

# Flagstaff High School



## Athletic Handbook

**HANDBOOK FOR  
FLAGSTAFF UNIFIED SCHOOL DISTRICT  
ARIZONA INTERSCHOLASTIC ASSOCIATION (AIA)  
PARTICIPANTS**

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# INTRODUCTION

## GOALS, COMMITMENTS, AND EXPECTATIONS

### GOALS:

The goals of all Arizona Interscholastic Association (AIA) sports and activities in the Flagstaff Unified School District (FUSD) are to teach, enforce, advocate, and model the “Six Pillars of Character”

- Trustworthiness
- Respect
- Responsibility
- Fairness
- Caring
- Citizenship

### COMMITMENTS:

**Flagstaff Unified School District is committed to the following:**

- Provide the opportunity to earn a diploma and have a positive athletic/activity experience.
- Provide a safe and appropriate practice and competition environment.

### EXPECTATIONS:

**A participant in athletics and activities is expected to:**

- Be first and foremost a student.
- Strive for excellence in and out of the classroom
- Understand it is a *privilege*, not a right, to participate in AIA activities in the Flagstaff Unified School District,
- Recognize the *privilege* in representing Flagstaff Unified School District by upholding the Code of Conduct and abiding by the behavioral expectations all the time.

# CODES OF CONDUCT

## “Pursuing Victory with Honor”



“Pursuing Victory with Honor” and the “Six Pillars of Character” are service marks of the CHARACTER COUNTS! Coalition, a project of the Josephson Institute of Ethics.

We have modified the Victory with Honor Codes to reflect inclusion of all Arizona Interscholastic Association Activities for the purposes of this Handbook.

# Code of Conduct for AIA Participants

Competition of interscholastic age participants should be fun and should also be a significant part of a sound educational program, embodying high standards of ethics and sportsmanship while developing good character and other important life skills. Essential elements of character building are intrinsic in the concept of sportsmanship and six core ethical values: trustworthiness, respect, responsibility, fairness, caring, and good citizenship (the “Six Pillars of Character”). The highest potential is achieved when learning from the T.E.A.M. concept (Teaching, Enforcing, Advocating and Modeling these values) and by committing to the ideal of pursuing victory with honor. Good-faith efforts to honor the words and spirit of this Code will improve the quality of our programs and the well-being of all teammates.

## TRUSTWORTHINESS

*Trustworthiness* — Be worthy of trust in all you do.

*Integrity* — Live up to high ideals of ethics and sportsmanship and always pursue victory with honor. Do what’s right even when it’s unpopular or personally costly.

*Honesty* — Live and compete honorably. Don’t lie, cheat, steal or engage in any other dishonest or unsportsmanlike conduct. Plagiarism or cheating is not acceptable.

*Reliability* — Fulfill commitments. Do what you say you will do. Be on time to practices, games and activities.

*Loyalty* — Be loyal to your school and team. Put the team above personal glory.

## RESPECT

*Respect* — Treat all people, including the teacher-coach, with respect at all times. Demonstrate an appropriate demeanor that reflects self-control and an unwavering commitment to fair play.

*Class* — Live and play with class. Be a good sport. Be gracious in victory and accept defeat with dignity. Help fallen opponents, compliment extraordinary performance, and show sincere respect in pre- and post-game rituals.

*Disrespectful Conduct* — Don’t engage in disrespectful conduct of any sort including profanity, obscene gestures, offensive remarks of a sexual nature, trash-talking, taunting, boastful celebrations, or other actions that demean individuals or the activity.

*Respect for Officials* — Treat game officials with respect. Don’t complain about or argue with calls or decisions during or after an athletic event. Help youth organizations fill their need for qualified officials as a way to promote greater understanding and respect for the referee’s role.

## RESPONSIBILITY

*Importance of Education* — The primary responsibility of an AIA participant is academic achievement. Be a student first, and commit to earning your diploma and getting the best education you can. Be honest with yourself about the likelihood of getting a scholarship or playing on a professional level and remember that many universities will not recruit students who do not have a serious commitment to their education, the ability to succeed academically or the character to represent their institution honorably. Not achieving passing grades will result in your suspension from the team until the deficiency is cured.

honorably. Not achieving passing grades will result in your suspension from the team until the deficiency is cured.

*Role Modeling* — Remember, participation in sports and activities are a privilege, not a right, and that you are expected to represent your school, coach and teammates with honor, on and off the field. Consistently exhibit good character and conduct yourself as a positive role model.

*Self-Control* — Exercise self-control. Don’t fight or show excessive displays of anger or frustration. Have the strength to overcome the temptation to retaliate.

*Healthy Lifestyle* — Safeguard your health. Don’t use any illegal or unhealthy substances, including alcohol, tobacco, drugs and nutritional supplements, or engage in any unhealthy techniques to gain, lose or maintain weight. Be informed about the health risks involved in the use of recreational and performance-enhancing drugs, tobacco and alcohol, as well as in eating disorders.

*Integrity of the Game* — Protect the integrity of the game. Don’t gamble or associate with or deal with professional gamblers.

*Sexual Conduct* — Sexual or romantic contact of any sort between students and adults involved with the program is improper and strictly forbidden. Report misconduct to proper authorities.

## FAIRNESS

*Fairness and Openness* — Live up to high standards of fair play. Be open-minded, always be willing to listen and learn.

## CARING

*Concern for Others* — Demonstrate concern for others. Never intentionally injure any player or engage in reckless behavior that might cause injury to yourself or others.

