

STUDENT CODE OF CONDUCT GUIDELINES AND INTERVENTIONS



Table of Contents

Basic Information On the Student Code of Conduct.....	2
How is Discipline Administered For Students With Disabilities?.....	2
When and Where Does the Code Apply?.....	2
How Can I Get More Information or Make an Oral or Written Complaint?.....	3
Belonging: Positive Behavior Intervention (PBIS) and Core Practices.....	4
Exclusionary Consequences.....	6
Positive Alternatives to Out-Of-School Suspension.....	7
In-School Suspension (ISS).....	8
Abeyance Contracts.....	8
Intensive Therapeutic Intervention (ITI).....	9
Due Process for Short Term Suspension or Expulsion.....	9
Due Process for Long-Term Suspension or Expulsion.....	10
Long-Term Suspension Decision and Appeal Process.....	11
Guidelines for Applying Actions.....	12
Transition Back to School After Fights/Assault.....	13
K-4 Law Suspension/Expulsion.....	14
Action Levels for K-5 Elementary Students.....	15
Violation Levels for K-5 Elementary Students.....	18
Aggression	18
Alcohol, Tobacco, and Other Drug Violations.....	20
Attendance Policy Violations.....	21
Other Violations of School Policies.....	22
Dishonesty.....	23
Improper Use of Technology.....	23
Trespassing; Vandalism or Criminal Damage.....	24
Arson.....	24
Title IX Guidelines.....	25
Sexual Offenses.....	26
Harassment and Threat Intimidation.....	26
School threat or Interference.....	27
Theft.....	28
Weapons and Dangerous Items.....	29
Action Levels for 6-8 Elementary Students.....	30
Violations Levels for 6-8 Elementary Students.....	32
Aggression	32
Alcohol, Tobacco, and Other Drug Violations.....	34
Attendance Policy Violations.....	35
Other Violations of School Policies.....	36
Dishonesty.....	37
Improper Use of Technology.....	37
Trespassing; Vandalism or Criminal Damage.....	38
Arson.....	38
Title IX Guidelines.....	39
Sexual Offenses.....	40
Harassment and Threat Intimidation.....	40
School threat or Interference.....	41
Theft.....	42
Weapons and Dangerous Items.....	43

Basic Information On the Student Code of Conduct

What is the Student Code of Conduct?

The Student Code of Conduct outlines the behavior expectations, rights and responsibilities of students and staff. It also provides a guide for the appropriate interventions and consequences for violation of those behavior expectations.

Why is it Important?

The Student Code of Conduct seeks to ensure that:

- Students, caregivers, staff, and administrators can work together to create safe, supportive, and inclusive learning environments
- Students can learn from mistakes and be supported in making safe, responsible, and kind decisions
- Consequences are non-discriminatory, fair, and age appropriate
- Rules, consequences, and interventions are applied consistently, within and across all campuses, so students receive similar consequences for similar violations

When and Where Does the Code Apply?

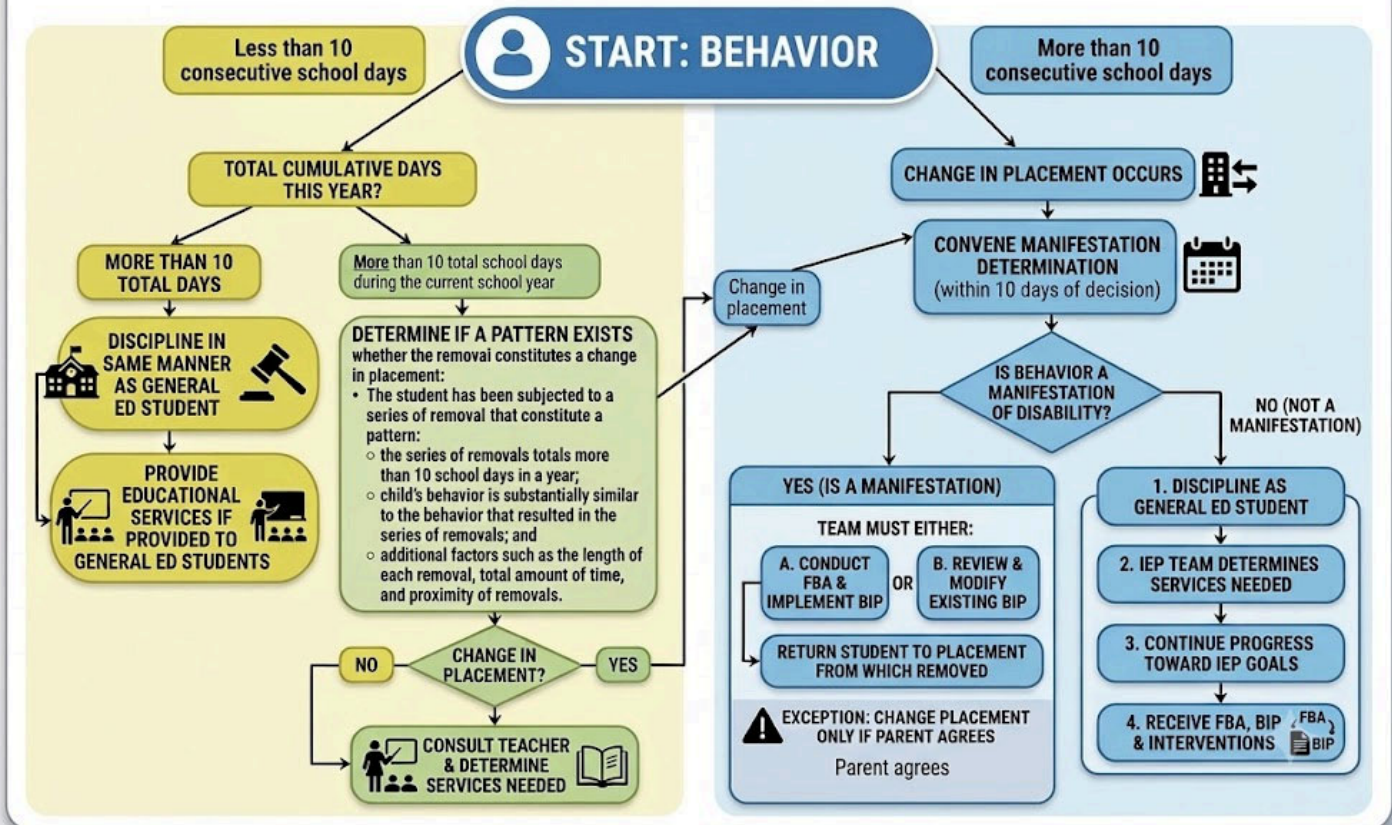
The Student Code of Conduct applies in all of the following situations:

- Regular school hours (including when students are going to and from school)
- While students are being transported on a school bus or vehicle used for school purposes
- At all times and places where a school official or employee has authority over students
- School-sponsored / school-related events and activities (including field experiences and athletic events)
- On-or-off campus actions resulting in harmful effects on students or the educational process
- On Phoenix #1 property, at any time

How is Discipline Administered For Students With Disabilities?

All district personnel administering discipline must take into account a student's disability under either Section 504 or the Individuals with Disabilities Education Act (IDEA) if the student is suspected of having--or is being considered for an evaluation for--a disability. Phoenix #1 must follow specific procedures for students considered disabled under federal law, including determining whether a behavior is a manifestation of a student's disability.

SPECIAL EDUCATION DISCIPLINE PROCEDURES FLOW CHART



Created by Heather Pierson, Udall Shumway

How Can I Get More Information or Make an Oral or Written Complaint?

Governing Board policies and regulations related to discipline are available for review in the principal's office at every school or at <https://www.phxschools.org/district-82/governing-board/policies>.

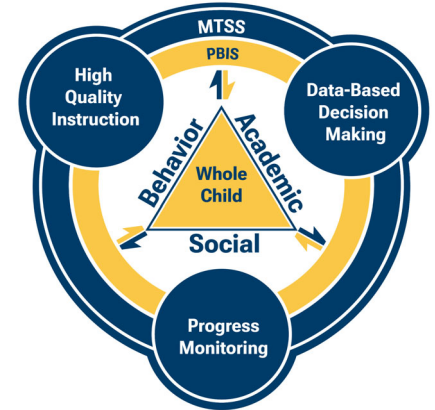
Students or parents/guardians may make a complaint related to discrimination, harassment, hazing, abuse, bullying, or unfair disciplinary actions with the school principal or email communityrelations@phxschools.org.

Belonging

Belonging is built on a simple, powerful truth: at Phoenix #1, we believe every student, family, staff member, and person involved in our school community belongs.

Our Superintendent Student Advisory Team beautifully defines belonging as:

“feeling at home at school - safe, comfortable, and able to be yourself without worrying about fitting in. It’s when everyone is welcomed kindly and fairly, people include and encourage each other, stand up for one another, and make sure school is a place where we can have fun, and know we truly matter.”



Our schools work to create an emotional climate of psychological safety that activates students' ability to excel. Our staff members work intentionally to build authentic relationships between students and staff and peer-to-peer, gain deep knowledge about each student—understanding their individual strengths and needs—in order to co-create achievable academic, social, and behavioral goals.

When thinking about behavior, we consider every action as a means to meet a need. By working together to understand what a student is trying to communicate or achieve through their behavior, we can intervene with compassion, targeted support, and meaningful guidance, using behavior as opportunities to teach rather than provide punitive consequences.

Positive Behavior Intervention (PBIS) and Core Practices

Positive Behavioral Interventions and Supports (PBIS) is a proactive framework used throughout our school district to create a safe, positive, and fair learning environment. Instead of using traditional punishment, this system focuses on teaching, modeling, and reinforcing positive behaviors. By clearly defining behavior expectations across all schools, we help students succeed academically, socially, and emotionally.

Our PBIS systems include:

1. Schoolwide Expectations, each site has a matrix of Schoolwide Expectations and expected priority behaviors that align with the expectations.
2. Reinforcement Systems for positively recognizing students behavior that meets the expectations.
3. Behavior Flowchart and process for the school community understanding of major, office handled versus minor, classroom managed behaviors.
4. All schools are expected to monitor behavior data and intervene in areas of concern at Tier 1, 2 and 3. PBIS and Leadership Teams identify trends, prevent escalation by intervening and monitor progress of interventions.

PBIS is a preventative framework of proactive behavior teaching and reinforcement that supports schoolwide climate and culture. It is expected that classroom teachers are educated about the site based systems, are accountable to following the systems with fidelity and work proactively to engage students in learning behavior just as they learn reading, writing and math. When repeated infractions occur students are taught, parents are notified and the behavior flowchart is followed to track minor behaviors in the classroom.

Students are also taught expected behavior, the consequences of both positive and negative behavior and given opportunities to learn to meet expectations.

PBIS allows our schools to be proactive rather than reactive as it relates to behavior.

All sites have a PBIS Lead and a PBIS team. The recommended team members include administrators, general education teacher(s), Exceptional Student Services teacher/s, social worker, behavior intervention specialist, parent and student voice.

Administrators, social workers, behavior intervention specialists and multi-disciplinary teams work together to use behavior infractions as teaching opportunities that identify missing behavioral skills, provide targeted interventions, and keep students engaged in learning. We are committed to creating a safe, respectful learning community where all belong. We believe that every student can learn from mistakes, repair harm, and strengthen relationships.

