

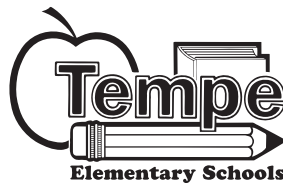
# TEMPE ELEMENTARY SCHOOLS **FAMILY HANDBOOK**

## **Student Discipline and General Information**

**2025–2026**

Tempe Elementary Schools  
3205 S. Rural Road – Tempe, Arizona 85282

Visit us at [tempeschools.org](https://tempeschools.org) and  
[www.tempeschools.org/handbook](https://www.tempeschools.org/handbook)





# MESSAGE TO PARENTS/GUARDIANS REGARDING FAMILY HANDBOOK

The purpose of the Family Handbook is to establish a standard of conduct for Tempe Elementary Schools students which will provide the best possible educational climate for the students, faculty, staff and general public.

This handbook outlines the District's standards and procedures for student discipline. Following the rules will ensure an atmosphere of safety and courtesy for all children.

Also included are the attendance procedures, annual notification regarding confidentiality of student education records, (including directory information), Electronic Information Services User Agreement, including Google/Google Additional Services, student discipline, health and general guidelines, and promotion, retention, and Governing Board policies.

Please review the information in this handbook and talk about it with your child. If you have questions, please contact your child's school. **You must sign the Parent/Guardian/Student Agreement below and return it to school as soon as possible.**

**Please complete and submit one agreement for each Tempe Elementary Schools student.**

.....

## PARENT/GUARDIAN/STUDENT AGREEMENT 2025-2026

My child and I have read and discussed the following handbook provided by the District:

My child and I agree to comply with all the provisions of this Family Handbook while my child is enrolled in Tempe Elementary Schools, including student attendance, annual notification regarding confidentiality of student education records, (including directory information), Electronic Information Services User Agreement, including Google/Google Additional Services, student discipline, health and general guidelines, and promotion, retention, and Governing Board policies.

I have been given the opportunity to ask for clarification and ask questions regarding the discipline program and other topics included in this handbook. I understand I may contact the school for more information.

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Grade

\_\_\_\_\_  
Parent/Guardian Name

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Teacher Name

\_\_\_\_\_  
Date

Please visit [www.tempeschools.org/handbook](http://www.tempeschools.org/handbook) for the latest information.

**SPANISH TRANSLATION OF THIS HANDBOOK IS AVAILABLE AT YOUR SCHOOL.  
LA TRADUCCIÓN EN ESPAÑOL DE ESTE MANUAL, ESTÁ DISPONIBLE EN SU ESCUELA.**

Cut along dotted line and return to the school



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# PARENTS' RESPONSIBILITY FOR STUDENT ATTENDANCE

Daily attendance is vital to learning and success. This includes ensuring students arrive on time and don't leave early. It is important that parents and the school work together to ensure good attendance. Arizona Revised Statutes (A.R.S. §15-802) mandates that children between the ages of six and sixteen years shall attend school for the full time school is in session unless exempted according to law.

**IT IS THE RESPONSIBILITY OF THE PARENT to authorize any absence of the student by calling or emailing the school office within 30 minutes of school starting time.**

## Tempe Elementary School District No. 3 Attendance Guidelines

### **Excused Absences**

A student shall be excused from school when the absence is one of the following: death in family, doctor's appointment, court appearance for the child, illness, mental or behavioral health, religious holidays (as defined by the parent), vacation, lack of immunizations (5 days only), and lice (3 days only). Documentation may be requested for these absences.

### **Unexcused Absences**

Any absence for reasons other than those listed as EXCUSED ABSENCES are deemed unexcused. Examples of unexcused absences include the following: take your child to work day, caring for siblings, failure to call the school, missed bus, lack of immunizations (more than 5 days), lice (more than 3 days). Students will be withdrawn after 10 consecutive unexcused absences.

### **Chronic Absenteeism**

A student is chronically absent when he/she misses 10% or more of school. This includes both excused and unexcused absences.

## **Attendance Intervention Timeline**

- **6 unexcused absences:** A school staff member will confer with student and parent/guardian and a letter will be sent.
- **12 unexcused absences:** District staff may hand-deliver or send letter to parent/guardian. The parent/guardian and/or student may be issued a citation for violation of Arizona Revised Statute A.R.S. § 15-802. A citation would require that the parent/guardian appear in court. If convicted, it is a Class 3 Misdemeanor punishable by jail time and/or fine.
- **18 excused and unexcused absences:** District staff may hand-deliver or send letter to parent/guardian. The parent/guardian and/or student may be issued a citation for violation of Arizona Revised Statute A.R.S. § 15-802. A citation would require that the parent/guardian appear in court. If convicted, it is a Class 3 Misdemeanor punishable by jail time and/or fine.

**Absences may be considered excessive when the number of absent days exceeds ten percent of the number of required attendance days prescribed in A.R.S. § 15-802 subsection B, paragraph 1.**

# STUDENT Electronic Information Services User Agreement

Tempe Elementary Schools  
Tempe, Arizona

The District may provide electronic information services (EIS) to qualified students, who attend Tempe Elementary Schools. Electronic information services include networks (e.g., LAN, WAN, Internet), cloud-based services, databases, electronic mail and any computer-accessible source of information, whether from hard drives or other electronic sources.

**IMPORTANT NOTE:** Should you choose that your child NOT use EIS, including computers, you MUST contact your school by LETTER within two weeks.

## Terms and Conditions

- I will use the EIS to support my personal educational objectives consistent with the educational goals and objectives of Tempe Elementary Schools and will refrain from using the EIS for any purpose, or in any manner prohibited by this user agreement.
- I agree not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material or engage in cyberbullying.
- I will abide by all copyright and trademark laws and regulations.
- I will not reveal home addresses, personal phone numbers or personally identifiable data of myself or others.
- I will not use the network in any way that would disrupt the use of the network by others.
- I will not use the EIS for commercial purposes.
- I will abide by the Student Discipline Handbook while using the EIS.
- I will use only Tempe Elementary Schools approved search engines.
- I will strive to use correct spelling, punctuation and grammar when sending electronic mail or publishing documents.
- I will take responsibility for any account that is given to me and will keep my password and/or user ID private. I will only use passwords and user IDs assigned to me.
- I will not attempt to harm, modify, add or destroy software or hardware nor interfere with system security.
- I will report any misuse of the electronic information resources immediately to a teacher, administrator, and/or other staff member. I will report all accidental misuse of technology to my teacher, administrator, and/or staff member immediately.
- I understand that electronic mail, direct electronic communication, and any electronic information service is not private and may be read and monitored by District employed persons.
- I understand that many services and products are available through EIS for a fee. I will obtain authorization prior to accessing or using a service that requires a fee and will accept responsibility for any expenses incurred for such use.
- I understand that Tempe Elementary Schools specifically denies any responsibility for the accuracy of information accessed through the use of EIS. While the district will make an effort to ensure access to proper materials, the user has the ultimate responsibility for how the electronic information service is used and bears the risk of reliance on the information obtained.
- I understand that Tempe Elementary Schools does not assume the liability for information lost, damaged, or unavailable due to technical and/or other difficulties.
- I understand that Tempe Elementary Schools reserves the right to establish rules and regulations as may be necessary for the efficient operation of the EIS.
- I understand that Tempe Elementary Schools provides technology protection measures (filtering) that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography, or, with respect to use of the computers by students, harmful to students.
- I understand that inappropriate use may result in cancellation of permission to use the electronic information services (EIS) and appropriate disciplinary action up to and including expulsion.
- I will not attempt to subvert, disable security or alter workstation settings.

## GOOGLE/GOOGLE ADDITIONAL SERVICES

Tempe Elementary Schools uses Google/Google Additional Services for all students. Google/Additional Services is a set of educational tools from Google including Docs, Sheets, Classroom, Meet, YouTube, and more. Students use these tools to collaborate, create, and communicate with other students and their teachers.

The District utilizes an Internet content filter that is in compliance with the federally mandated Children's Internet Protection Act (CIPA). All tablets and laptops, regardless of physical location (in or out of school), will have all Internet activity protected and monitored by the District. If a site is blocked in school, then it will be blocked out of school.

If you do not want your child to use the Google/Google Additional Services tools, you must contact your school in writing within two (2) weeks of enrollment.

## WEBSITE AND ONLINE TOOLS

Students may use various websites and online tools for collaborative projects, creative activities, and communication for academic purposes.

## NOTIFICATION OF RIGHTS

### Surveys: Student Information, Parental Permission, Informed Consent, and Definitions (A.R.S. § 15-117)

No survey that solicits personal information about a student regarding any of the listed categories in subsection A of A.R.S. § 15-117 shall be conducted without being approved and authorized by the Superintendent. A teacher or other school employee may not administer any survey regarding subsection A of A.R.S. § 15-117 without obtaining written authorization from the Superintendent.

If the Superintendent elects to administer a survey as enumerated in subsection A of A.R.S. §15-117, the Superintendent shall provide a copy of the survey to the student's parent along with a written informed consent form and shall obtain written informed consent from the student's parent authorizing the student to participate. The survey and written informed consent form must be provided and obtained at least seven (7) days before administering the survey to a student. A parent of a student may at any time revoke consent for the student to participate in any survey pursuant to subsection A of A.R.S. § 15-117.

#### **Subsection A:**

Notwithstanding any other law, each school district shall obtain written informed consent from the parent of a student before administering any survey that solicits personal information about the student regarding any of the following:

1. Critical appraisals of another person with whom a student has a close relationship.

2. Gun or ammunition ownership.
3. Illegal, antisocial or self-incriminating behavior.
4. Income or other financial information.
5. Legally recognized privileged or analogous relationships, such as relationships with a lawyer, physician or member of the clergy.
6. Medical history or medical information.
7. Mental health history or mental health information.
8. Political affiliations, opinions or beliefs.
9. Student biometric information.
10. The quality of home interpersonal relationships.
11. Religious practices, affiliations or beliefs.
12. Self-sufficiency as it pertains to emergency, disaster and essential services interruption planning.
13. Sexual behavior or attitudes.
14. Voting history.

Please visit [www.azleg.gov/ars/15/00117.htm](http://www.azleg.gov/ars/15/00117.htm) for additional information and the complete statute.

# NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF STUDENT RIGHTS AMENDMENT (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes and certain physical exams. These include, but are not limited to, the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following eight protected areas (protected information survey) if the survey is funded as part of a program administered by the U.S. Department of Education (Department):
  1. Political affiliations or beliefs of the student or student's parent;
  2. Mental or psychological problems of the student or student's family;
  3. Sex behavior or attitudes;
  4. Illegal, anti-social, self-incriminating, or demeaning behavior;
  5. Critical appraisals of others with whom respondents have close family relationships;
  6. Legally recognized privileged or analogous relationships, such as with lawyers, doctors, or ministers;
  7. Religious practices, affiliations, or beliefs of the student or student's parent; or
  8. Income, other than as required by law to determine program eligibility.
  
- *Receive notice and an opportunity to opt a student out of:*
  1. Any protected information survey administered or distributed to a student by a local educational agency that is a recipient of funds under an applicable program (LEA) if the protected information survey is either not funded as part of a program administered by the Department or is funded as part of a program administered by the Department but to which a student is not required to submit;
  2. Any non-emergency, invasive physical exam or screening required by an LEA as a condition of attendance; administered by the school and scheduled by the school in advance; and, that is not necessary to protect the immediate health and safety of a student, with some exceptions; and
  3. Activities of an LEA involving collection, disclosure, or use of personal information collected from students for the purpose of marketing or sale (or to otherwise distribute such information to others for that purpose), with some exceptions.
  
- *Inspect, upon request:*
  1. Protected information surveys and surveys created by a third party, before the administration or distribution by an LEA of the surveys to a student;
  2. Any instrument used by an LEA to collect personal information for the purpose of marketing or sale (or otherwise distributing such information for that purpose), before the instrument is administered or distributed to a student, with some exceptions; and
  3. Instructional material, excluding academic tests or academic assessments, used by an LEA as part of the educational curriculum for a student.

Tempe Elementary has developed and adopted policies regarding these rights, as well as arrangements to protect student privacy and parents' rights under PPRA, including those discussed above. Tempe Elementary Schools will directly notify parents of these policies at least annually, at the start of each school year, and within a reasonable period after any substantive change to the policies. The District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled or expected to be scheduled to participate in any of the activities or surveys listed below and must provide an opportunity for parents to opt their child out of participation. The District will make this notification to parents at least annually at the beginning of the school year, and this notification must include the specific or approximate dates when the activities or surveys are scheduled or expected to be scheduled. For activities or surveys that are scheduled after the school year starts, parents will be provided with reasonable notification and an opportunity to review, as well as an opportunity to opt their child out. These activities and surveys involve:

- Collection, disclosure, or use of personal information collected from students for the purpose of marketing or sale (or otherwise distributing such information to others for that purpose), with some exceptions;
- Administration or distribution to a student of any protected information survey not funded as part of a program administered by the Department or funded as part of a program administered by the Department but to which students are not required to submit; and
- Certain non-emergency, invasive physical examinations or screenings, as described above.

**Parents who believe their PPRA rights have been violated may file a complaint online by selecting the PPRA complaint form option at <https://studentprivacy.ed.gov/file-a-complaint> or by mailing the form to the following address:**

**U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue, SW, Washington, DC 20202**

# ANNUAL NOTIFICATION TO PARENT(S)/GUARDIAN(S) REGARDING CONFIDENTIALITY OF STUDENT EDUCATION RECORDS

Tempe Elementary Schools has established written policies regarding the collection, storage, retrieval, use and transfer of student educational information collected and maintained pertinent to the education of all students to ensure the confidentiality of the information and to guarantee parents'/guardians' and students' rights to privacy. These policies and procedures are in compliance with federal and state laws. District Policies and Regulations may be reviewed by contacting any school or Special Education.

**The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records.** FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." The Governing Board has established written policies regarding the collection, storage, retrieval, release, use and transfer of student educational information collected and maintained pertinent to the education of all students to ensure the confidentiality of the information and to guarantee parents'/guardians' and students' rights to privacy. These policies and procedures are in compliance with:

The Family Education Rights and Privacy Act; Title 20, United States Code, Sections 1232g and 1232h; and the Federal Regulations (34 C.F.R., Part 99) issued pursuant to such act;

Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act of 2001 (USA PATRIOT ACT);

Every Student Succeeds Act (ESSA) of 2015;

The Individuals with Disabilities in Education Act: 20 U.S.C. Chapter 33; and the Federal Regulations (34 C.F.R. Part 300); and

Arizona Revised Statutes, Title 15, sections 141 and 142.

**The Individuals with Disabilities Education Act (IDEA) is a federal law that protects the rights of students with disabilities.**

In addition to standard school records, for children with disabilities, education records could include evaluation and testing materials, medical and health information, Individualized Education Programs (IEP) and related notices and consents, progress reports, materials related to disciplinary actions and mediation agreements. Such information is gathered from a number of sources, including the student's parents and staff of the school of attendance. Also, with parental permission, information may be gathered from additional pertinent sources, such as doctors and other health care providers. This information is collected to assure the child is identified, evaluated and provided a Free Appropriate Public Education in accordance with state and federal special education laws.

Each agency participating under part B of IDEA must assure that all stages of gathering, storing, retaining and disclosing of education records to third parties complies with the federal confidentiality laws. In addition, the destruction of any education records of a child with a disability must be in accordance with IDEA regulatory requirements.

## RIGHT TO INSPECT AND REVIEW

Student education records are collected and maintained in the office of the child's school and/or the Special Education Department under the supervision of the school Principal and/or the Director of Special Education. Student education records help in the instruction, guidance and educational progress of the student, to provide information to parent(s)/guardian(s) and staff members, to provide a basis for the evaluation and improvement of school programs and for legitimate educational research. The students' records maintained by the District may include – but are not necessarily limited to, identifying data, report cards and transcripts of academic work completed, standardized achievement test scores, attendance data, reports of psychological testing, health data, teacher or counselor observations and verified reports of serious or recurrent behavior patterns. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Otherwise, records are not released to most agencies, persons or organizations without prior written consent of the parent(s)/guardian(s).

Parents of eligible students have the right to inspect and review the student's education records maintained by the school within 45 days of a request made to the school administrator. Schools are not required to provide copies of records unless it is impossible for parents of eligible students to review the records without copies. Parent(s) may request a copy of materials contained in the child's record, when it is not practicable for the parent(s) to inspect and review the records at the school. Schools may charge a fee for copies.

Prior to review, the parent(s) must sign the Request to Examine Confidential Records form, which identifies the records they wish to inspect. The parent(s) will be notified of the time and place where the records may be inspected. The parent(s) may review all student records prior to any Individualized Education Program (IEP) meeting or hearing relating to the identification, evaluation or placement of the child.

School personnel will be available to explain the contents of the records to the parent(s).

## RIGHT TO AMEND EDUCATION RECORDS

Parent(s) may request that the District amend a record and to add comments of their own, if they believe information in the record file is inaccurate or misleading. The request should be made in writing to the school Principal, clearly identifying the part of the record the parent(s) want changed and specifying why it is inaccurate or misleading. If the school decides not to amend the record as requested, the parent(s) will be notified of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedure will be provided to the parent(s) when notified of the right to a hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

# ANNUAL NOTIFICATION TO PARENT(S)/GUARDIAN(S) REGARDING CONFIDENTIALITY OF STUDENT EDUCATION RECORDS (cont'd)

## RIGHT TO CONSENT TO DISCLOSURE

Parent(s) or eligible students have the right to require their consent to disclosure of personally identifiable information contained in the student's education records by the prior written consent of the parent(s) or eligible student(s), except to the extent that FERPA authorizes disclosure without consent. The school may, without consent of parent(s) or student(s), disclose a student's record under the following circumstances:

- To school officials within the District who have a legitimate educational interest. A school official is a person employed by the school as an administrator, supervisor, or support staff member (including health staff and law enforcement unit personnel or similar role); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent/guardian or student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- Upon the request of another school district, where the student seeks or intends to enroll, all student records, including but not limited to disciplinary records and medical records, are transferred where the student is seeking or intends to enroll on a full or part-time basis.
- The State Department of Education, so long as the intended use of data is consistent with the department's statutory powers and responsibilities.
- In order to comply with a judicial order or lawfully issued subpoena.
- Where the disclosure is information designated as "directory information" by the District as provided in the next section.
- Specified officials for audit and evaluation purposes.
- Appropriate parties in connection with financial aid to a student.
- Organizations conducting certain studies for or on behalf of the school.
- Accrediting organizations.
- State and local authorities, within a juvenile justice system, pursuant specific to State law.
- In connection with a health or safety emergency.
- Other limited circumstances permitted under FERPA.

Student education records are kept in strict confidence by the District's staff. Personally identifiable information about students will **NOT** be released or sold for commercial purposes.

## DIRECTORY INFORMATION

The District designates the following personally identifiable information contained in a student's education records as "directory information" and may disclose that information without prior written consent:

- Student's current school name
- Student's name
- Student's address and telephone listing
- Student's image in a photograph or video

- Parent/Guardian email address
- Student's date and place of birth
- Student's grade level
- Student's electronic mail address
- Student's dates of attendance
- Student's enrollment status (e.g., fractional student, full-time)
- Student's weight and height if a member of an athletic team
- Student's achievement awards or honors received
- The student's most recent schools or school districts attended before enrollment in the District
- Student's extracurricular participation

**NOTE:** The above mentioned directory information may be disclosed regarding an individual student pursuant to the restrictions established under state and federal law **unless** the parent(s)/guardian(s) of the student or eligible student send(s) a letter to the school Principal within two (2) weeks after the initial enrollment, refusing to let any or all of the categories of directory information be issued. This designation will remain in effect unless modified by the written direction of the student's parent(s)/guardian(s).

Please give careful consideration before directing the school Principal to not release "directory information." There are instances in which parent(s)/guardian(s) may desire the disclosure of "directory information."

Examples of use of the above information may include, but is not limited to:

- