the LEA's failure to implement the IEP (OSEP).
5. **Actions with Due Process (Appeal Review).** When an appeal under Sec 615(k)(3) has been requested by either the parent or the LEA, the state or LEA shall arrange for an expedited hearing, which shall occur within 20 school days of the date the hearing is requested and shall result in a determination within 10 school days after the hearing (IDEA 2004 [615(k)(4)(B)]).

**Related disclosure(s):** The following related disclosure(s) shall be maintained in student handbook(s):

1. **Individuals with Disabilities Education Act (IDEA) Special Instructional Programs (Secondary).** *“When a student who is receiving special educational services, is being considered for special education services, or has received special educational services in the past, and violates the discipline code of the school and/or school district and is recommended for a suspension of more than 10 days during the school year (a possible change in placement), a manifestation determination conference must be held. A recommendation suspension of a special education student for more than 10 consecutive days, or a series of suspensions totaling more than 10 days, may constitute a change of placement and shall require a manifestation determination conference. Such a conference shall be for the purpose of determining whether or not the offense is a manifestation of the student's disability. The parent(s)/legal guardian(s) is/are notified in writing that a possible suspension and/or expulsion is being considered. Upon request, the parent(s)/legal guardian(s) will be provided with a copy of the procedures/ safeguards at any time during a disciplinary procedure with the student. For the manifestation conference to occur, a multidisciplinary evaluation team is convened. The multidisciplinary evaluation team is comprised of the school staff that is most knowledgeable about the nature of the student's disability and, if possible, about the student. Prior written notice and procedural safeguards are given to the student and parent(s) per IDEA (Individual with Disabilities Education Act) and ADE/ESS (Arizona Department of Education/Exceptional Student Services). The student and the student's parent(s)/legal guardians(s) are invited. At the conference, the following will be reviewed: (1) Student's explanation of the incident. (2) Professionals' explanation of the incident (those who were involved in the investigation of the incident). (3) Review of the current IEP if student is receiving special educational services. (4) Review of the behavior plan or, if there is no behavior plan, a functional behavioral assessment must be done. (5) Determination of the relationship of the behavior to the disability (manifestation determination). (6) Consideration of the necessary, decisions concerning the relationship of the behavior to the disability will be on hold until the completion of the evaluations. (7) Need for interim placement is discussed. After the decision has been made, prior written notice and procedural safeguards are given to the student and parents/legal guardians per IDEA (individual with Disabilities Education Act) and ADE/ESS (Arizona Department of Education/Exceptional Student Services), the team must develop, review, and/or revise the behavior plan within 10 days of the action. If the behavior is related to the disability, then suspension and /or expulsion cannot occur. However, the student's educational program will be reviewed and revised and the multidisciplinary evaluation team may determine a change of placement/location of services [34 CFR §300.519-300.526]. If the behavior is not related to the disability, suspension and/or expulsion can occur; however, an education program must be delivered to the student who is on an I.E.P. The IEP team develops this program. The delivery of the educational program can occur through placement on an alternate campus, self-*

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## APPENDIX F – CONTINUED **BEHAVIOR MANAGEMENT WITH IDEA STUDENTS - CONTINUED**

*contained public, self-contained private and/or residential setting. If there are any questions, the administrator should contact the Director of Special Education Services. The findings and all conference notes are forwarded to the district's hearing officer. If necessary, special education staff may be invited to the hearing. If the parents(s)/legal guardian(s) do not agree with the findings of the IEP conference, they can file a due process complaint. The district, if it is determined that the student is a threat to the educational environment, may remove the student from the educational environment until due process has been served. An interim placement will be activated while the due process is taking place [34 CFR 300.15-300.526]."*

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## APPENDIX G *REFUSAL TO READMIT STUDENT*

J-4633 © JK-EC

EXHIBIT EXHIBIT

### STUDENT DISCIPLINE

#### NOTICE TO PRINCIPAL OF REFUSAL TO READMIT STUDENT

(Must be submitted by next business day following temporary removal)

Teacher \_\_\_\_\_ Student \_\_\_\_\_

School \_\_\_\_\_ Class \_\_\_\_\_ Period \_\_\_\_\_

Under the provisions of A.R.S. [15-841](#), I am refusing to readmit the above-named student to the identified class. The temporary removal was made under the following condition (one [1] of the two [2] conditions must be selected and substantiated):

- 1. **The pupil has repeatedly interfered with my ability to communicate effectively with the other pupils in the classroom or with the ability of the other pupils to learn.**
- 2. **The pupil's behavior is so unruly, disruptive, or abusive that it seriously interferes with my ability to communicate effectively with the other pupils in the classroom or with the ability of the other pupils to learn.**

*Instructions:* Describe the incidents that have prompted the decision to remove the student from the class. It is important that complete and detailed information is provided, as it will be used (1) by the principal in determining the appropriate discipline management techniques, consistent with Governing Board rules, to be applied to this case, and (2) by the placement review committee to determine whether the student should be placed back in the class if the teacher and principal cannot reach consensus that acceptable corrective measures have been accomplished to effect the student's return to class.

To the extent possible, report literal disruptive remarks made by the student, and list contributing factors such as the student's facial or bodily expressions, gestures, sounds, and so forth. Explain how the student attempted to divert the attention of other students, to encourage their participation in the misbehaviors, and to otherwise interfere with the classroom management, teaching, and learning processes. State the techniques, both successful and unsuccessful, that have been attempted to restrain the student's misconduct, gain the student's cooperation, or otherwise control the situation. List the dates of and summarize the communications and conferences with the student's parent(s) or other

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## APPENDIX G – CONTINUED *REFUSAL TO READMIT STUDENT - CONTINUED*

responsible adult(s) to elicit their assistance in resolving the difficulties with the student.

If the space on this form is inadequate, check the box on the following page and indicate the number of supplemental sheet(s) you are attaching to this notice.

Date of misbehavior:      Description of incident:

Techniques attempted:

Parental conference held?    Yes    No   If yes, date held and summary of outcome.

Date of misbehavior:      Description of incident:

Techniques attempted:

Parental conference held?    Yes    No   If yes, date held and summary of outcome.

Date of misbehavior:      Description of incident:

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## APPENDIX G – CONTINUED REFUSAL TO READMIT STUDENT - CONTINUED

Techniques attempted:

Parental conference held?  Yes  No If yes, date held and summary of outcome.

**Additional space is needed. \_\_\_\_\_ supplemental sheets are attached to this notice.**

Express your opinion of the action(s) that will be most effective with the student and state your expectation for the outcome of your decision to remove the student from your class.

\_\_\_\_\_

\_\_\_\_\_  
Teacher's Signature  
principal

\_\_\_\_\_  
Date notice submitted to

### SUPPLEMENT TO

### NOTICE TO PRINCIPAL OF REFUSAL TO READMIT STUDENT

Teacher \_\_\_\_\_ Student \_\_\_\_\_ Date  
\_\_\_\_\_

School \_\_\_\_\_ Class \_\_\_\_\_ Period  
\_\_\_\_\_

Date of misbehavior: Description of incident:

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## APPENDIX G – CONTINUED *REFUSAL TO READMIT STUDENT - CONTINUED*

Techniques attempted:

Parental conference held?  Yes  No If yes, date held and summary of outcome.

Date of misbehavior: Description of incident:

Techniques attempted:

Parental conference held?  Yes  No If yes, date held and summary of outcome.

\_\_\_\_\_ of \_\_\_\_\_ Supplemental Sheets

# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## APPENDIX H **AGREEMENT: ALTERNATIVE TO SUSPENSION PROGRAM ASSIGNMENT**

J-4881 © JKD-EA

EXHIBIT EXHIBIT

### STUDENT SUSPENSION

AGREEMENT ON CONDITION OF ASSIGNMENT  
TO ALTERNATIVE TO SUSPENSION PROGRAM

#### Conditions

We, the undersigned student, parent or guardian, agree to the conditions as established in Board policy concerning assignment to the Alternative to Suspension Program. We further affirm that we will abide by the protocols implemented by the administration of the school for accomplishment of the conditions of policy.

We acknowledge receipt of this admonition that the original suspension will be summarily reinstated should the student commit a violation of the conditions for assignment to the Alternative to Suspension Program or a criminal or civil violation reflecting on the school order.

\_\_\_\_\_  
Student Signature      Date

\_\_\_\_\_  
Parent/Guardian Signature      Date

**ADMINISTRATIVE GUIDELINES:  
STUDENT CODE OF CONDUCT**



**APPENDIX H – CONTINUED  
*AGREEMENT: ALTERNATIVE SUSPENSION PROGRAM  
ASSIGNMENT - CONTINUED***

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## APPENDIX I

### **AGREEMENT: EARLY RETURN AGREEMENT (SUSPENSION)**

J-4882 © JKD-EB

EXHIBIT EXHIBIT

#### **STUDENT SUSPENSION**

AGREEMENT ON CONDITION OF EARLY  
READMISSION FOLLOWING LONG-TERM SUSPENSION

#### **Readmission Conditions**

We the undersigned student and parent or guardian agree to the following conditions:

- Regular attendance – no unexcused absence.
- No violation of school rules or policies.
- Completion of all classroom tasks in a timely fashion, as directed.
- Limitation on the student's attendance or participation in after school activities, school sports, and extracurricular events or activities.

We acknowledge receipt of this admonition that the original suspension will be summarily reinstated should the student commit a violation of the conditions for readmission or a criminal or civil violation reflecting on the school order.

\_\_\_\_\_  
Student Signature      Date

\_\_\_\_\_  
Parent/Guardian Signature      Date

**ADMINISTRATIVE GUIDELINES:  
STUDENT CODE OF CONDUCT**



**APPENDIX I – CONTINUED  
*AGREEMENT: EARLY RETURN AGREEMENT (SUSPENSION) -  
CONTINUED***

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## APPENDIX J *AGREEMENT: RETURN AGREEMENT (EXPULSION)*

J-4931 © JKE-E

EXHIBIT EXHIBIT

### EXPULSION OF STUDENTS

#### AGREEMENT ON CONDITION OF READMISSION FOLLOWING EXPULSION

##### Readmission conditions

We the undersigned student and parent or guardian agree to the following conditions:

- Regular attendance – no unexcused absence.
- No violation of school rules or policies.
- Completion of all classroom tasks in a timely fashion, as directed.
- Limitation on the student's attendance or participation in after school activities, school sports, and extracurricular events or activities.

We acknowledge receipt of this admonition that the original expulsion will be summarily reinstated should the student commit a violation of the conditions for readmission or a criminal or civil violation reflecting on the school order.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

**ADMINISTRATIVE GUIDELINES:  
STUDENT CODE OF CONDUCT**



**APPENDIX J – CONTINUED  
*AGREEMENT: RETURN AGREEMENT (EXPULSION) - CONTINUED***

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# ADMINISTRATIVE GUIDELINES: STUDENT CODE OF CONDUCT



## APPENDIX K ACKNOWLEDGEMENT OF RECEIPT (SECONDARY)

San Carlos Secondary School

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### Student and Handbook Discipline Procedures & *Acknowledgements and Verifications*

By signing this page, you are acknowledging and verifying that you have received and taken the responsibility of reviewing with your child the documents referenced below which can be found in this handbook, including without limitation, the district's policy on directory information (FERPA), school bus privileges, due process and dress code.

**This form must be returned to the school within 10 days.**

Print Name: \_\_\_\_\_ Student Name: \_\_\_\_\_

Student's ID Number: \_\_\_\_\_ Student's Grade: \_\_\_\_\_

Parent/ Guardian (s) Signature: \_\_\_\_\_

As a parent/guardian in the San Carlos Unified School District, you have the right to a quality education for your children. To make sure every student enjoys that right, the district has established procedures regarding disruptive behavior. The procedures for student responsibilities are designed to create an orderly environment that is safe for all students and staff. The rules are reasonable and fair, and they are the same at each school. We ask that you carefully read the infractions and consequences. The San Carlos School District has severe consequences for drugs, weapons or threatening behavior. Any such act may result in a referral to a local law enforcement agency in addition to school consequences such as suspension or expulsion.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please Note:** Federal privacy laws prohibit the district from naming students involved in disciplinary actions and from revealing the consequences of those actions to the parents of other students.

#### Technology Use Agreement

Your signature below acknowledges and verifies that you have received and take responsibility to review with your child the section entitled Electronic Information Services.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**ADMINISTRATIVE GUIDELINES:  
STUDENT CODE OF CONDUCT**



**APPENDIX K – CONTINUED  
*ACKNOWLEDGEMENT OF RECEIPT (SECONDARY)- CONTINUED***

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