*Teammates* — Help promote the well-being of teammates through positive counseling and encouragement or by reporting any unhealthy or dangerous conduct to coaches.

## CITIZENSHIP

*Playing by the Rules* — Have a thorough knowledge of and abide by all applicable game and competition rules. Demonstrate and demand integrity.

*Spirit of Rules* — Honor, observe and enforce the spirit and the letter of rules. Avoid temptations to gain competitive advantage through improper gamesmanship techniques that violate the highest traditions of sportsmanship. Do not engage in or allow any conduct designed to evade the rules governing fair competition.

# Code of Conduct for the Parents of AIA Participants

Competition of interscholastic age participants should be fun and should also be a significant part of a sound educational program. Everyone involved in sports and activities has a duty to assure that their programs impart important life skills and promote the development of good character. Essential elements of character building are embodied in the concept of sportsmanship and six core ethical values: trustworthiness, respect, responsibility, fairness, caring, and good citizenship (the “Six Pillars of Character”). The highest potential is achieved when all involved consciously teach, enforce, advocate and model (T.E.A.M.) these values and are committed to the ideal of pursuing victory with honor. Parents/guardians of student-athletes can and should play an important role and their good-faith efforts to honor the words and spirit of this Code can dramatically improve the quality of a child’s experience.

## TRUSTWORTHINESS

*Trustworthiness* — Be worthy of trust in all you do.

*Integrity* — Live up to high ideals of ethics and sportsmanship and encourage participants to pursue victory with honor. Do what’s right even when it’s unpopular or personally costly.

*Honesty* — Live honorably. Don’t lie, cheat, steal or engage in any other dishonest conduct.

*Reliability* — Fulfill commitments. Do what you say you will do.

*Loyalty* — Be loyal to the school and team; Put the interests of the team above your child’s personal glory.

## RESPECT

*Respect* — Treat all people with respect at all times and require the same of your student.

*Class* — Teach your child to live and play with class and be a good sport. He/she should be gracious in victory and accept defeat with dignity, compliment extraordinary performance, and show sincere respect in pre- and post-game rituals.

*Disrespectful Conduct* — Don’t engage in disrespectful conduct of any sort including profanity, obscene gestures, offensive remarks of a sexual nature, trash-talking, taunting, boastful celebrations, or other actions that demean individuals or the activity.

*Respect for Officials* — Treat game officials with respect. Don’t complain or argue about calls or decisions during or after an athletic event. Help youth organizations fill their need for qualified officials as a way to promote greater understanding and respect for the referee’s role.

## RESPONSIBILITY

*Importance of Education* — Support the concept of “being a student first.” Commit your child to earning a diploma and getting the best possible education. Be honest with your child about the likelihood of getting a scholarship or playing on a professional level. Reinforce the notion that many universities will not recruit students who do not have a serious commitment to their education. Be the lead contact for college and university coaches in the recruiting process.

*Role Modeling* — Remember, participation in sports and activities is a privilege, not a right. Parents/guardians too should represent the school, coach and teammates with honor, on and off the court/field. Consistently exhibit good character and conduct yourself as a positive role model.

*Self-Control* — Exercise self-control. Don’t fight or show excessive displays of anger or frustration.

*Healthy Lifestyle* — Promote to your child the avoidance of all illegal or unhealthy substances including alcohol, tobacco, drugs and some over-the-counter nutritional supplements, as well as of unhealthy techniques to gain, lose or maintain weight.

*Integrity of the Game* — Protect the integrity of the game. Don’t gamble or associate with gamblers.

*Sexual Conduct* — Sexual or romantic contact of any sort between students and adults involved with interscholastic activity is improper and strictly forbidden. Report misconduct to the proper authorities.

## FAIRNESS

*Fairness and Openness* — Live up to high standards of fair play. Be open-minded, always willing to listen and learn.

## CARING

*Caring Environment* — Consistently demonstrate concern for students as individuals and encourage them to look out for one another and think and act as a team.

## CITIZENSHIP

*Spirit of the Rules* — Honor the spirit and the letter of rules. Teach your children to avoid temptations to gain competitive advantage through improper gamesmanship techniques that violate the highest traditions of sportsmanship.

## Code of Conduct for Interscholastic Teacher-Coach

Competition of interscholastic age participants should be fun and should also be a significant part of a sound educational program. Those who coach students are, first and foremost, teachers who have a duty to assure that their programs impart important life skills and promote the development of good character. Essential elements of character building are embodied in the concept of sportsmanship and six core ethical values: trustworthiness, respect, responsibility, fairness, caring, and good citizenship (the “Six Pillars of Character”). The highest potential is achieved when teacher-coaches consciously teach, enforce, advocate and model (T.E.A.M.) these values and are committed to the ideal of pursuing victory with honor. Sincere and good faith efforts to honor the words and spirit of this Code will improve the quality of our programs and the well-being of our student-athletes.

### TRUSTWORTHINESS

*Trustworthiness* — Be worthy of trust in all you do and teach students the importance of integrity, honesty, reliability and loyalty.

*Integrity* — Model high ideals of ethics and sportsmanship and always pursue victory with honor. Teach, Enforce, Advocate and Model (T.E.A.M.) the importance of honor and good character by doing the right thing even when it’s unpopular or personally costly.

*Honesty* — Don’t lie, cheat, steal or engage in or permit dishonest or unsportsmanlike conduct.

*Reliability* — Fulfill commitments; do what you say you will do; be on time. Except in cases of extreme personal necessity, no teacher-coach should or resign during a season.

*Loyalty* — Be loyal to your school and team. Put the team above personal glory.

*Primacy of Educational Goals* — Be faithful to the educational and character-development missions of the institution and assure that these objectives are not compromised to achieve performance goals. Always place the academic, emotional, physical and moral well-being of students above desires and pressures to win. Coaches should be viewed, first and foremost, as teachers and referred to as “teacher-coaches.”

*Counseling* — Be candid with students and their parents about the likelihood of getting a scholarship or playing on a professional level. Advise them that many colleges will not recruit students who do not have a serious commitment to their education, the ability to succeed academically or the character to represent their institution honorably. Create a more realistic understanding in students and their parents of how few students get activity scholarships and become professionals and the relatively short careers of those who do.

*College Recruiting* — Be honest and candid with college recruiters about the character and academic abilities and interest of students. Involve the parents/guardians with the college representative and take the lead in the recruiting process.

### RESPECT

*Respect* — Treat all people with respect all the time and require the same of students.

*Class* — Be a good sport. Teach and model class. Be gracious in victory and accept defeat with dignity. Encourage students to help up fallen opponents, compliment extraordinary performance, and show sincere respect in pre- and post-game rituals.

*Taunting* — Don’t engage in or allow trash talking, taunting, boastful celebrations, or other actions that demean individuals or the activity. Assure that students conduct themselves in an appropriate manner.

*Respect for Officials* — Treat game officials with respect; don’t complain about or argue with an official’s decisions during or after an event. Adopt and enforce policies and procedures to assure that the conduct and decisions of referees are subject to reasonable review. Vigorously protect referees from retaliation, blackballing or intimidation by teacher-coaches or others who are unhappy with the way a referee called a game. Assure that neither you nor your players publicly criticize an official in a manner that discredits the game, impugns the honor or the integrity of any official or subjects the referees to ridicule or hostility. Adopt whatever policies are necessary to assure the safety of referees and prevent verbal or physical abuse from teacher-coaches, students or spectators. Encourage regular and formal opportunities for coaches, and in some cases students, to interact and converse with referees in non-confrontational settings.

*Respect for Parents/Guardians* — Treat the parents/guardians of students with respect. Be clear about your expectations, goals and policies and maintain open lines of communication.

*Profanity* — Don’t engage in or permit profanity or obscene gestures during practices, activity events, on team buses, or in any other situation where the behavior could reflect badly on the school or the program.

*Positive Coaching* — Use positive coaching methods to make the experience enjoyable, increase self-esteem and foster a love and appreciation for the sport. Refrain from physical or psychological intimidation, verbal abuse, and conduct demeaning to students or others. Goals related to the program should be clearly stated in a manner that is consistent with the educational mission of the institution and the program should pursue these objectives in the context of the overall program mission. Consider very carefully the potential impact of any incentives and

disincentives proposed or agreed to in the context of the institution's sportsmanship and character-building goals.

*Effort and Teamwork* — Encourage students to pursue victory with passion, to think and play as a team, to do their best and continually improve through personal effort and discipline. Discourage selfishness and put less emphasis on the final outcome of the contest.

*Professional Relationships* — Maintain appropriate, professional relationships with students and respect proper teacher-student boundaries. Sexual or romantic contact with students is strictly forbidden as is verbal or physical conduct of a sexual nature directed to or in view of students. Always put the best interests of the student above personal considerations and scrupulously avoid conflicts of interest including financial relationships that could be construed as exploitive. Guard against personal, financial, social, organizational, or political factors that might lead to misuse of influence and scrupulously avoid accepting any benefits conferred by persons who seek to influence a decision of a student. Fully disclose all relevant facts including the nature and amount of compensation to the student and his or her parents or guardians.

## RESPONSIBILITY

*Life Skills* — Always strive to enhance the physical, mental, social and moral development of students and teach them positive life skills that will help them become well-rounded, successful and socially responsible. Discuss ethical and sportsmanship issues in relation to actual and hypothetical situations occurring or likely to occur in practice or games.

*Advocacy of Education* — Advocate the importance of education beyond activity eligibility standards and work with faculty and parents/guardians to help students set and achieve academic goals. The academic performance of students in terms of grades and actual graduation should be a major factor. Assure that interscholastic programs do not unduly interfere with the ability and motivation of students to achieve their academic potential. Encourage students to think of themselves as students first and AIA participants second. Provide comprehensive support programs that can help students deal with academic issues. Be attentive to the grades and effort of students as well as upcoming exams and papers.

*Advocacy of Honor* — Prominently discuss the importance of character, ethics and sportsmanship in materials about the program and vigorously advocate the concept of pursuing victory with honor in all communications. Stress that good character, ethics and sportsmanship are essential to honorable competition and that victory attained in any other way is empty and unworthy.

*Good Character* — Foster the development of good character by teaching, enforcing, advocating and modeling (T.E.A.M.) high standards of ethics and sportsmanship and the Six Pillars of Character. Look for opportunities to

state and reinforce positive messages consistent with the Pursuing Victory with Honor campaign.

*Role-Modeling* — Be a worthy role-model. Always be mindful of the high visibility and great influence you have as a teacher-coach and consistently conduct yourself in private and coaching situations in a manner that exemplifies all you want your students to be. Teacher-coaches should emphasize in oral and written communication the on- and off-court responsibility of teacher-coaches and students to be worthy role models and positive ambassadors for the institution.

*Personal Conduct* — Refrain from profanity, disrespectful conduct, and the use of alcohol or tobacco in front of students or in other situations where your conduct could undermine your positive impact as a role model. A comprehensive communication and enforcement strategy should be implemented to assure that all parties involved fully understand the standards that apply to them and that they will be held accountable to those standards. Regularly incorporate positive messages about sportsmanship, character and ethics into practices and game situations.

*Competence* — Strive to improve coaching competence and acquire increasing proficiency in coaching principles and current strategies, character-building techniques, and first-aid and safety. Have basic knowledge of: 1) the character-building aspects of sports and methods of teaching and reinforcing sportsmanship and good character, 2) the requirements of a safe sports environment including C.P.R. certification and knowledge of first aid and the physical limitations of the age group coached, and 3) the rules, strategies and principles of effective coaching.

*Knowledge of Rules* — Maintain a thorough knowledge of current game and competition rules and assure that your students know and understand the rules. Examine existing rules and regulations limiting the length of seasons, the amount of practice time permitted per week, and the number of games that may be played in light of actual practices that may evade the spirit or even violate the letter of those regulations.

*Positive Environment* — Strive to provide a challenging, safe, enjoyable and successful experience for the students by maintaining an environment that is physically and emotionally safe.

*Safety and Health* — Establish standards and regulations that put the health of young participants above other considerations. Be informed about basic first aid principles and the physical capacities and limitations of the age group coached.

*Unhealthy Substances* — Educate students about the dangers and prohibit the use of unhealthy and illegal substances including alcohol, tobacco and recreational or performance-enhancing drugs and nutritional supplements. Be informed about the health risks involved in the use of over-the-counter nutritional supplements, tobacco and alcohol.

*Eating Disorders* — Counsel students about the dangers of and be vigilant for signs of eating disorders or unhealthy techniques to gain, lose or maintain weight.

*Physician's Advice* — Seek and follow the advice of a physician when determining whether an injured student is ready to play.

*Privilege to Compete* — Assure that students understand that participation in interscholastic programs is a privilege, not a right, and that they are expected to represent their school, team and teammates with honor, on and off the field. Require your students to consistently exhibit good character and conduct themselves as positive role models. Stress that the organization's commitment to education, sportsmanship and ethics and its character-building and life skills goals take precedence.

*Self-Control* — Control your ego and emotions; avoid displays of anger and frustration; don't retaliate.

*Integrity of the Game* — Protect the integrity of the game.

*Gambling* — Don't gamble or associate with professional gamblers. Be informed about the rules prohibiting gambling activities.

*Enforcing Rules* — Enforce the codes of conduct consistently in all activities and venues even when the consequences are high. Teacher-coaches who observe what reasonably appears to be misconduct are obligated to report their observations.

*Protecting Athletes* — Put the well-being of students above other considerations and take proper steps to protect them from inappropriate conduct. High school programs should discourage students and teacher-coaches from participating in non-conforming programs.

*Access* — Help make a broad spectrum of experiences available to all diverse communities.

*Improper Commercialism* — Be sensitive to and avoid unwholesome commercialism including inappropriate exploitation of your name or the name of the school and undue financial dependence on corporate entities. Carefully consider the impact on students and the general public of permitting commercial advertising in arenas and stadiums. Understand that there is no free equipment and

that the cash value of the equipment is simply a payment in kind for the benefits sought by the commercial entity.

## FAIRNESS

*Fairness and Openness* — Be fair in competitive situations, team selection, discipline and all other matters. Be open-minded and willing to listen and learn.

## CARING

*Safe Competition* — Put safety and health considerations above the desire to win. Never permit students to intentionally injure any player or engage in reckless behavior that might cause injury to themselves or others.

*Caring Environment* — Consistently demonstrate concern for students as individuals and encourage them to look out for one another and think and act as a team

## CITIZENSHIP

*Honoring the Spirit of Rules* — Observe and require students to observe the spirit and the letter of all rules including the rules of the game and those relating to eligibility, recruitment, transfers, practices and other aspects of interscholastic competition. Demand integrity and observe and enforce the spirit and letter of the rules. You should not engage in or allow any conduct designed to evade rules governing fair competition.

*Promoting Sportsmanship* — Promote sportsmanship over gamesmanship; don't cheat. Resist temptations to gain competitive advantage through strategies (such as devious rules violations, alteration of equipment or the field of play, or tactics designed primarily to induce injury or fear of injury) that violate the rules, disrespect the highest traditions of the sport or change the nature of competition by negating or diminishing the impact of the core athletic skills that define the sport. Establish and regularly practice pre- and post-game rituals and traditions that reinforce the principles of sportsmanship. Specially acknowledge acts of good sportsmanship on the court.

## GENERAL BEHAVIORAL EXPECTATIONS AND CONSEQUENCES FOR NON-COMPLIANCE

### ELIGIBILITY

- A. The AIA rules of eligibility pertaining to domicile, physical examination, and season of competition will prevail for students.
- B. Eligibility to participate in extracurricular activities:
  1. During the season of the activity, students must be passing all classes in which they are enrolled. A grade check will be conducted every three weeks throughout the season. Each grade check will be based on a cumulative grading period from the beginning of the semester to the date of the grade check. The end of the semester will establish a new cumulative grading period. **Any student with a “D” grade or lower in any class will be required to seek tutoring help from 2:30-3:00p.m. every day at school until the student has attained a “C” grade. Failure to attain a passing grade (a minimal “D” grade) will result in the removal of the student from participation in competition until the grade has improved to a passing grade.**
  2. **An ineligible student may continue with practice as long as the coach/leader is assured the student is receiving the necessary help to attain the passing grade. As soon as the student has achieved passing status and provides written authorization from a school official, he/she is eligible to return to competition. If a student has a second grade check with an “F” in any class, he/she will be ineligible until the grade has been raised to passing, in addition that student will miss three weeks of competition. A third grade check with a failing grade will result in the student missing an additional three weeks of competition.** A student will be notified in person and the parents/guardians will be notified in writing of any ineligibility. The student and parents will be made aware of the available resources for remedial studies.
  3. Scholastic eligibility is based upon current Arizona State Department regulations.
  4. Incomplete work due to a verified absence or school activity will not result in an incompleteness counting against the student’s grade until appropriate time (as determined by District attendance policy) is given for makeup work to be completed and submitted.
  5. A student with a “D” and/or an ineligible student will be offered counseling and remedial help by using such resources as the teacher, National Honor Society tutorial program, the Family Resource Center and the study sessions offered by coaches.
  6. If a student drops a class during the semester that puts them at less than full-time, the student is ineligible for the remainder of the semester.

## ATTENDANCE

- A. School Attendance: No student will practice or participate in an AIA activity if they are not in attendance at **all** classes the day of the activity. In the case of an unavoidable absence (except personal illness) the building administration may allow participation. All Friday absences will affect Saturday participation.
1. In-house suspension constitutes missing class; this includes RTC (Responsible Thinking Class)!
  2. A pattern of unexcused absences from school will result in a review by the school administration. Law requires regular school attendance and students should remain out of school only when absolutely necessary.
  3. Coaches/leaders are responsible for monitoring attendance. Daily attendance will be placed in coaches'/leaders' boxes during sixth period, or the last period before departure on away activities. A student must report any absences from a class or school day to the coach/sponsor.
  4. A student who practices on a day when he/she was not in attendance for all classes will be withheld from the next practice or competition.
  5. A student, who competes on a day when he/she was not in attendance for all classes, is subject to item 4 above and places their team at risk of forfeiting the competition.
- B. AIA Practice, Game or Performance Attendance: The expectation is that all students will attend every practice, game, or performance. We recognize that there will be occasions when attendance is impossible. In the event that a student cannot attend a practice, game, or performance, we expect the following:
1. **Prior** notice to the coach/leader regarding absence. Examples of excused absences include, but are not limited to: illness/injury, family emergencies, SAT/ACT Testing, college visits, school activity/field trip, etc. Written notes from teachers, doctors, and/or parents may be required.
  2. On the rare occasion of a scheduling conflict involving two different AIA or other major school activities that cannot be resolved through a meeting with the respective coaches/leaders and the student, a conference with the coaches/leaders, student, parents or guardians and administrator is recommended. The expectation is that the best interests and welfare of the student is the utmost priority.
- C. Coaches/leaders will develop attendance policies for their sport/activity, in conjunction with school administration, and will provide these to the students in written form at the beginning of their season.
- D. Corrective Actions: When an AIA participant has an excused or unexcused absence from a practice, game, or performance, the following will apply:
1. Face to face meeting between students and coach/leader.
  2. Implementation of guidelines set forth by the coach/leader in accordance with his/her written attendance policy given to the student at the beginning of the season (as stated in C above).
  3. A pattern of "unexcused" absences will result in suspension and/or dismissal from the team.

- E. Right of Appeal: If an AIA participant is suspended or dismissed from participation by his or her coach/leader or by the Director of Athletics and Activities because of non-compliance with the attendance rules, he/she has the right of appeal.
- F. Appeals will be heard by the Activities Appeals Board, which will consist of two teachers, one coach/leader, and one administrator.

Participation in athletics and extra-curricular activities is a *privilege*, not a right.

### **QUITTING OR REMOVAL FROM A TEAM**

- A. Students in the Flagstaff Unified School District are held to a high standard. Participation in athletics or extracurricular activities is a *privilege*, not a right. The District expects students to be worthy representatives of their teammates and coaches/leaders, reflecting team values of commitment and hard work. Commitment, dedication, and an honest effort are expected to complete each activity.
- B. If a student chooses to quit a sport or activity, they must meet with the coaches or sponsors involved, and receive consent from the building administration before he/she can participate in any other activity during that regular season or the next season.
- C. A student may request to change a sport or activity prior to the first game or contest of the season. After the first contest or game, a student will need to meet with coaches/leaders and administration; however, as a general rule no changes will be allowed.
- D. If a student is removed from the team during the season for disciplinary reasons, the coach/leader will:
  - 1. Notify the administration and the Counseling Office.
  - 2. Have a meeting with the student to discuss the reason for disciplinary action.
  - 3. Notify the parents via a phone call and follow-up letter.
  - 4. A student can't transfer to another sport during that season.

### **USE/POSSESSION OF AN ILLEGAL SUBSTANCE (DRUGS, ALCOHOL, STEROIDS, CIGARETTES, ETC.)**

- A. The Flagstaff Unified School District does not tolerate substance abuse. The goal is to maintain a very high standard in regard to all of the policies including substance abuse. These standards are to be firm, consistent, and fair. The idea that extracurricular activities are a *privilege*, not a right is the cornerstone of these standards. The policy includes the illegal use of prescription drugs, performance enhancing chemicals or supplements, tobacco, alcohol, and any controlled substance or the sale, or distribution of any of the above stated items. Because some of these infractions are illegal and come

with criminal charges, the consequences may be severe and punitive. Students are expected to perform at peak performance and be in peak physical condition. The use of substances such as alcohol, drugs, and tobacco are counterproductive to high levels of performance in and out of the classroom.

1. Consuming alcohol or criminal substances, or attending a gathering or a party where underage consumption of alcohol is taking place or criminal substances are present will result in immediate suspension for 25% of the remaining competitions. If the 25% suspension results in a partial game, the suspension will be rounded down. A second offense will result in immediate suspension from participation in AIA activities and/or school sponsored activities through June 30<sup>th</sup> of that school year.
  2. Organizing, promoting, or hosting a party or a gathering where alcohol or criminal substances are, or will be present will result in immediate suspension for 100% of the remaining competitions. A second offense will result in immediate suspension from participation in AIA activities and/or school sponsored activities through June 30<sup>th</sup> of that school year.
  3. Attending any high school or District sponsored activity and being under the influence of alcohol or criminal substances will result in the immediate suspension for 100% of the remaining competitions. A second offense will result in immediate suspension from participation in AIA activities and/or school sponsored activities through June 30<sup>th</sup> of that school year.
  4. Selling alcohol or criminal substances will result in immediate suspension for 100% of the remaining competitions. A second offense will result in immediate suspension from participation in AIA activities and/or school sponsored activities through June 30<sup>th</sup> of that school year.
  5. Possessing, sharing, carrying, or using tobacco of any kind will result in immediate suspension for 25% of the remaining competitions. If the 25% suspension results in a partial game, the suspension will be rounded down. A second offense will result in immediate suspension for 100% of the remaining competitions including practice. Any additional offenses in a calendar school year will result in immediate suspension from participation in AIA activities and/or school sponsored activities through June 30<sup>th</sup> of that school year.
- B. Right of Appeal: On any first-time infraction, a student has the right to appeal. Subsequent infractions are cumulative through June 30<sup>th</sup> of that school year.
- C. Appeals will be heard by the Activities Appeals Board.
- D. The only exception to the above infractions is the “call to rescue” exception. This exception is for a student who is called to give a fellow student a ride home and away from a situation. It is not the same as a designated driver.

## HAZING/BULLYING AND SEXUAL HARASSMENT

- A. All methods of hazing/bullying including, but not limited to, physical, verbal, written, and electronic devices are strictly prohibited (this includes cyber bullying). Hazing/bullying and sexual harassment are forms of abuse and victimization. These behaviors are about the misuse of power and violation of human dignity.
- B. Hazing/bullying is a criminal activity that endangers, harasses, intimidates, or humiliates any student. An act is considered hazing if it risks physical, mental, or emotional harm, regardless of the person's willingness to participate. Hazing/bullying is prohibited at any time and anywhere.
- C. Hazing/bullying occurs on several levels including, but not limited to:
1. **Subtle:** Subtle hazing is often taken for granted or accepted as harmless or meaningless, such as name-calling. This form of hazing typically involves activities or attitudes that place new members or rookies on the receiving end of ridicule, embarrassment, and/or humiliation tactics. Examples also include deception, deprivation of privileges granted to other members, requiring new members/rookies to perform embarrassing acts and unwanted, excessive, and inappropriate text messaging or e-mailing. Corrective action: informal and/or formal talk and parental involvement. Additional sanctions may be imposed at the discretion of the administration.
  2. **Harassment Hazing:** This form of hazing includes behaviors that cause emotional or physical discomfort in order to feel more like the group. Examples include asking someone to wear embarrassing or humiliating attire, threats or implied threats, and expecting new members/rookies to perform personal service to other members such as carrying books or equipment. Sexual simulations are also examples of harassment hazing. Corrective action: formal talk, parental involvement, and possible suspension. May include criminal charges based on the severity of the offense. If charged criminally, participants will be suspended until the issue is resolved. Additional sanctions may be imposed at the discretion of the administration.
  3. **Violent Hazing:** Behaviors that have the potential to cause physical and/or emotional, or psychological harm. Some examples include forced or coerced ingestion of vile substances or concoctions, and forced or coerced consumption of alcohol and drugs. Some forms of assault may be considered violent hazing. Corrective action: Formal talk, parental involvement, and immediate suspension for 100% of the remaining competitions. May include criminal charges based on the severity of the offense. If charged criminally, participants will be suspended until the issue is resolved. Additional sanctions may be imposed at the discretion of the administration.
- D. Sexual harassment is a form of gender discrimination that consists of unwelcome interaction between two or more people. Harassment can occur between two or more students, adults and students, and between people of the same gender and/or people of different genders. Sexual harassment is prohibited at any time and anywhere. Sexual

harassment may include, but is not limited to: suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, assault, touching, impeding or blocking movement, leering gestures, or display of sexually suggestive objects, pictures, or cartoons, and/or continuing to express sexual interest after being informed that the interest is unwelcome. Corrective action for violations of the sexual harassment policy will result in an informal and/or formal talk with parent involvement and may involve a range of administrative actions. If charged criminally, participants will be suspended until the issue is resolved. Additional sanctions may be imposed at the discretion of the administration.

- E. Right of Appeal: If a student is suspended or dismissed from participation by his or her coach/leader or by the Director of Athletics and Activities because of non-compliance with the hazing/bullying/sexual harassment policies, he or she has the right of appeal to the Appeals Board on the first offense only.
- F. Appeals will be heard by the Activities Appeals Board.

## **SOCIAL MEDIA POLICY/EXPECTATIONS**

- A. Social media has become engrained in today's society. The wide variety of social networking tools presently available provides students easy access to share important news and events with each other. Social media technologies such as Twitter, Facebook, Internet forums, weblogs, social blogs, micro blogging Wikis, podcasts, photographs, video rating, social bookmarking and others have many benefits in our world; however, they can also be disruptive when inappropriate posting occur. Using these communication tools in an inappropriate manner can have negative consequences, especially if unkind words or threats are used with intent to hurt others.
- B. The Flagstaff Unified School District recognizes and supports its student-athletes' and coaches' rights to freedom of speech, expression and association, including the use of social networks. In this context, each student-athlete and coach must remember that participating and competing is a privilege, not a right. The student-athlete and coach represent his or her high school as well as the larger community, and therefore, are expected to portray themselves, their team and their high school in a positive manner at all times. Any online postings must be consistent with federal and state laws, as well as team, school and district rules and regulations (including but not limited to those listed below).
- C. **Specifically Prohibited behaviors include but are not limited to:**
  - Sexually explicit, profane, lewd, indecent, illegal or defamatory language/actions.
  - Derogatory language regarding school personnel or other students.
  - Comments designed to harass or bully students and/or school personnel.
  - Nude, sexually-oriented or indecent photos, images or altered pictures.

**D. Also prohibited are all on-campus connections to off-campus violations of the policy:**

- Use of school computers to view off-campus postings.
- Students accessing posts at school on their own devices.
- Distribution of hard copies of posts on school property.
- Re-communication on campus of the content of the posts.

E. Any authorized or unauthorized use in school or out of school of computer software, computer networks, telecommunications devices, information technology, and related technologies, which disrupts or interferes with the educational process in any manner is prohibited and may result in removal from the team or activity and a recommendation for expulsion.

## **OTHER BEHAVIORAL EXPECTATIONS**

- A. AIA participants are expected to follow all rules and regulations as outlined in the Parent/Student Handbook and are subject to all consequences outlined therein. AIA participants are students first and are expected to abide by all rules pertaining to the general student body.
- B. AIA participants are expected to be law abiding and not be in violation of any state or local laws or ordinances. Students who commit “Infractions against Public Order, Infractions Against Authority, Infractions Against Property or Infractions Against Others” as outlined in the Parent/Student Handbook will face the following consequences in addition to those consequences outlined in the Parent/Student Handbook. First Offense -- Immediate Suspension for 25% of the remaining competitions or Immediate Suspension of 100% of current season, depending on the infraction. Second Offense -- Immediate Suspension of 100% of current season or Immediate Suspension from participation in AIA activities and/or school sponsored activities through June 30<sup>th</sup> of that school year.
- C. Right of Appeal: On any first time infraction, a student has the right to appeal. Subsequent infractions are cumulative through June 30<sup>th</sup> of that school year.
- D. Appeals will be heard by the Activities Appeals Board, which will consist of two teachers, one coach/leader, and one administrator.
- E. The consequences outlined in this handbook are not intended to supercede district and/or school policy as outlined in the Parent/Student Handbook. They are designed to work in conjunction with the above referenced policies.

## TRAVEL

- A. The District rules regarding travel will prevail for students.
- B. Team members will travel to and from activities (contests and practice) using the mode of transportation provided by the school unless parents request permission, in writing, *before* the trip takes place to take the student in their private vehicle. Only the legal parent or guardian will be given this prerogative. Parents can register to have their student released to them after an away activity on the online registration form. Students are expected to adhere to the District Transportation policies.
- C. The student can be released to another adult only if the parents have requested release in writing to the building administration before the trip takes place (see Appendix A). Under no circumstances will a student be released to a minor. In the event of an emergency where the student needs to be released to another adult (not their parent) coaches/leaders and administrators will be contacted and will talk to parents by phone.
- D. Team members may drive themselves or others to in-town practices or contests provided that the “Transportation Permit for Use of Private Vehicles” has been completed and signed by all parties (see Appendix B).
- E. Coaches/leaders need to ensure that the proper paperwork has been filed before allowing students to leave an activity or to drive themselves or others to practices or events.
- F. Coaches/leaders may exercise their prerogative regarding expectations of behavior on the bus or mode of transportation:
  - 1. The degree of talking and singing on the way to or from a contest or practice,
  - 2. the consumption of food and drink (unless superseded by the bus driver), and
  - 3. team dress.
- G. The bus or mode of transportation used should be as clean, or cleaner, at the end of a trip as it was at the beginning.

**“QUICK REFERENCE” GUIDE FOR  
CONSEQUENCES OF NON-COMPLIANCE**

| <b>INFRACTIONS:<br/>SUBSTANCE ABUSE</b>  | <b>Consequences First Offense</b>   | <b>Consequences Second Offense</b>  | <b>Appeals Options</b> |
|--|---|---|------------------------|
| Consuming alcohol or criminal substances <u>or</u> attending a gathering or a party where underage consumption of alcohol is taking place or criminal substances are present. <b>(Call to Rescue Exception)*</b>   | Immediate Suspension for 25% of the remaining competitions. If the 25% suspension results in a partial game, the suspension will be rounded down. | Immediate Suspension from participation in AIA activities and/or school sponsored activities through June 30 <sup>th</sup> of that school year. | On first offense only  |
| Organizing, promoting, or hosting a party or a gathering where alcohol or criminal substances are, or will be present. <b>(Call to Rescue Exception)*</b>  | Immediate Suspension for 100% of the season.  | Immediate Suspension from participation in AIA activities and/or school sponsored activities through June 30 <sup>th</sup> of that school year. | On first offense only  |
| Attending <u>any</u> high school or District sponsored activity and being under the influence of alcohol or criminal substances.**   | Immediate Suspension for 100% of the season.  | Immediate Suspension from participation in AIA activities and/or school sponsored activities through June 30 <sup>th</sup> of that school year. | On first offense only  |
| Selling alcohol or criminal substances.  | Immediate Suspension for 100% of the season.  | Immediate Suspension from participation in AIA activities and/or school sponsored activities through June 30 <sup>th</sup> of that school year. | <b>NO APPEALS</b>      |
| *The only exception to the above infractions is the “ <b>call to rescue</b> ” <b>exception</b> . This exception is for a student that is called to give a fellow student a ride home and away from a situation. It is not the same as a designated driver. | **High school sponsored activities include, but are not limited to, sporting events, dances, awards ceremonies, car washes, etc.                  |   |                        |

| <b>INFRACTIONS:<br/>HAZING/BULLYING/SEXUAL<br/>HARASSMENT</b>   | <b>Consequences First Offense</b>  | <b>Consequences Second<br/>Offense</b>  | <b>Appeals Options</b> |
|---|--|---|------------------------|
| <b>Subtle Hazing</b> (for definition and examples, see section on Hazing/ bullying and Sexual Harassment)     | Informal and/or formal talk and parental involvement.  | Suspension of 25% of the remaining competitions.  | On first offense only  |
| <b>Harassment Hazing</b> (for definition and examples, see section on Hazing/ bullying and Sexual Harassment) | Formal talk, parental involvement, and possible suspension. May include criminal charges based on the severity of the offense. If charged criminally, participants will be suspended until the issue is resolved. Additional sanctions may be imposed at the discretion of the administration.                                   | Immediate Suspension of 100% of current season  | On first offense only  |
| <b>Violent Hazing</b> (for definition and examples, see section on Hazing/ bullying and Sexual Harassment)    | Formal talk, parental involvement, and immediate suspension for 100% of the current season. May include criminal charges based on the severity of the offense. . If charged criminally, participants will be suspended until the issue is resolved. Additional sanctions may be imposed at the discretion of the administration. | Immediate Suspension from participation in AIA activities and/or school sponsored activities through June 30 <sup>th</sup> of that school year. | On first offense only  |
| <b>Sexual Harassment</b> (for definition and examples, see section on Hazing/ bullying and Sexual Harassment) | Informal and/or formal talk with parental involvement, and possible suspension, may involve a range of administrative actions. If charged criminally, participants will be suspended until the issue is resolved. Additional sanctions may be imposed at the discretion of the administration.                                   | Immediate Suspension of 100% of current season  | On first offense only  |

| <b>INFRACTIONS:<br/>OTHER BEHAVIORAL EXPECTATIONS</b>   | <b>Consequences First Offense</b>  | <b>Consequences Second<br/>Offense</b>  | <b>Appeals Options</b> |
|---|--|---|------------------------|
| <b>Infractions Against Public Order</b><br><b>Infractions Against Authority</b><br><b>Infractions Against Property</b><br><b>Infractions Against Others</b> | Immediate Suspension for 25% of the remaining competitions<br>or<br>Immediate Suspension of 100% of current season | Immediate Suspension of 100% of current season <b>—OR—</b><br>Immediate Suspension from participation in AIA activities and/or school sponsored activities through June 30 <sup>th</sup> of that school year. | On first offense only  |

## **APPENDIXES**

Appendix A: Student Release Following Away Activity Form

Appendix B: Transportation Permit for Use of Private Vehicles



# High School Student Release Form Following Away Activity

I, \_\_\_\_\_ request that my son/daughter \_\_\_\_\_  
Parent/Guardian Student's Name

be released from the supervision of his/her coach to the following adult immediately following

\_\_\_\_\_ on \_\_\_\_\_  
Event Date

\_\_\_\_\_  
Name of Adult

I understand that this allows this adult on this specific date, to transport **ONLY** my son or daughter from away athletic contests and relieves the Flagstaff Unified School District and the high school from any responsibility upon this release. Further, the condition of release requires that I must personally communicate to the Head Coach my intention of transporting my son or daughter at the time he/she is released.

\_\_\_\_\_  
SIGNATURE OF PARENT/GUARDIAN

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SIGNATURE OF ADMINISTRATOR

\_\_\_\_\_  
DATE

## Transportation Permit for Use of Private Vehicles

I hereby give permission for my son/daughter to be transported by private vehicle to/from the school activity listed below. This releases the Flagstaff Unified School District and its' Governing Board members, officers, and employees from liability for any injuries that may occur while my son/daughter is traveling in a non-school owned vehicle. I acknowledge that the school district is not liable, and provides no insurance coverage, for any such injuries.

Name of driver \_\_\_\_\_ Driver's license # \_\_\_\_\_  
 School activity \_\_\_\_\_ Date of activity \_\_\_\_\_  
 Riding passenger \_\_\_\_\_  
 Reason for transportation permit \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Vehicle information

Name of Insurance Company \_\_\_\_\_  
 Policy number \_\_\_\_\_

- I have adequate insurance coverage (all use requiring a permit also requires proof of insurance with liability and uninsured motorist limits not less than \$50,000 (bodily injury per person), \$100,000 (bodily injury per accident), and \$25,000 (property damage liability).
- Permit effective for activity date indicated above only.

|  |         |           |
|--|---------|-----------|
| Signature of Driving Student's Parent/Guardian | Address | Telephone |
| School Administrator's Signature               | Date    |           |
| Parent/Guardian Signature of Riding Student    | Date    |           |