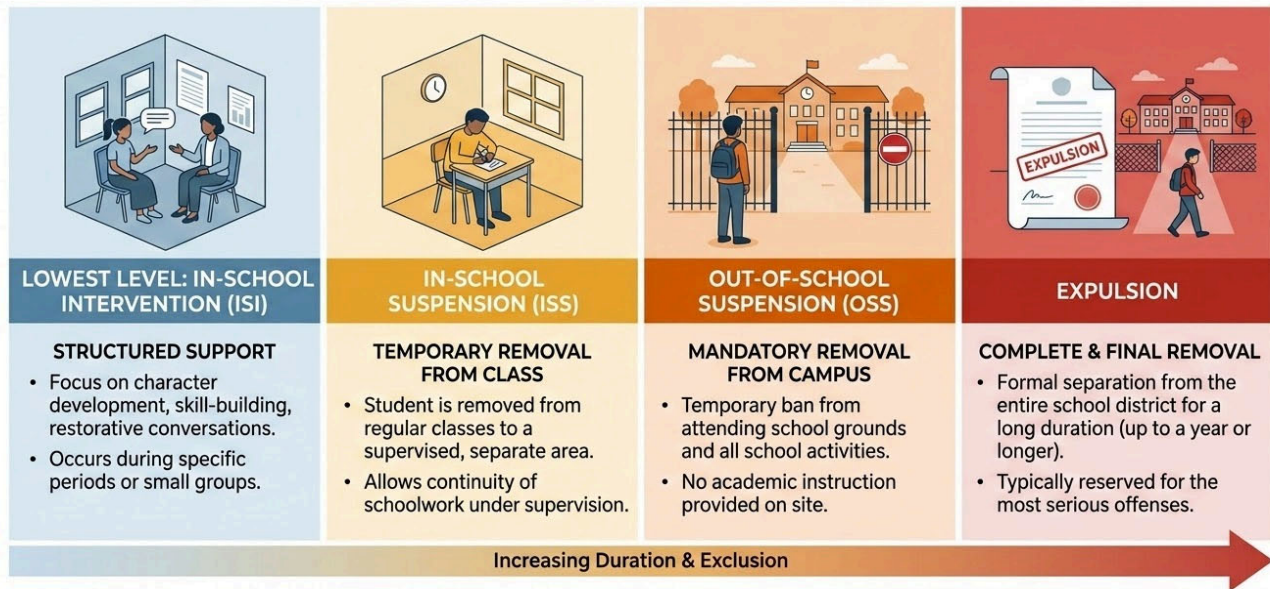
Core Practices Include:

- Predictable Environments: Teaching and reteaching expectations, routines and procedures.
- Positive Reinforcement: Recommended 5:1 positive reinforcement to redirection.
- Skill Identification: Pinpointing specific behavioral gaps and providing targeted learning readiness and social skills training.
- Restorative Conversations: Teaching vital social skills through reparative dialogues where students take accountability for their actions.
- Community Building: Utilizing community building circles to foster a supportive classroom and school climate
- Reflection & Regulation: Providing behavior reflection tools and dedicated de-escalation spaces for emotional self-regulation.
- Structured Monitoring: Implementing Check-In/Check-Out (CICO) protocols and collaborative behavior contracts.
- Supported Transitions: Conducting intentional re-entry meetings to smoothly transition students back into the learning environment.

Exclusionary Consequences

Exclusionary consequences involve removal of a student from classroom instruction for longer than thirty minutes or longer than one class period. These include positive alternatives to out-of-school suspension (see page 6) settings or programs, in school suspensions, out-of-school suspensions, and expulsions.

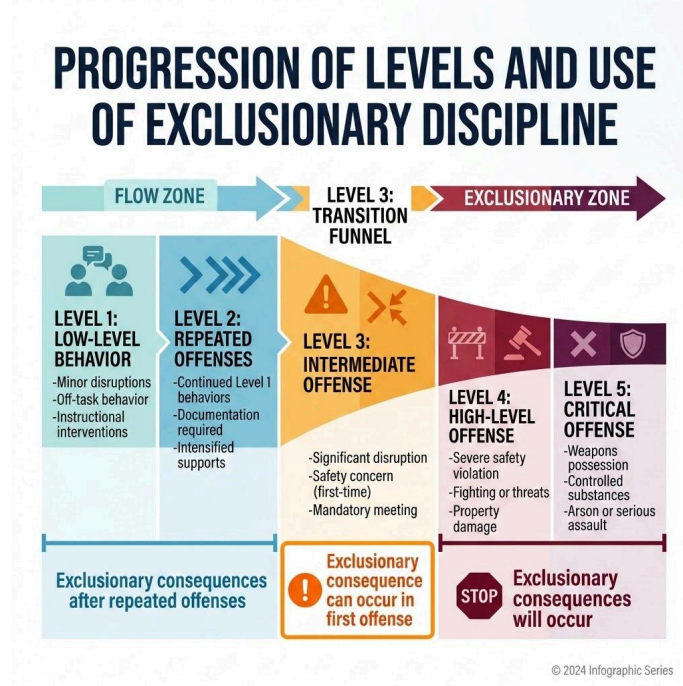
FORMS OF EXCLUSIONARY DISCIPLINE: ESCALATING SEVERITY



When Do Exclusionary Consequences Apply?

If Exclusionary Consequences are imposed, students will have fair due process that includes an opportunity to appeal (see information on due process, page 11) for all offenses, disciplinary consequences must be paired with meaningful instruction and supportive guidance (e.g. constructive feedback and re-reaching) so students are offered an opportunity to learn from their behavior and, where possible, an opportunity to continue to participate in the school community. School Safety personnel will not participate in discipline decisions occurring after an incident. This in no way prohibits School Safety involvement during or immediately after an incident to protect campus safety.

Positive Alternatives to Out-Of-School Suspension



Principals are encouraged to utilize positive alternatives to suspension whenever practicable. Some of the most common alternatives include:



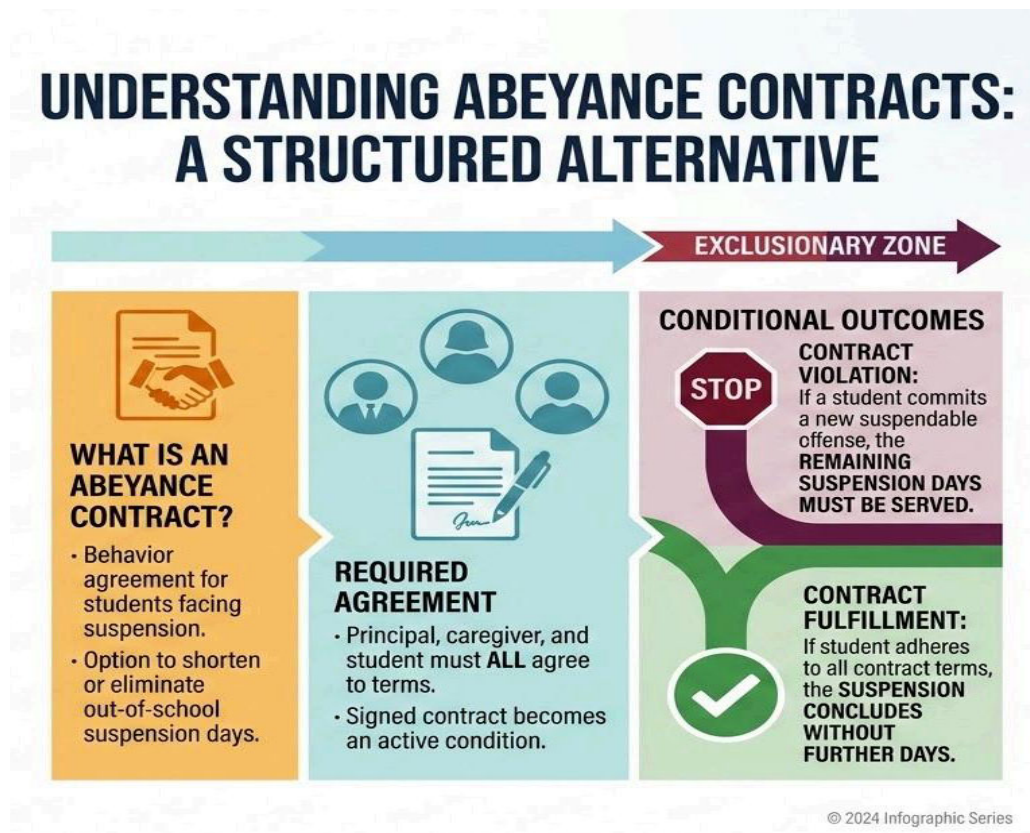
In-School Suspension (ISS) (Level 1 or Level 2) (Reassignment to a Different Class or Area)

ISS is an alternative to short-term suspension in which students remain on campus but learn and work in an area separate from their peers. Students in ISS may be supervised by a highly qualified teacher or other staff member, and will continue to receive their core curriculum in a supervised setting. If a student has an IEP they must have access to their special education teacher and daily services. All students will have access to the general education curriculum while in ISS.

If a student has an IEP and is assigned to ISS, this time constitutes a removal just as if it were OSS and therefore would lead to a manifestation hearing if the student reaches 10 days over the course of a year.

Abeyance Contracts

An Abeyance Contract is a behavior contract that may be offered to a student who is facing a suspension and can be used to shorten or eliminate the number of days a student is out of school. The Principal, caregiver, and student must agree to and sign the Abeyance Contract, with the understanding that if the student violates the contract with a suspendable violation, the remaining suspension days must be served. Students at low risk of repeating an incident or offense are generally the best candidates to receive an abeyance contract. Students on an abeyance contract should be supported by administration and staff in their success through check ins, monitoring, and other reasonable support.



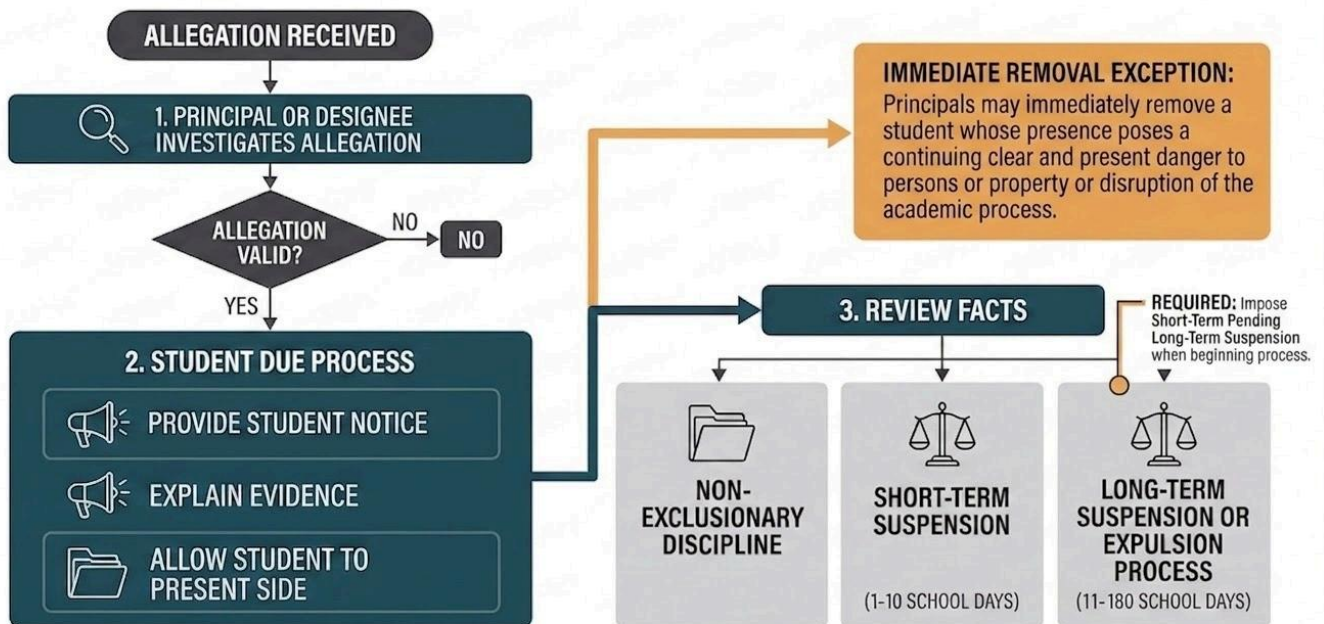
Intensive Therapeutic Intervention (ITI)

The ITI program is designed for students requiring individualized intervention through MTSS or IEP services. These therapeutic services are provided at an off-campus location where students receive intensive behavioral and emotional supports tailored to their specific needs. Additionally, the ITI program can serve as an alternative to out-of-school suspension, offering a structured environment where students reflect on their choices and develop problem-solving and social skills to prevent future behavioral challenges. By maintaining a predictable and supportive learning space, the program helps students build positive replacement skills while managing emotional baselines. Ultimately, the ITI team collaborates with home campuses to establish consistent procedures, ensuring a smooth and successful transition back to the student's typical school setting.

Due Process for Short Term Suspension or Expulsion

Any student facing a suspension or expulsion will be provided basic due process as a legal safeguard to protect the constitutional rights of the student and his or her caregivers. Expulsion is the permanent withdrawal of the privilege of attending any school in the District unless the Governing Board reinstates the privilege.

INVESTIGATIVE & DISCIPLINARY PROCEDURE: PRINCIPAL'S GUIDELINES



Upon learning of a potential Code of Conduct violation, school administration will conduct a prompt and thorough investigation, following the due process described here. That investigation will generally be conducted within 1-2 school days, but may take longer, if necessary, based on the individual circumstances of the matter being investigated. School administrators may impose discipline as soon as they have followed the due process requirements, and they are satisfied that the student violated the Code of Conduct. In certain cases, administrators may learn new information would have resulted in a different disciplinary decision (i.e., a contrary finding about whether a violation occurred or a finding that a different level of violation occurred), the administrator will update the disciplinary decision accordingly and will follow all notice and due process requirements for the updated violation.

Due Process for Long-Term Suspension or Expulsion

Principals must impose a “short-term pending long-term suspension” if they are considering long-term suspension or expulsion, and must first comply with the base due process described on page 9 (the short-term pending long-term suspension period will count toward the long-term suspension). Once a principal decides to impose a long term suspension or expulsion, the District shall provide more formal due process as a legal safeguard to protect the constitutional rights of students and caregivers. Student, parent, and guardian rights include: *the right to be present for all proceeding, access to records and evidence, ability to present evidence and witnesses, having testimony presented and saved, and access to an interpreter if necessary.*



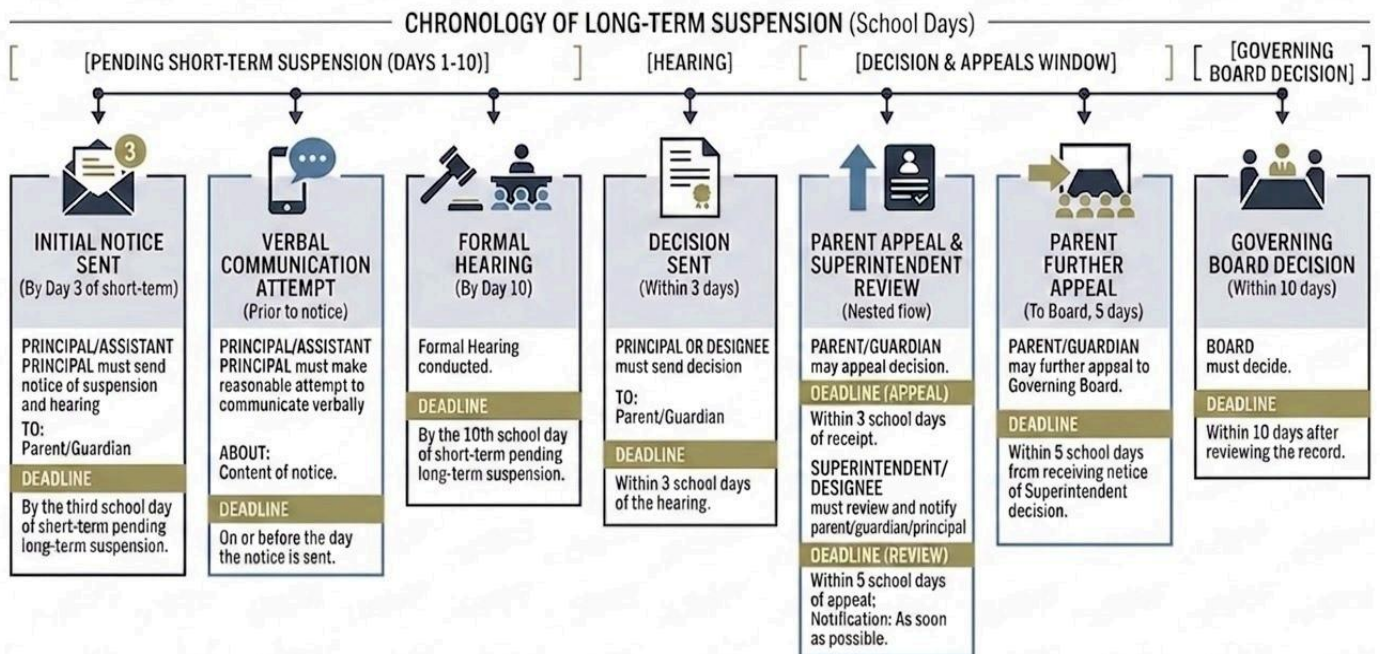
Long-Term Suspension Decision and Appeal Process

At the beginning of the process for a long term suspension, the Principal must send notice of suspension and hearing to the parent/guardian by the **third school day** of the short-term pending long-term suspension. **On or before the day the notice is sent**, the Principal must make a reasonable attempt to communicate verbally to the parent/guardian about the content of the notice

Formal Hearing must be held by the **10th school day** of the short-term pending long term suspension. Following the hearing, the principal must send the decision within **3 school days**. Parent/guardian may appeal within **3 school days of receipt**; the Superintendent or designee must review within **5 school days** and notify the parent/guardian/principal **as soon as possible**.

The parent/guardian may further appeal to the Governing Board within **5 school days** from receiving notice. The Governing Board must decide within **10 days** after reviewing the record.

TIMELINE FOR LONG-TERM SUSPENSION PROCESS (PROCEDURAL DUE PROCESS)



Guidelines for Applying Actions

1. Nothing in the Code of Conduct shall prevent school personnel from protecting campus safety as appropriate.
2. The Superintendent and Chief Academic Officer will continuously review all suspensions. In the case of some level 3 and all level 4 and 5 infractions it is critical that the Superintendent and/or Chief Academic Officer be contacted:
 - a. If law enforcement is contacted
 - b. If the consequence involves more than 3 days of OSS
 - c. If the violation involves a violation of “other school threat”
3. Principals may request a waiver of mandatory actions for level 4 or 5 consequences by contacting the Superintendent or Chief Academic Officer. Waivers may not be sought when the prescribed disciplinary action involves the possession of a firearm or threatening an educational institution. By state law, in such a case, only the Governing Board may decide, on a case by case basis, whether to impose less than the mandatory penalty.
4. A student who willingly assists or forces another student to commit a violation of these guidelines may be held equally accountable for the violation.
5. All parent/guardian conferences will be made in a timely manner. Parents/guardians may participate in a conference via phone or another accessible mode of communication. Students will not be disciplined further merely because their parent/guardian cannot participate in a conference (i.e. extension of exclusionary discipline until a conference is held).
6. Attempted violations, including physical conflict may require actions. Principals will determine the appropriate level of action for attempted violations. Actions will generally be at a lower level than the actual violation.
7. When determining the appropriate level of action to take, Principals shall consider a student’s claim of self-defense, defense of others or defense of property.
8. Law Enforcement and School Safety Officers, and other security personnel, shall not be involved in low-level student discipline (levels 1-2). **This in no way prohibits contacting school safety officers or law enforcement during or immediately after an incident to protect student, staff, or visitor safety.** A Principal must immediately notify the Superintendent and/or Chief Academic Officer when law enforcement is contacted. Law Enforcement may be contacted in cases of vandalism where the District is seeking restitution for damage to school property.

Transition Back to School After Fights/Assault

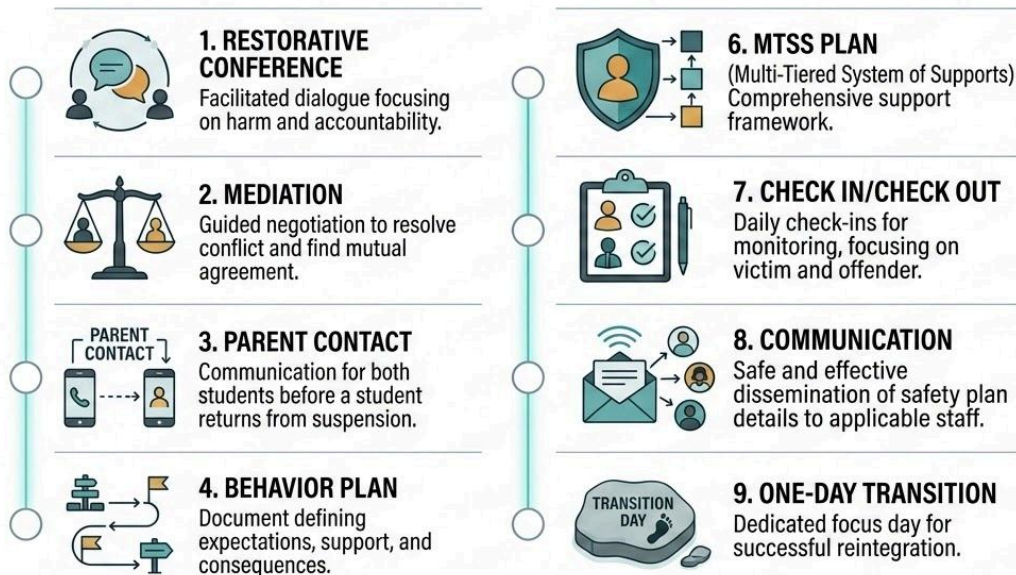
Students returning from suspension for fights or assaults will participate in either a mediation or other restorative practices. In addition, any student(s) involved as the victim(s) of the returning student's conduct will be notified that the student is returning, and appropriate supports will be put in place to ensure student safety.

When students return to school from suspension under these circumstances, *a student supervision and/or supervision plan must be implemented with either the offender, victim, or both.* In addition, administrators may implement one or more of the following options:

1. Restorative conference;
2. Mediation;
3. Parent contact for both students before a student returns from suspension when an altercation has occurred;
4. MTSS plan;
5. Check in and check out for victim and offender;
6. Communication of safety plan for applicable staff;
7. One-day transition

ADMIN PROTOCOLS: POST-CONFLICT REINTEGRATION

Critical Steps for Successful Student Return After Suspension



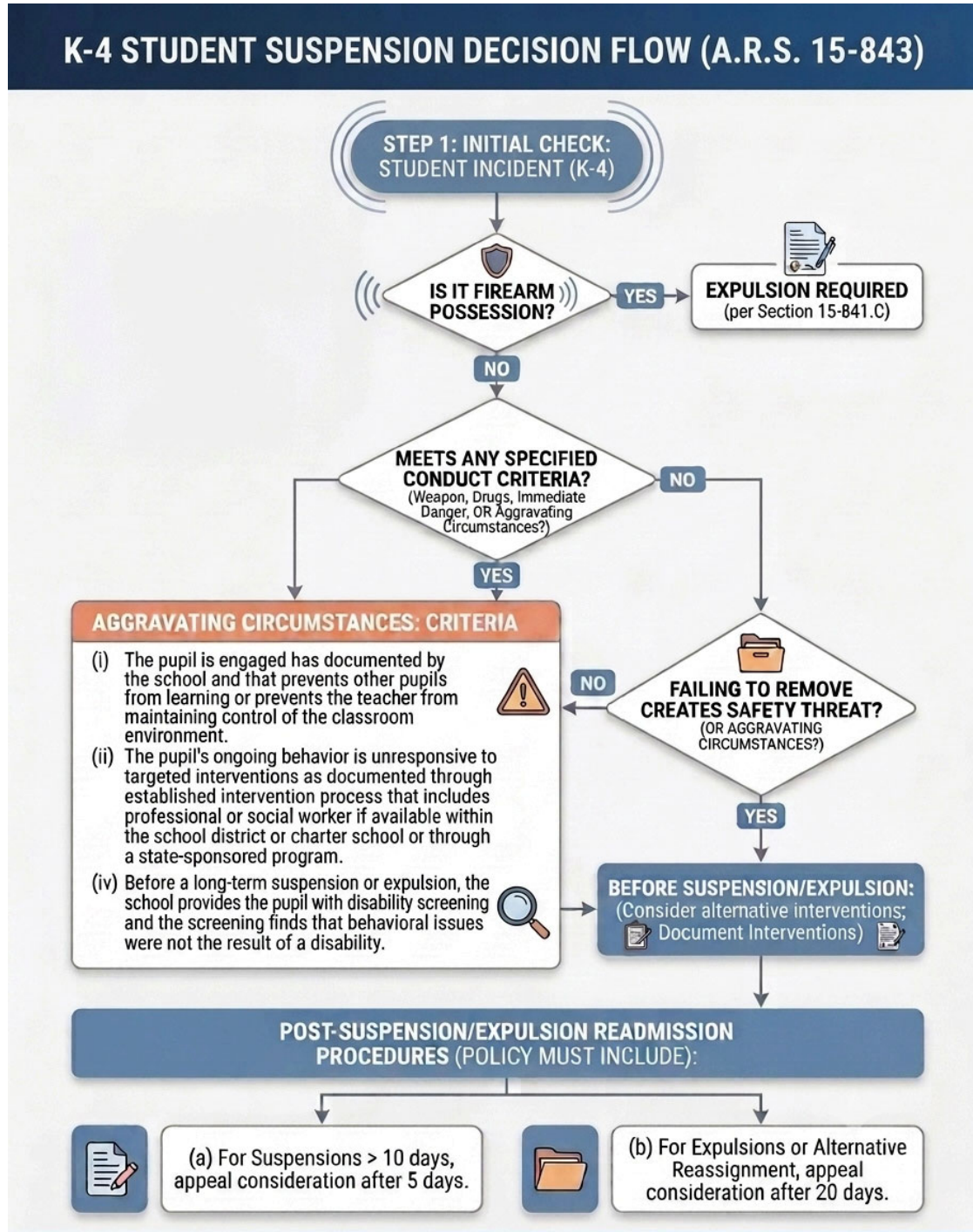
ADMINISTRATION OVERVIEW & OPTION SELECTION



SCHOOL REINTEGRATION PROTOCOLS 2024

K-4 Law Suspension/Expulsion

The suspension or expulsion of K-4 students is governed by [A.R.S. 15-843](#), where a K-4 student commits a violation subject to suspension, the student may be suspended for a maximum of two days, and the aggregate suspensions for that student may not exceed 10 days within a school year, unless an exception to their rule applies. The exceptions are set forth in the flow chart below:



Action Levels for K-5 Elementary Students

Guidance Effective K-2 discipline requires shifting from a "punishment" mindset to a guidance and teaching approach that accounts for young children's rapid neurological and social-emotional development. At this age, behavior is a form of communication often rooted in underdeveloped impulse control rather than intentional defiance. The developmental age and stage is to be considered with making decisions about discipline, especially when investigating. Effective K-2 discipline requires shifting from a "punishment" mindset to a guidance and teaching approach that accounts for young children's rapid neurological and social-emotional development. At this age, behavior is a form of communication often rooted in underdeveloped impulse control rather than intentional defiance. The developmental age and stage is to be considered with making decisions about discipline, especially when investigating.

When considering actions, schools strive to implement Restorative Practices and to keep students in their classrooms whenever possible. Disciplinary actions must be non-discriminatory, fair, age-appropriate, and correspond to the severity of the student’s misbehavior. Principals may exercise reasonable discretion in deciding which violation occurred, and may request an elevated consequence based on campus safety concerns.

The chart below lists actions that may be taken by school administration as the result of a violation. The Action Level identifies a range of actions for violations assigned to that level. Multiple actions may be applied to a single violation.

A.R.S. § 15-843 prohibits the use of out of school suspension for students under the age of 7. For students 7 years or older, suspension may only be used for violations involving possession of weapons, narcotic, or other dangerous drugs or immediately endangers the health or safety of others. In all other violations, use of out of school suspension can only be used in situations in which persistent behavior has been documented and prevents control of the classroom environment and/or the behavior is unresponsive to interventions. [A.R.S. § 15-843](#).

Per the discretion of the administrator and/or Superintendent or Chief Academic Officer, the level for an offense may be lowered depending on a variety of factors including age, maturity, and emotional development of the offending student. The level for an offense cannot be increased without expressed approval of the Superintendent or the Chief Academic Officer and only in instances in which behavior is ongoing, escalating and unresponsive to consistent and documented intervention.

ACTIONS LISTED IN BOLD ARE THE MINIMUM AND MANDATORY ACTION FOR THAT LEVEL OF VIOLATION. FOR ALL VIOLATIONS, PARENT/GUARDIAN NOTIFICATION AND REQUEST FOR STUDENT CONFERENCE ARE MANDATORY.

In response to a student discipline referral, students and caregivers can expect the following actions:

1. A documented **restorative conversation** between a staff member and/or administrator and the student regarding the incident that occurred.
2. An appropriate and timely **intervention and/or consequence** assigned with the goal to change behavior and address the impact; interventions and consequences progress based on the impact and severity of the behavior incident.
3. In the event that a behavioral incident(s) is deemed **high impact** (severe, multiple) to the school community, a more serious consequence may be assigned to include off-campus suspension. Off campus suspensions that exceed 3 full school days require the approval of the Chief Academic Officer. In cases in which exclusionary discipline greater than 3 full school days is implemented, school staff shall use this time of separation to prepare student re-entry plan [Student Re-entry Plan PHX #1](#) and include the student and caregivers in the process.
4. Documented **caregiver contact** to describe the behavior incident and the assigned intervention(s) and/or consequence(s). Re-entry meeting scheduled.

Level 0

Before referring a matter to school administration, classroom teachers are expected to employ at least three classroom-level interventions – with appropriate documentation – for a Level 1 offense.

- | | | |
|---|---|------------------------------------|
| • Parent/Guardian notification and conference request | • Detention (before/after school/lunch) | • Meeting with social worker |
| • Student conference restorative conference and/or restorative circle | • Saturday school | • Peer mediation |
| • Verbal/Written apology | • Delayed departure from school | • Functional behavioral assessment |
| • Reflective essay | • Time out (not to exceed 30 minutes) | • Behavior contract |
| • Warning | • Reassignment to different class | • Behavior intervention group |
| | • Suspended privileges | • Behavior intervention plan |
| | • Community service (not work detail) | • Other action |
| | • Restitution | |
| | • Teen court | |
| | • Referred to outside agency | |

**Some actions may not be available at all schools*

Level 1

Level one consequences can be utilized in partnership with progressive consequences for all level one, two, three, and four offenses and in adherence with the Arizona K4 Law.

Offenses	Consequences
Offense #1	• Student Conference and Caregiver Contact
Offense #2	• Detention and Caregiver Contact
Offense #3	• 1 Day Reassignment and Caregiver Contact
Offense #4	• MTSS Referral, Caregiver Conference to Develop Behavior Contract
Offense #5	• Escalates to a level 2 with a Request to Elevate Discipline

Level 2

Level two consequences can be utilized in partnership with progressive consequences for all level one, two, three, and four offenses and adherence with the Arizona K4 Law.

Offenses	Consequences
Offense #1	• Student Conference and Caregiver Contact
Offense #2	• Detention and Caregiver Contact
Offense #3	• Reassignment (1-3 Day) or In School Intervention (1-3 Days) and Caregiver Contact
Offense #4	• MTSS Referral, Caregiver Conference/Behavior Contract, Social Work Referral
Offense #5	• Escalates to a level 3 with a Request to Elevate Discipline

Level 3

Level three consequences can be utilized in partnership with progressive consequences for all level one, two, three, and four offenses and in adherence with Arizona K4 Law.

Offenses	Consequences
Offense #1	• Caregiver Conference + OSS/ISI or Reassignment (1-2)
Offense #2	• Caregiver Conference + OSS/ISI or Reassignment (2-4)
Offense #3	• Caregiver Conference + OSS/ISI or Reassignment (4-7)
Offense #4	• Elevation to Level 4 with a Request to Elevate Discipline

Level 4	Level four consequences in adherence with the Arizona K4 Law. Hearing officers have the option to offer alternative education programs (see ITI) as an alternative or in partnership with a consequence when making decisions at a long-term suspension hearing. <i>Due to the serious nature of the violation, there is no consequence progression</i>	
	<table border="1"> <tr> <td>Consequences</td><td> OSS (11-30 days) option of Abeyance OR Hearing for Long Term Suspension - Any action from the prior level(s) may also be imposed - Restorative Conference/Circle and Success Plan (upon re-entry to school) </td></tr> </table>	Consequences
Consequences	OSS (11-30 days) option of Abeyance OR Hearing for Long Term Suspension - Any action from the prior level(s) may also be imposed - Restorative Conference/Circle and Success Plan (upon re-entry to school)	
Level 5	Any action from the prior level(s) may also be imposed. - Out-of-School Suspension and/or Abeyance – Long-term (11-180 Days) when deemed appropriate in adherence to the Arizona K4 Law. - Restorative Conference/Restorative Circle and Success Plan (upon re-entry to school) - Expulsion (181+ Days): Expulsion is the permanent withdrawal of the privilege of attending any school in the District unless the Governing Board reinstates the privilege.	

Violation Levels

AGGRESSION		
Violation		Action Level
Provocation (verbal or nonverbal)	Using offensive language or gestures that may incite another person to fight.	1
Recklessness	Engaging in unintentional, careless behavior that may pose a safety or health risk for yourself or for others.	1
Minor Aggressive Act	Engaging in intentional, non-serious but inappropriate physical contact such as, but not limited to: hitting, poking, pulling, pushing, tripping, pulling a chair out from underneath another person, or other behaviors that demonstrate low level hostile conduct.	2
Endangerment	Recklessly putting self or another person at substantial risk of imminent death or serious physical injury through acts such as, but not limited to: throwing objects such as heavy water bottles, rocks, books from heights or directly at individuals, climbing school roof, scaling high perimeter fences, physical stunts, supply misuse that could cause injury. <i>For elementary students it is important to determine if a typical student of this age would understand that this act could put themselves or another person in risk of injury.</i>	3
Physical Conflict		
Other Aggression	“Intentionally or knowingly engaging in physical contact that has a reasonable risk of resulting in physical injury” (e.g. pushing, kicking, biting, hitting, slapping, spitting, and punching with no physical injury etc.) Similar conduct not meeting the definition of “Other Aggression” shall be treated as the level 2 offense of “Minor Aggressive Act”.	3
Fighting	A fight is defined as a physical altercation in which both parties are willing participants who had one or more opportunities to de-escalate the situation, leave the situation, or notify a school official of the potential fight prior to making the decision to participate, and where the circumstances present a threat to safety because of the number of participants or the intensity and violence of the conduct.	3

Assault	Intentionally or knowingly causing another person physical injury. “Physical injury” includes the temporary or substantial loss or impairment of any body organ or part (e.g. the fracture of a bone), and temporary but substantial disfigurement (e.g. bleeding, bruising, or a visibly open wound). Injuries may not be visible if internal injury is present (e.g. head injury).	4
Aggravated Assault	Intentionally or knowingly causing serious physical injury to another. “Serious physical injury” includes physical injury that creates a reasonable risk of death, or that causes serious and permanent disfigurement, serious impairment of health, or loss or protracted impairment of the function of any bodily organ or limb. Committing an assault using a firearm, simulated firearm, dangerous item, or other weapon (as defined in the Code of Conduct). Placing a person in reasonable apprehension of imminent harm by threatening to use a firearm, simulated firearm, dangerous item, or other weapon (as defined in the Code of Conduct). Committing the assault while the victim is being held or otherwise physically restrained or while the victim’s capacity to resist is substantially impaired. Committing assault and the person in violation of an order of protection Committing the assault knowing or having reason to know that the victim is any of the following: • Teacher or any school employee on school grounds • Law enforcement officer, Firefighter, EMT/Paramedic Engaged in official duties, on grounds adjacent to the school or in any part of a building or vehicle used for school purposes.	5 Mandatory report to law enforcement

Interventions for Aggression Violations	MTSS referral and intervention to understand form and function of behavior (attention, escape/avoidance, tangible, sensory), to develop individualized intervention plans Consider ITI based on data of previously attempted interventions, discipline history (OSS days) or level of risk (referral to school based threat assessment team (CSTAG) Restorative Conference/Mediation, Check In, Check Out, Behavior Contract, Skill-based Intervention Group, Support Group, Intensive Therapeutic Intervention (ITI) program*, referral to school based Threat Assessment Team (TAT)**.
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* The ITI program understands that a student’s misbehavior can be attributed to a lack of motivation, a performance deficit or a skill deficit. We strive to create a predictable structure in which motivating consequences are contingent on behavioral performance. Thus, it is important to explicitly teach students the social skills and coping strategies necessary for success in a generalized environment.

**Students may be required to participate in an individual threat assessment. Reasons that a student would be required to participate in a threat assessment include, but are not limited to, the following: verbal or written threats; Assault; Intimidation or Harassment; violent behavior; or any situation deemed by the District administration to be a disruption to the learning environment.

ALCOHOL, TOBACCO AND OTHER DRUG VIOLATIONS

Definitions

Drug Violation	Unlawful use, distribution, sale, purchase, possession, transportation or importation of any controlled drug or narcotic substance or equipment, and devices used for preparing or taking drugs or narcotics. Includes being under the influence of drugs at school, school-sponsored events, and on school-sponsored transportation. Includes over-the-counter medications if abused by the student.
Possession	Knowing exercise of dominion or control over an item.
Use	The act of using or being under the influence.
Sale	To transfer or exchange an item to another person for anything of value or advantage, present or prospective.
Share	To allow another person to use or enjoy something that one possesses.

Violation	Action Level
Inappropriate Use of Over-the-Counter Drugs	Medicines that may be purchased directly without a prescription from a health care professional. Inappropriate use includes any use other than that described on the packaging or recommended by a health care professional.
Possession of Drug Paraphernalia	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.
Tobacco Violation	The possession, use, distribution, or sale of tobacco products on school grounds (including any device or substance that delivers nicotine such as e-cigarettes, nicotine patches, vapes or vape pens, and hookah sticks), at school-sponsored events, and on school-sponsored transportation.
	Possession or Use 2 Sale or Share 3

Alcohol Violation	The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or use of intoxicating alcoholic beverages or substances represented as alcohol. This includes being intoxicated at school, school-sponsored events and on school-sponsored transportation.	
Inhalants	Inhalants include medications, anesthetics, and other compounds in vapor or aerosol form, taken by inhalation. This does NOT include e-cigarettes or hookah sticks, or items such as markers, glue, etc.	
Unknown Drug	If a drug is identified, after an investigation, a different violation may be identified.	
Substance Represented as an Illicit Drug	A substance that is not an illicit drug but that is represented as, and could be perceived as being, an illicit drug.	
Inappropriate Use of Prescription Drugs	Medicines obtained with the lawful prescription of a health care professional. Inappropriate use includes any use other than that described by the prescription. <i>NOTE: May be elevated to a higher level if it poses a substantial risk of injury or death in its use</i>	
Illicit Drug	Illicit drugs include dangerous drugs, narcotic drugs, marijuana (or derivative thereof), and peyote as defined by A.R.S. § 13-3401, and appearing in any form, including seeds, plants, cultivated product, powder, liquid, pills, tablets, etc. (including any device or substance that delivers an illicit drug such as e-cigarettes, vapes or vape pens, wax pens, and edibles).	
	Possession or Use	3
	Sale or Share	4

Interventions for Alcohol, Tobacco, and Other Drug Violations	Analyze schoolwide data for Tier 1 Prevention Interventions, Caregiver/ Student/ Administrator meeting, Behavior Contract, Resistance Skill-based Intervention Group, Support Group, Refer to Behavioral Health Partners, Intensive Therapeutic Intervention (ITI) program.
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ATTENDANCE POLICY VIOLATIONS (OUT OF SCHOOL SUSPENSION IS NOT PERMITTED)		
Violation		Action Level
Other Attendance Violations	Examples: Leaving school without signing out in the main office; obtaining a pass to go to a certain place and not reporting there, coming to school but not attending classes, hiding in restroom or other area with the intent to avoid going to class	1
Tardy	Arriving at school or class after the scheduled start time.	1
Unexcused Absence	Missing school for an entire day with no acceptable excuse.	1

ATTENDANCE POLICY VIOLATIONS (OUT OF SCHOOL SUSPENSION IS NOT PERMITTED)

Leaving School Grounds without Permission	Leaving school grounds or being in an “out-of-bounds” area during regular school hours without principal or designee permission.	1
Tuancy	Having an unexcused absence for at least one class period during the day (applies to students aged 6-16).	1
Interventions for Attendance Violations	Use of PBIS systems to provide positive incentives, Caregiver/Administrative/Student Meeting, development of Student Success Plan, Student Attendance Success Plans and My Family's Help Bank ; Completion of Understanding of Root Causes checklist, Worksheet: Understanding the root causes for student absenteeism ; referral to MTSS team	

OTHER VIOLATIONS OF SCHOOL POLICIES

Violation		Action Level
Dress Code Violation	Wearing clothing that violates dress code guidelines stated by school or district policy.	1
Public Display of Affection	Kissing or other inappropriate displays of affection.	1
Bus or School Transportation Violation	Student bus or school transportation privileges may be revoked in addition to other applicable consequences of the Code of Conduct.	1
Other Violation of School Policies and Regulations	Committing some other violation of school or district policy or regulation. <i>This category should only be used after consultation to determine if there is no other, more specific, violation the incident could be categorized under.</i>	1
Inappropriate Language (verbal or nonverbal)	Delivering verbal or nonverbal messages that include swearing, name calling, or use of words or gestures in an inappropriate way. <i>Pursuant to the requirements set in Guidelines, above, a Principal may, but is not required to elevate the Action Level for a student swearing at a staff member where the circumstances demonstrate a lack of respect towards authority (rather than just the use of a curse word or words). Similarly, a Principal may use similar discretion in which language that targets, degrades, or intimidates an individual or group based on actual or perceived identity (including race, color, religion, national origin, gender identity, sexual orientation, or disability) and creates a hostile or disruptive educational environment.</i>	2
Defiance or Disrespect Towards Authority and Non-Compliance	Engaging in repeated behavior including, but not limited to, refusing to follow directions, talking back, or engaging in socially rude interactions. <i>Pursuant to the requirements set out in Guideline #4, above, a Principal may, but is not required to, elevate a student engaging in defiance/disrespect towards a staff member as a Level 3 consequence where the circumstances demonstrate an intentional behavior with staff that insults one's disability, race, color, religion/religious beliefs, sex, sexual orientation, gender identity or expression, age, or national origin or current or former immigration status with c is covered in policy AC Non-discrimination, as well as, appearance, professionalism, general insults, insults that involve curse words, throwing objects at the staff member, destroying classroom property belonging to the staff member.</i>	2
Contraband	Possessing items stated in school policy as prohibited because they may disrupt the learning environment.	2
Combustible	Possessing a substance or object that is readily capable of causing bodily harm or property damage (e.g. matches, lighters).	2
Disruption	Intentionally engaging in behavior causing a substantial interruption in a class or activity including, but not limited to, loud talking, yelling, or screaming; noise with materials; throwing objects; or out-of- seat behavior.	2
Gambling	Playing games of chance for money (or thing of value) or betting a sum of money (or thing of value).	2

Negative Group Affiliation/Illegal Organization	Engaging as a member or potential member of an anti-social organization, secret society, criminal street gang, or other set of individuals that are not sanctioned by the Governing Board and which are determined to be disruptive to teaching and learning. This includes wearing of symbolic apparel, making gestures, writing on and marking of property, or altering of personal appearance to symbolize membership in an organization with a history of, or determined to be, a disruption to teaching and learning.	3
Interventions for Other Violations of School Policies	Restorative Conference/Mediation, Service Learning, Behavior Contract, Skill-based Intervention Group, Support/ Counseling Group.	

DISHONESTY		
Violation		Action Level
Cheating	Sharing with another, or taking from another, intellectual property for the purpose of deceit or fraud, or taking or stealing intellectual property from another with or without their knowledge and presenting it as the student's own.	2
Forgery	Falsely and fraudulently making or altering a document, including hall passes and parent/guardian signatures.	2
Lying	Making an untrue statement with the intention to deceive or to create a false or misleading impression.	2
Plagiarism	Stealing and passing off the ideas or words of another as one's own, including material obtained online.	2
Interventions for Dishonesty Violation	Restorative Conference/Mediation Service Learning, Behavior Contract, Skill-based Intervention Group, Support Group, Educational Assignment/Learning Opportunity.	

TECHNOLOGY, IMPROPER USE OF		
Violation		Action Level
Telecommunication Device or Other Technology	Students may possess and use cellular telephones and/or other electronic signaling devices subject to limitations of this and other policies of the District under the following conditions and guidelines: (1) They are to be kept out of view in a student's locker, pocket, or a carrying bag; (2) They shall not be turned on or used during instructional time, except as authorized by the teacher (3) The principal shall establish additional guidelines appropriate to campus needs (4) Students violating the policy may have the electronic device confiscated and be subject to disciplinary action. (5) Any search of the contents of an electronic device shall be by a Principal/IEIS in accordance with the Student Code of Conduct (see Policy JICJ). <i>NOTE: May be elevated to a Level 3 violation if it involves an intention to cause harm to another person.</i> Examples: Use of telecommunication devices (cell phones, pagers, etc.) or other technology (gaming systems, wearable technology,, iPads, Tablets, etc.) for a non-instructional purpose, <u>including posting videos of fights onto social media or posting images of school community members in a manner intended to cause harm to another person.</u>	2
Computer or Network Violation	Examples (Computer): Using school computers for non-instructional purpose, copyright or trademark infringement, knowingly uploading or downloading destructive or malicious programs or software, loading personal software or disks onto school computers without permission of a Principal/Assistant Principal or a District Administrator, vandalism of computers or computer equipment. Examples (Network): Using computer network for non-instructional purpose, knowingly uploading or downloading destructive or malicious programs or software, sharing passwords, attempting to read, delete, copy, or modify the email of other users, accessing secure areas other than for educational purposes, transmitting material information or software in violation of any district policy or regulation, local, state, or federal law or regulation, or tampering with or misuse of the computer networking system or taking any other action inconsistent with this regulation will be viewed as a network violation.	2

Interventions for Improper Use of Technology Violation	Restorative Conference/Mediation Service Learning, Behavior Contract, Skill-based Intervention Group, Support Group., Educational Assignment/Learning Opportunity.
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TRESPASSING; VANDALISM OR CRIMINAL DAMAGE

Definitions		
Criminal Damage	Willful destruction or defacement of school property, commercial property located on school property, or personal property of another person, so as to substantially impair its function or value in an amount of five thousand dollars or more. Principals may consider acts of vandalism that result in damages exceeding \$5,000 in value at a Level 4. (e.g. substantial destruction of copy machines, vehicles, science or computer equipment)	
Violation		Action Level
Trespassing	Entering or remaining on a public school campus or school board facility without authorization or invitation and with no lawful purpose for entry. This includes students under suspension or expulsion and unauthorized persons who enter or remain on a campus or school board facility after being directed to leave by the Principal/Assistant Principal or designee of the facility, campus, or function.	2
Graffiti or Tagging	Writing on walls; drawings or words painted or sprayed on walls or other surfaces that can be easily removed with soap or cleaner.	2
Vandalism of Personal and/or School Property	Destroying or defacing personal or school property. (e.g. Carving initials or words in desktop, spray painting or painting on walls, damaging vehicles, breaking windows.)	3
Interventions for Trespassing, Vandalism, or Criminal Damage Violation	Restorative Conference/Mediation, Service Learning, Behavior Contract, Skill-based Intervention Group	

ARSON

Definitions		
Structure	A building or place with sides and a floor used for lodging, business, education, transportation, recreation, or storage.	
Occupied Structure	Any structure in which one or more persons is, or is likely to be, present or is so near as to be in equivalent danger at the outset of the fire or explosion. This includes any dwelling house, whether occupied or not.	
Property	Anything other than a structure that is owned and has value of any kind (e.g., a backpack, school book, clothing, etc.) .	
Damage	As used here, it means a tangible or visible impairment to a surface.	
Reckless Burning	Recklessly causing a fire or explosion resulting in damage to a structure, wild land, or property.	
Violation		Action Level
Arson of a Structure or Property	Knowingly and unlawfully damaging a structure or property by knowingly causing a fire or explosion. Burning one's own property is not arson, except for burning one's own property with the knowledge that it will ignite another's property or a structure (but may, where appropriate, be considered reckless burning).	4

Arson of an Occupied Structure	Knowingly and unlawfully damaging an occupied structure by knowingly causing a fire or explosion. <i>NOTE: Principals/Assistant Principals may consider acts of arson that are only reckless (as opposed to knowing or intentional), or that damage property with a value under \$100 at Level 3. Please see the definition of Reckless Burning above.</i>	5 Mandatory report to law enforcement and fire department
Interventions for Arson Violation	Restorative Conference/Mediation, Behavior Contract, Skill-based Intervention Group, Support Group, Regional Intervention Program, Intensive Therapeutic Intervention (ITI) program, referral to school based Threat Assessment Team (TAT).	

Title IX Guidelines

Governing Board Policy-ACAA Title IX Sexual Harassment

Title IX of the Federal Education Amendments Act protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. The District does not discriminate on the basis of sex and is required by Title IX not to discriminate in such a manner. The District adheres to all conditions established by Title IX by recognizing the right of every student who attends school in the District and every employee who works in the District to do so without the fear of sexual harassment.

The District accepts and shall employ the definition of sexual harassment as established by the Title IX regulations. Sexual harassment means conduct on the basis of sex that satisfies one (1) or more of the following:

- A. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
- B. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
- C. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

The District also accepts and shall employ the definition of a complainant as an individual who is alleged to be the victim of conduct that could constitute sexual harassment, and a respondent as an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

SEXUAL OFFENSES

For level three, four, and five sexual offenses, school administrators will work with the district's designated Title IX coordinator when issuing consequences.

Violation		Action Level
Harassment, Sexual	Making unwelcome sexual advances, requests for sexual favors, and other verbal, graphic, written, or physical conduct of a sexual nature where such conduct has the purpose or effect of creating an intimidating, hostile, or offensive educational environment. Sexual harassment can include nonverbal forms (e.g., "sexting," tweeting, or otherwise sending messages through networking sites and/or telecommunication devices).	3
Harassment, Sexual with Contact	Committing sexual harassment that includes physical contact.	3
Pornography	Possessing or providing sexually explicit and obscene depictions of persons, in words, or images. Examples: viewing and/or sharing nude or sexually-charged images (non-art, non-educational) of people in books, magazines, electronic devices, or on the internet; using an electronic device to send or receive nude images, partially-nude images, or images that are sexual in nature ("i.e. sexting"), or drawing nude images, partially-nude images, or images that are sexual in nature that have no redeeming educational value.	3
Indecent Exposure or Public Sexual Indecency	Engaging in sexual acts or public sexual indecency. Examples: Public urination, streaking, masturbation, "peeping tom" (including taking photos or videotaping), exposing another student's private parts, or engaging in intercourse or oral sex.	3
Sexual Assault or Rape	Intentionally or knowingly engaging in sexual intercourse or oral sexual contact with any person without consent of such person.	5 Mandatory report to law enforcement
<i>Interventions for Sexual Offense Violation</i>	Restorative Conference/Mediation, Behavior Contract, Skill-based Intervention Group, Support Group, Regional Intervention Program, Intensive Therapeutic Intervention (ITI) program, referral to school-based Threat Assessment Team (TAT).	

HARASSMENT AND THREAT, INTIMIDATION

Violation		Action Level
Threat or Intimidation	Indicating, by words or conduct, the intent to cause physical injury or serious damage to a person or property, or intentionally placing another person in reasonable apprehension of imminent physical injury. This may include threats or intimidation that occur online or through a telecommunication device. <i>Pursuant to the requirements set in guidelines, above, a Principal may, but is not required to elevate the action level for a student who by words or conduct, the intent to cause physical injury to a school employee or guest on school property or serious damage to an employee's property or guest of the district's property or intentionally placing a Phoenix #1 employee or school guest in reasonable apprehension of imminent physical injury. This may include conduct that occurs through a telecommunication or digital device or online.</i>	3

Bullying	Intimidating students by the real or threatened infliction of repeated physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another, or when such act(s) interfere with the authority of the school system to maintain order. It may include but not be limited to actions such as: engaging in intentional behavior with another student that insults one's disability, race, color, religion/religious beliefs, sex, sexual orientation, gender identity or expression, age, or national origin or current or former immigration status which is covered in policy AC Nondiscrimination, verbal taunts, name-calling and put-downs, including ethnically based or sex or gender-based verbal put-downs, and extortion of money and/ or possessions. Bullying can be physical in form (e.g., pushing, hitting, kicking, spitting, stealing); verbal (e.g., making threats, taunting, teasing, name-calling); non-verbal; cyber-bullying (e.g., text messages, email, any social media; or psychological (e.g., social exclusion, spreading rumors, manipulating social relationships). Knowingly submitting a false report of bullying shall subject the student to discipline.	3
Harassment, Nonsexual	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. Repeatedly commits an act or acts that harass another person. 3. Surveils or causes another person to surveil a person for no legitimate purpose. 4. On more than one occasion makes a false report to a law enforcement, credit, or social service agency. 5. Stalking/following another person in or about a public place for no legitimate purpose after being asked to desist. <i>NOTE: Bullying and sexual harassment are types of harassment. Indicate harassment, nonsexual if the violation is not specifically bullying or sexual harassment, or if the specific type of harassment is not known.</i>	3
Hazing	Committing an act against another student, in which <u>both</u> 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 (athletic team, association, club, or other similar group that is affiliated with the school and whose membership consists primarily of students enrolled at the school that is affiliated with an educational institution) affiliated with an educational institution. 2. 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
Interventions for Harassment and Threat, Intimidation Violation	Restorative Conference/Mediation, Behavior Contract, Skill-based Intervention Group, Support Group, Regional Intervention Program, Intensive Therapeutic Intervention (ITI) program, referral to school based Threat Assessment Team (TAT).	

SCHOOL THREAT OR INTERFERENCE

Definitions

A school threat occurs where a student uses words or actions to place students, staff, or school property guests in apprehension of harm, or to interfere with or disrupt an educational institution.

Violation		Action Level
Fire Alarm Misuse	Intentionally ringing a fire alarm when there is no fire, disabling a fire alarm, or misuse of a fire extinguisher.	4
Other School Threat	Where a student, acting either for the purpose of causing or in reckless disregard of causing interference with or disruption of an education institution, uses words or actions that do not amount to a threat but that place students, staff, or property guests in apprehension of harm (e.g., verbal threats not made directly to the school population or an individual, such as “I wish everyone here would just die”, firecrackers, social media in which other students see a student with either firearms or simulated firearms, etc.).	4

Bomb Threat	Threatening to cause harm by using or threatening to use a bomb, or arson-causing device.	5 Expulsion required by law
Chemical or Biological Threat	Threatening to cause harm using dangerous chemicals or biological agents.	
School Threat	Making a school threat that might reasonably lead to the evacuation or closure of a school property or to the postponement, cancellation, or suspension of any class or other school activity (though actual evacuation, closure, postponement, cancellation, or suspension is not required).	
<i>Interventions for School Threat or Interference Violation</i>	Restorative Conference/Mediation, Behavior Contract, Skill-based Intervention Group, Support Group, Regional Intervention Program, Intensive Therapeutic Intervention (ITI) program, referral to school based Threat Assessment Team (TAT).	

THEFT		
Violation		Action Level
Petty Theft	Stealing cash, or property, valued under \$100.	2
Theft - School Property or Non-School Property	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 student or placed in the student'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 of another under circumstances providing means of inquiry as to the true owner and appropriates such property to the person's own or another's use without reasonable efforts to notify the true owner; or 5. Controls property of another knowing or having reason to know that the property was stolen; or 6. Obtains services known to the student to be available only for compensation without paying or an agreement to pay the compensation or diverts another's services to the person's own or another's benefit without authority to do so.	3
Burglary or Breaking and Entering	Entering or remaining unlawfully in or on the personal property of another, a classroom, a residential structure or yard, or a nonresidential structure, or in a fenced commercial property with the intent to commit any theft or any felony therein.	4
Extortion	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. 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 or cause a public servant to take or withhold action. 8. Cause anyone to part with any property.	4
Robbery	Taking any property of another from their person or immediate presence and against their will; 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.	4
Armed Robbery	Committing robbery (see definition above) where 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.	5 Mandatory report to law enforcement

Burglary First Degree	Entering or remaining unlawfully in or on a residential structure or yard, or a nonresidential structure, or in a fenced commercial property with the intent to commit any theft or any felony therein. Knowingly possessing explosives, a deadly weapon, or a dangerous instrument in the course of committing any theft or any felony.	5 Mandatory report to law enforcement
Interventions for Theft	Restorative Conference/Mediation, Service Learning, Behavior Contract, Skill-based Intervention Group, Restitution	

WEAPONS AND DANGEROUS ITEMS, POSSESSION OF

SEE POLICY JICI FOR MORE DETAILS ON WEAPONS IN SCHOOL

Violation		Action Level
Dangerous Items	Possessing a knife with a blade length of less than 2.5 inches, air soft gun, bb gun, laser pointer, letter opener, mace/pepper spray, paintball gun, pellet gun, razor blade/box cutter, simulated knife, tear gas, firecrackers, smoke or stink bombs, gas, lighter fluid, or other dangerous items (anything that under the circumstances in which it is used, attempted to be used, or threatened to be used is readily capable of causing death or serious physical injury). Mandatory report to law enforcement if under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury.	3
Simulated Firearm	Possessing a simulated firearm made of plastic, wood, metal, or any other material which is a replica, facsimile, or toy version of a firearm. If the simulated firearm is used to threaten or intimidate, the violation will be considered a level 4.	3
Other Weapons	Possessing a billy club, brass knuckles, knife with a blade length of at least 2.5 inches, nunchakus, taser, or stun gun. Mandatory report to law enforcement if under the circumstances in which it is used, attempted to be used or threatened to be used the item is readily capable of causing death or serious physical injury.	4
Firearms	No student shall knowingly carry or possess on their person, within their immediate control, or in or on a means of transportation a firearm without authorization by a school Principal/ Assistant Principal. “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. “Other Firearms” Firearms other than handguns, rifles, or shotguns including: any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any weapon described above; any firearm muffler or firearm silencer; any destructive device, which includes: any explosive, incendiary, or poison gas: bomb; grenade; rocket having a propellant charge of more than four ounces; missile having an explosive or incendiary charge of more than one-quarter ounce, mine or similar device. Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive, or other propellant, and which has any barrel with a bore of more than one-half inch in diameter. Any combination or parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled. <i>NOTE: This definition does not apply to items such as toy guns, colorful plastic water guns, cap guns, bb guns, or pellet guns.</i>	5 Expulsion required by law Mandatory report to law enforcement
Interventions for Possession of Weapons and Danger Violations	Restorative Conference/Mediation, Behavior Contract, Skill-based Intervention Group, Regional Intervention Program, Intensive Therapeutic Intervention (ITI) program, referral to school based Threat Assessment Team (TAT).	

Action Levels for 6-8 Elementary Students

Guidance When considering actions, schools strive to implement Restorative Practices and to keep students in their classrooms whenever possible. Disciplinary actions must be non-discriminatory, fair, age-appropriate, and correspond to the severity of the student’s misbehavior. Principals may exercise reasonable discretion in deciding which violation occurred, and may request an elevated consequence based on campus safety concerns.

The chart below lists actions that may be taken by school administration as the result of a violation. The Action Level identifies a range of actions for violations assigned to that level. Multiple actions may be applied to a single violation.

Per the discretion of the administrator and/or Superintendent or Chief Academic Officer, the level for an offense may be lowered depending on a variety of factors including age, maturity, and emotional development of the offending student. The level for an offense cannot be increased without expressed approval of the Superintendent or the Chief Academic Officer and only in instances in which behavior is ongoing, escalating and unresponsive to consistent and documented intervention.

ACTIONS LISTED IN BOLD ARE THE MINIMUM AND MANDATORY ACTION FOR THAT LEVEL OF VIOLATION. FOR ALL VIOLATIONS, PARENT/GUARDIAN NOTIFICATION AND REQUEST FOR STUDENT CONFERENCE ARE MANDATORY.

In response to a student discipline referral, students and caregivers can expect the following actions:

- 5. A documented **restorative conversation** between a staff member and/or administrator and the student regarding the incident that occurred.
- 6. An appropriate and timely **intervention and/or consequence** assigned with the goal to change behavior and address the impact; interventions and consequences progress based on the impact and severity of the behavior incident.
- 7. In the event that a behavioral incident(s) is deemed **high impact** (severe, multiple) to the school community, a more serious consequence may be assigned to include off-campus suspension. Off campus suspensions that exceed 3 full school days require the approval of the Chief Academic Officer. In cases in which exclusionary discipline greater than 3 full school days is implemented, school staff shall use this time of separation to prepare student re-entry plan ([Student Re-entry Plan PHX #1](#)) and include the student and caregivers in the process.
- 8. Documented **caregiver contact** to describe the behavior incident and the assigned intervention(s) and/or consequence(s).

Level 0	<i>Before referring a matter to school administration, classroom teachers are expected to employ at least <u>three</u> classroom-level interventions – with appropriate documentation – for a Level 1 offense.</i> • Parent/Guardian notification and conference request • Student conference restorative conference and/or restorative circle • Verbal/Written apology • Reflective essay • Warning • Detention (before/after school/lunch) • Saturday school • Delayed departure from school • Time out (not to exceed 30 minutes) • Reassignment to different class • Suspended privileges • Community service (not work detail) • Restitution • Teen court • Referred to outside agency • Meeting with social worker • Peer mediation • Functional behavioral assessment • Behavior contract • Behavior intervention group • Behavior intervention plan • Other action <i>*Some actions may not be available at all schools</i>												
Level 1	Level one consequences can be utilized in partnership with progressive consequences for all level one, two, three, and four offenses. <table border="1"> <thead> <tr> <th>Offenses</th><th>Consequences</th></tr> </thead> <tbody> <tr> <td>Offense #1</td><td> • Student Conference and Caregiver Contact </td></tr> <tr> <td>Offense #2</td><td> • Detention and Caregiver Contact </td></tr> <tr> <td>Offense #3</td><td> • 1 Day Reassignment and Caregiver Contact </td></tr> <tr> <td>Offense #4</td><td> • MTSS Referral, Caregiver Conference to Develop Behavior Contract </td></tr> <tr> <td>Offense #5</td><td> • Escalates to a level 2 with a Request to Elevate Discipline </td></tr> </tbody> </table>	Offenses	Consequences	Offense #1	• Student Conference and Caregiver Contact	Offense #2	• Detention and Caregiver Contact	Offense #3	• 1 Day Reassignment and Caregiver Contact	Offense #4	• MTSS Referral, Caregiver Conference to Develop Behavior Contract	Offense #5	• Escalates to a level 2 with a Request to Elevate Discipline
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Offense #4	Elevation to Level 4 with a Request to Elevate Discipline										
Level 4	Level four consequences in adherence with the Arizona K4 Law. Hearing officers have the option to offer alternative education programs (see ITI) as an alternative or in partnership with a consequence when making decisions at a long-term suspension hearing. <i>Due to the serious nature of the violation, there is no consequence progression</i> <table border="1"> <thead> <tr> <th>Consequences</th><th></th></tr> </thead> <tbody> <tr> <td></td><td> OSS (11-30 days) option of Abeyance OR Hearing for Long Term Suspension - Any action from the prior level(s) may also be imposed - Restorative Conference/Circle and Success Plan (upon re-entry to school) </td></tr> </tbody> </table>	Consequences			OSS (11-30 days) option of Abeyance OR Hearing for Long Term Suspension - Any action from the prior level(s) may also be imposed - Restorative Conference/Circle and Success Plan (upon re-entry to school)						
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Level 5	Any action from the prior level(s) may also be imposed. - Out-of-School Suspension and/or Abeyance – Long-term (11-180 Days) - Restorative Conference/Restorative Circle and Success Plan (upon re-entry to school) - Expulsion (181+ Days): Expulsion is the permanent withdrawal of the privilege of attending any school in the District unless the Governing Board reinstates the privilege.										

Violation Levels

AGGRESSION		
Violation		Action Level
Provocation (verbal or nonverbal)	Using offensive language or gestures that may incite another person to fight.	1
Recklessness	Engaging in unintentional, careless behavior that may pose a safety or health risk for yourself or for others.	1
Minor Aggressive Act	Engaging in intentional, non-serious but inappropriate physical contact such as, but not limited to: hitting, poking, pulling, pushing, tripping, pulling a chair out from underneath another person, or other behaviors that demonstrate low level hostile conduct.	2
Endangerment	Recklessly putting self or another person at substantial risk of imminent death or serious physical injury through acts such as, but not limited to: throwing objects such as heavy water bottles, rocks, books from heights or directly at individuals, climbing school roof, scaling high perimeter fences, physical stunts, supply misuse that could cause injury. <i>For elementary students it is important to determine if a typical student of this age would understand that this act could put themselves or another person in risk of injury.</i>	3

Physical Conflict		
Other Aggression	“Intentionally or knowingly engaging in physical contact that has a reasonable risk of resulting in physical injury” (e.g. pushing, kicking, biting, hitting, slapping, spitting, and punching with no physical injury etc.) Similar conduct not meeting the definition of “Other Aggression” shall be treated as the level 2 offense of “Minor Aggressive Act.”	3
Fighting	A fight is defined as a physical altercation in which both parties are willing participants who had one or more opportunities to de-escalate the situation, leave the situation, or notify a school official of the potential fight prior to making the decision to participate, and where the circumstances present a threat to safety because of the number of participants or the intensity and violence of the conduct.	3
Assault	Intentionally or knowingly causing another person physical injury. “Physical injury” includes the temporary or substantial loss or impairment of any body organ or part (e.g. the fracture of a bone), and temporary but substantial disfigurement (e.g. bleeding, bruising, or a visibly open wound). Injuries may not be visible if internal injury is present (e.g. head injury).	4
Aggravated Assault	1. Intentionally or knowingly causing serious physical injury to another. “Serious physical injury” includes physical injury that creates a reasonable risk of death, or that causes serious and permanent disfigurement, serious impairment of health, or loss or protracted impairment of the function of any bodily organ or limb. 2. Committing an assault using a firearm, simulated firearm, dangerous item, or other weapon (as defined in the Code of Conduct) 3. Placing a person in reasonable apprehension of imminent harm by threatening to use a firearm, simulated firearm, dangerous item, or other weapon as defined in the Code of Conduct). 4. Committing the assault while the victim is being held or otherwise physically restrained or while the victim’s capacity to resist is substantially impaired. 5. Committing assault and the person in in violation of an order of protection 6. Committing the assault knowing or having reason to know that the victim is any of the following ○ Teacher or any school employee on school grounds ○ Law enforcement officer, Firefighter, EMT/Paramedic Engaged in official duties, on grounds adjacent to the school or in any part of a building or vehicle used for school purposes.	5 Mandatory report to law enforcement
Interventions for Aggression Violations	Restorative Conference/Mediation, Behavior Contract, Skill-based Intervention Group, Support Group, Regional Intervention Program, Intensive Therapeutic Intervention (ITI) program*, referral to school-based Threat Assessment Team (TAT)**.	

* The ITI program understands that a student’s misbehavior can be attributed to a lack of motivation, a performance deficit or a skill deficit. We strive to create a predictable structure in which motivating consequences are contingent on behavioral performance. Thus, it is important to explicitly teach students the social skills and coping strategies necessary for success in a generalized environment.

**Students may be required to participate in an individual threat assessment. Reasons that a student would be required to participate in a threat assessment include, but are not limited to, the following: verbal or written threats; Assault; Intimidation or Harassment; violent behavior; or any situation deemed by the District administration to be a disruption to the learning environment.

ALCOHOL, TOBACCO AND OTHER DRUG VIOLATIONS

Definitions

Drug Violation	Unlawful use, distribution, sale, purchase, possession, transportation or importation of any controlled drug or narcotic substance or equipment, and devices used for preparing or taking drugs or narcotics. Includes being under the influence of drugs at school, school-sponsored events, and on school-sponsored transportation. Includes over-the-counter medications if abused by the student.
Possession	Knowing exercise of dominion or control over an item.
Use	The act of using or being under the influence.
Sale	To transfer or exchange an item to another person for anything of value or advantage, present or prospective.
Share	To allow another person to use or enjoy something that one possesses.

Violation		Action Level
Inappropriate Use of Over-the-Counter Drugs	Medicines that may be purchased directly without a prescription from a health care professional. Inappropriate use includes any use other than that described on the packaging or recommended by a health care professional.	
Possession of Drug Paraphernalia	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.	
Tobacco Violation	The possession, use, distribution, or sale of tobacco products on school grounds (including any device or substance that delivers nicotine such as e-cigarettes, nicotine patches, vapes or vape pens, and hookah sticks), at school-sponsored events, and on school-sponsored transportation.	
	Possession or Use	2
	Sale or Share	3
Alcohol Violation	The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or use of intoxicating alcoholic beverages or substances represented as alcohol. This includes being intoxicated at school, school-sponsored events and on school-sponsored transportation.	

Inhalants	Inhalants include medications, anesthetics, and other compounds in vapor or aerosol form, taken by inhalation. This does NOT include e-cigarettes or hookah sticks, or items such as markers, glue, etc.	
Unknown Drug	If a drug is identified, after an investigation, a different violation may be identified.	
Substance Represented as an Illicit Drug	A substance that is not an illicit drug but that is represented as, and could be perceived as being, an illicit drug.	
Inappropriate Use of Prescription Drugs	Medicines obtained with the lawful prescription of a health care professional. Inappropriate use includes any use other than that described by the prescription. <i>NOTE: May be elevated to a higher level if it poses a substantial risk of injury or death in its use.</i>	
Illicit Drug	Illicit drugs include dangerous drugs, narcotic drugs, marijuana (or derivative thereof), and peyote as defined by A.R.S. § 13-3401, and appearing in any form, including seeds, plants, cultivated product, powder, liquid, pills, tablets, etc. (including any device or substance that delivers an illicit drug such as e-cigarettes, vapes or vape pens, wax pens, and edibles).	
	Possession or Use	3
	Sale or Share	4

Interventions for Alcohol, Tobacco, and Other Drug Violations	Restorative Conference/Mediation, Behavior Contract, Skill-based Intervention Group, Support Group, Regional Intervention Program, Intensive Therapeutic Intervention (ITI) program.
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ATTENDANCE POLICY VIOLATIONS (OUT OF SCHOOL SUSPENSION IS NOT PERMITTED)		
Violation		Action Level
Other Attendance Violations	Examples: leaving school without signing out in the main office; obtaining a pass to go to a certain place and not reporting there, coming to school but not attending classes, hiding in restroom or other area with the intent to avoid going to class	1
Tardy	Arriving at school or class after the scheduled start time.	1
Unexcused Absence	Missing school for an entire day with no acceptable excuse.	1
Leaving School Grounds without Permission	Leaving school grounds or being in an “out-of-bounds” area during regular school hours without principal or designee permission.	2
Truancy	Having an unexcused absence for at least one class period during the day (applies to students aged 6-16).	2
Interventions for Attendance Violations	Use of PBIS systems to provide positive incentives, Caregiver/Administrative/Student Meeting, development of Student Success Plan, Student Attendance Success Plans and My Family's Help Bank ; Completion of Understanding of Root Causes checklist, Worksheet: Understanding the root causes for student absenteeism ; referral to MTSS team	

OTHER VIOLATIONS OF SCHOOL POLICIES		
Violation		Action Level
Dress Code Violation	Wearing clothing that violates dress code guidelines stated by school or district policy.	1
Public Display of Affection	Kissing or other inappropriate displays of affection.	1
Bus or School Transportation Violation	Student bus or school transportation privileges may be revoked in addition to other applicable consequences of the Code of Conduct.	1
Other Violation of School Policies and Regulations	Committing some other violation of school or district policy or regulation. <i>This category should only be used after consultation to determine if there is no other, more specific, violation the incident could be categorized under.</i>	1
Inappropriate Language (verbal or nonverbal)	Delivering verbal or nonverbal messages that include swearing, name calling, or use of words or gestures in an inappropriate way. <i>pursuant to the requirements set in guidelines, above, a Principal may, but is not required to elevate the Action Level for a student swearing at a staff member where the circumstances demonstrate a lack of respect towards authority (rather than just the use of a curse word or words). Similarly, a Principal may use similar discretion in which language that targets, degrades, or intimidates an individual or group based on actual or perceived identity (including race, color, religion, national origin, gender identity, sexual orientation, or disability) and creates a hostile or disruptive educational environment.</i>	2
Defiance or Disrespect Towards Authority and Non-Compliance	Engaging in repeated behavior including, but not limited to, refusing to follow directions, talking back, or engaging in socially rude interactions. <i>pursuant to the requirements set out in guideline #4, above, a Principal may, but is not required to, elevate a student engaging in defiance/disrespect towards a staff member as a Level 3 consequence where the circumstances demonstrate an intentional behavior with staff that insults one's disability, race, color, religion/religious beliefs, sex, sexual orientation, gender identity or expression, age, or national origin or current or former immigration statuses with c is covered in policy AC Non-discrimination, as well as, appearance, professionalism, general insults, insults that involve curse words, throwing objects at the staff member, destroying classroom property belonging to the staff member.</i>	2
Contraband	Possessing items stated in school policy as prohibited because they may disrupt the learning environment.	2
Combustible	Possessing a substance or object that is readily capable of causing bodily harm or property damage (e.g. matches, lighters).	2
Disruption	Intentionally engaging in behavior causing a substantial interruption in a class or activity including, but not limited to, loud talking, yelling, or screaming; noise with materials; throwing objects; or out-of- seat behavior.	2
Gambling	Playing games of chance for money (or thing of value) or betting a sum of money (or thing of value).	2
Negative Group Affiliation/Illegal Organization	Engaging as a member or potential member of an anti-social organization, secret society, criminal street gang, or other set of individuals that are not sanctioned by the Governing Board and which are determined to be disruptive to teaching and learning. This includes wearing of symbolic apparel, making gestures, writing on and marking of property, or altering of personal appearance to symbolize membership in an organization with a history of, or determined to be, a disruption to teaching and learning.	3
Interventions for Other Violations of School Policies	Restorative Conference/Mediation, Service Learning, Behavior Contract, Skill-based Intervention Group, Support Group.	

DISHONESTY		
Violation		Action Level
Cheating	Sharing with another, or taking from another, intellectual property for the purpose of deceit or fraud, or taking or stealing intellectual property from another with or without their knowledge and presenting it as the student's own.	2
Forgery	Falsely and fraudulently making or altering a document, including hall passes and parent/guardian signatures.	2
Lying	Making an untrue statement with the intention to deceive or to create a false or misleading impression.	2
Plagiarism	Stealing and passing off the ideas or words of another as one's own, including material obtained online.	2
Interventions for Dishonesty Violation	Restorative Conference/Mediation, Service Learning, Behavior Contract, Skill-based Intervention Group, Support Group., Educational Assignment/Learning Opportunity.	

TECHNOLOGY, IMPROPER USE OF		
Violation		Action Level
Telecommunication Device or Other Technology	Students may possess and use cellular telephones and/or other electronic signaling devices subject to limitations of this and other policies of the District under the following conditions and guidelines: (1) They are to be kept out of view in a student's locker, pocket, or a carrying bag; (2) They shall not be turned on or used during instructional time, except as authorized by the teacher (3) The principal shall establish additional guidelines appropriate to campus needs (4) Students violating the policy may have the electronic device confiscated and be subject to disciplinary action. (5) Any search of the contents of an electronic device shall be by a Principal/IEIS in accordance with the Student Code of Conduct (see Policy JICJ). <i>NOTE: May be elevated to a Level 3 violation if it involves an intention to cause harm to another person.</i> Examples: Use of telecommunication devices (cell phones, pagers, etc.) or other technology (gaming systems, iPods, iPads, Tablets, etc.) for a non-instructional purpose, <u>including posting videos of fights onto social media or posting images of school community members in a manner intended to cause harm to another person.</u>	2
Computer or Network Violation	Examples (Computer): Using school computers for non-instructional purpose, copyright or trademark infringement, knowingly uploading or downloading destructive or malicious programs or software, loading personal software or disks onto school computers without permission of a Principal/Assistant Principal or a District Administrator, vandalism of computers or computer equipment. Examples (Network): Using computer network for non-instructional purpose, knowingly uploading or downloading destructive or malicious programs or software, sharing passwords, attempting to read, delete, copy, or modify the email of other users, accessing secure areas other than for educational purposes, transmitting material information or software in violation of any district policy or regulation, local, state, or federal law or regulation, or tampering with or misuse of the computer networking system or taking any other action inconsistent with this regulation will be viewed as a network violation.	2
Interventions for Improper Use of Technology Violation	Restorative Conference/Mediation, Service Learning, Behavior Contract, Skill-based Intervention Group, Support Group, Educational Assignment/Learning Opportunity.	

TRESPASSING; VANDALISM OR CRIMINAL DAMAGE		
Definitions		
Criminal Damage	Willful destruction or defacement of school property, commercial property located on school property, or personal property of another person, so as to substantially impair its function or value in an amount of five thousand dollars or more. Principals may consider acts of vandalism that result in damages exceeding \$5,000 in value at a Level 4. (e.g. substantial destruction of copy machines, vehicles, science or computer equipment)	
Violation		Action Level
Trespassing	Entering or remaining on a public school campus or school board facility without authorization or invitation and with no lawful purpose for entry. This includes students under suspension or expulsion and unauthorized persons who enter or remain on a campus or school board facility after being directed to leave by the Principal/Assistant Principal or designee of the facility, campus, or function.	3
Graffiti or Tagging	Writing on walls; drawings or words painted or sprayed on walls or other surfaces that can be easily removed with soap or cleaner.	3
Vandalism of Personal and/or School Property	Destroying or defacing personal or school property. (e.g. Carving initials or words in desktop, spray painting or painting on walls, damaging vehicles, breaking windows.)	3
Interventions for Trespassing, Vandalism, or Criminal Damage Violation	Restorative Conference/Mediation, Service Learning, Behavior Contract, Skill-based Intervention Group	

ARSON		
Definitions		
Structure	A building or place with sides and a floor used for lodging, business, education, transportation, recreation, or storage.	
Occupied Structure	Any structure in which one or more persons is, or is likely to be, present or is so near as to be in equivalent danger at the outset of the fire or explosion. This includes any dwelling house, whether occupied or not.	
Property	Anything other than a structure that is owned and has value of any kind (e.g., a backpack, school book, clothing, etc.).	
Damage	As used here, it means a tangible or visible impairment to a surface.	
Reckless Burning	Recklessly causing a fire or explosion resulting in damage to a structure, wild land, or property.	
Violation		Action Level
Arson of a Structure or Property	Knowingly and unlawfully damaging a structure or property by knowingly causing a fire or explosion. Burning one's own property is not arson, except for burning one's own property with the knowledge that it will ignite another's property or a structure (but may, where appropriate, be considered reckless burning).	4
Arson of an Occupied Structure	Knowingly and unlawfully damaging an occupied structure by knowingly causing a fire or explosion. <i>NOTE: Principals/Assistant Principals may consider acts of arson that are only reckless (as opposed to knowing or intentional), or that damage property with a value under \$100 at Level 3. Please see the definition of Reckless Burning above.</i>	5 Mandatory report to law enforcement and fire department

<i>Interventions for Arson Violation</i>	Restorative Conference/Mediation, Behavior Contract, Skill-based Intervention Group, Support Group, Regional Intervention Program, Intensive Therapeutic Intervention (ITI) program, referral to school-based Threat Assessment Team (TAT).
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Title IX Guidelines

Governing Board Policy-ACAA Title IX Sexual Harassment

Title IX of the Federal Education Amendments Act protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. The District does not discriminate on the basis of sex and is required by Title IX not to discriminate in such a manner. The District adheres to all conditions established by Title IX by recognizing the right of every student who attends school in the District and every employee who works in the District to do so without the fear of sexual harassment.

The District accepts and shall employ the definition of sexual harassment as established by the Title IX regulations. Sexual harassment means conduct on the basis of sex that satisfies one (1) or more of the following:

- A. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
- B. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
- C. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

The District also accepts and shall employ the definition of a complainant as an individual who is alleged to be the victim of conduct that could constitute sexual harassment, and a respondent as an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

SEXUAL OFFENSES

For level three, four, and five sexual offenses, school administrators will work with the district's designated Title IX coordinator when issuing consequences.

Violation		Action Level
Harassment, Sexual	Making unwelcome sexual advances, requests for sexual favors, and other verbal, graphic, written, or physical conduct of a sexual nature where such conduct has the purpose or effect of creating an intimidating, hostile, or offensive educational environment. Sexual harassment can include nonverbal forms (e.g., "sexting," tweeting, or otherwise sending messages through networking sites and/or telecommunication devices).	3
Harassment, Sexual with Contact	Committing sexual harassment that includes physical contact.	4
Pornography	Possessing or providing sexually explicit and obscene depictions of persons, in words, or images. Examples: viewing and/or sharing nude or sexually-charged images (non-art, non-educational) of people in books, magazines, electronic devices, or on the internet; using an electronic device to send or receive nude images, partially-nude images, or images that are sexual in nature ("i.e. sexting"), or drawing nude images, partially-nude images, or images that are sexual in nature that have no redeeming educational value.	3
Indecent Exposure or Public Sexual Indecency	Engaging in sexual acts or public sexual indecency. Examples: Public urination, streaking, masturbation, "peeping tom" (including taking photos or videotaping), exposing another student's private parts, or engaging in intercourse or oral sex.	4
Sexual Assault or Rape	Intentionally or knowingly engaging in sexual intercourse or oral sexual contact with any person without consent of such person.	5 Mandatory report to law enforcement
Interventions for Sexual Offense Violation	Restorative Conference/Mediation, Behavior Contract, Skill-based Intervention Group, Support Group, Regional Intervention Program, Intensive Therapeutic Intervention (ITI) program, referral to school-based Threat Assessment Team (TAT).	

HARASSMENT AND THREAT, INTIMIDATION

Violation		Action Level
Threat or Intimidation	Indicating, by words or conduct, the intent to cause physical injury or serious damage to a person or property, or intentionally placing another person in reasonable apprehension of imminent physical injury. This may include threats or intimidation that occur online or through a telecommunication device. <i>pursuant to the requirements set in guidelines, above, a Principal may, but is not required to elevate the action level for a student who by words or conduct, the intent to cause physical injury to a school employee or guest on school property or serious damage to an employee's property or guest of the district's property or intentionally placing a Phoenix #1 employee or school guest in reasonable apprehension of imminent physical injury. This may include conduct that occurs through a telecommunication or digital device or online.</i>	3

Bullying	Intimidating students by the real or threatened infliction of repeated physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another, or when such act(s) interfere with the authority of the school system to maintain order. It may include but not be limited to actions such as Engaging in intentional behavior with another student that insults one's disability, race, color, religion/religious beliefs, sex, sexual orientation, gender identity or expression, age, or national origin or current or former immigration status which is covered in policy AC Non-discrimination, verbal taunts, name-calling and put-downs, including ethnically based or sex or gender-based verbal put-downs, and extortion of money and/ or possessions. Bullying can be physical in form (e.g., pushing, hitting, kicking, spitting, stealing); verbal (e.g., making threats, taunting, teasing, name-calling); non-verbal/cyber-bullying (e.g., text messages, email, any social media; or psychological (e.g., social exclusion, spreading rumors, manipulating social relationships). Knowingly submitting a false report of bullying shall subject the student to discipline.	3
Harassment, Nonsexual	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. Repeatedly commits an act or acts that harass another person. 3. Surveils or causes another person to surveil a person for no legitimate purpose. 4. On more than one occasion makes a false report to a law enforcement, credit, or social service agency. 5. Stalking/following another person in or about a public place for no legitimate purpose after being asked to desist. <i>NOTE: Bullying and sexual harassment are types of harassment. Indicate harassment, nonsexual if the violation is not specifically bullying or sexual harassment, or if the specific type of harassment is not known.</i>	3
Hazing	Committing an act against another student, in which <u>both</u> 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 (athletic team, association, club, or other similar group that is affiliated with the school and whose membership consists primarily of students enrolled at the school that is affiliated with an educational institution) affiliated with an educational institution. 2. 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
Interventions for Harassment and Threat, Intimidation Violation	Restorative Conference/Mediation, Behavior Contract, Skill-based Intervention Group, Support Group, Regional Intervention Program, Intensive Therapeutic Intervention (ITI) program, referral to school based Threat Assessment Team (TAT).	

SCHOOL THREAT OR INTERFERENCE

Definitions

A school threat occurs where a student uses words or actions to place students, staff, or school property guests in apprehension of harm, or to interfere with or disrupt an educational institution.

Violation		Action Level
Fire Alarm Misuse	Intentionally ringing a fire alarm when there is no fire, disabling a fire alarm, or misuse of a fire extinguisher.	4
Other School Threat	Where a student, acting either for the purpose of causing or in reckless disregard of causing interference with or disruption of an education institution, uses words or actions that do not amount to a threat but that place students, staff, or property guests in apprehension of harm (e.g., verbal threat not made directly to the school population or an individual, such as “I wish everyone here would just die”, firecrackers, social media in which other students see a student with either firearms or simulated firearms, etc.).	4
Bomb Threat	Threatening to cause harm by using or threatening to use a bomb, or arson-causing device.	5

Chemical or Biological Threat	Threatening to cause harm using dangerous chemicals or biological agents.	Expulsion required by law
School Threat	Making a school threat that might reasonably lead to the evacuation or closure of a school property or to the postponement, cancellation, or suspension of any class or other school activity (though actual evacuation, closure, postponement, cancellation, or suspension is not required).	
<i>Interventions for School Threat or Interference Violation</i>	Restorative Conference/Mediation, Behavior Contract, Skill-based Intervention Group, Support Group, Regional Intervention Program, Intensive Therapeutic Intervention (ITI) program, referral to school-based Threat Assessment Team (TAT).	

THEFT		
Violation		Action Level
Petty Theft	Stealing cash, or property, valued under \$100.	2
Theft - School Property or Non-School Property	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 student or placed in the student'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 of another under circumstances providing means of inquiry as to the true owner and appropriates such property to the person's own or another's use without reasonable efforts to notify the true owner; or 5. Controls property of another knowing or having reason to know that the property was stolen; or 6. Obtains services known to the student to be available only for compensation without paying or an agreement to pay the compensation or diverts another's services to the person's own or another's benefit without authority to do so.	3
Burglary or Breaking and Entering	Entering or remaining unlawfully in or on the personal property of another, a classroom, a residential structure or yard, or a nonresidential structure, or in a fenced commercial property with the intent to commit any theft or any felony therein.	4
Extortion	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. 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 or cause a public servant to take or withhold action. 8. Cause anyone to part with any property.	4
Robbery	Taking any property of another from their person or immediate presence and against their will; 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.	4
Armed Robbery	Committing robbery (see definition above) where 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.	5 Mandatory report to law enforcement

Burglary First Degree	Entering or remaining unlawfully in or on a residential structure or yard, or a nonresidential structure, or in a fenced commercial property with the intent to commit any theft or any felony therein. Knowingly possessing explosives, a deadly weapon, or a dangerous instrument in the course of committing any theft or any felony.	5 Mandatory report to law enforcement
Interventions for Theft	Restorative Conference/Mediation, Service Learning, Behavior Contract, Skill-based Intervention Group, Restitution	

WEAPONS AND DANGEROUS ITEMS, POSSESSION OF SEE POLICY JICI FOR MORE DETAILS ON WEAPONS IN SCHOOL		
Violation		Action Level
Dangerous Items	Possessing a knife with a blade length of less than 2.5 inches, air soft gun, bb gun, laser pointer, letter opener, mace/pepper spray, paintball gun, pellet gun, razor blade/box cutter, simulated knife, tear gas, firecrackers, smoke or stink bombs, gas, lighter fluid, or other dangerous items (anything that under the circumstances in which it is used, attempted to be used, or threatened to be used is readily capable of causing death or serious physical injury). Mandatory report to law enforcement if under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury.	3
Simulated Firearm	Possessing a simulated firearm made of plastic, wood, metal, or any other material which is a replica, facsimile, or toy version of a firearm. If the simulated firearm is used to threaten or intimidate, the violation will be considered a level 4.	4
Other Weapons	Possessing a billy club, brass knuckles, knife with a blade length of at least 2.5 inches, nunchakus, taser, or stun gun. Mandatory report to law enforcement if under the circumstances in which it is used, attempted to be used or threatened to be used the item is readily capable of causing death or serious physical injury.	4
Firearms	No student shall knowingly carry or possess on their person, within their immediate control, or in or on a means of transportation a firearm without authorization by a school Principal/ Assistant Principal. “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. Firearms does not include a firearm in permanently inoperable condition. “Other Firearms” Firearms other than handguns, rifles, or shotguns including: any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any weapon described above; any firearm muffler or firearm silencer; any destructive device, which includes: any explosive, incendiary, or poison gas: bomb; grenade; rocket having a propellant charge of more than four ounces; missile having an explosive or incendiary charge of more than one-quarter ounce, mine or similar device. Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive, or other propellant, and which has any barrel with a bore of more than one-half inch in diameter. Any combination or parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled. <i>NOTE: This definition does not apply to items such as toy guns, colorful plastic water guns, cap guns, bb guns, or pellet guns.</i>	5 Expulsion required by law Mandatory report to law enforcement

<i>Interventions for Possession of Weapons and Danger Violations</i>	Restorative Conference/Mediation, Behavior Contract, Skill-based Intervention Group, Regional Intervention Program, Intensive Therapeutic Intervention (ITI) program, referral to school-based Threat Assessment Team (TAT).
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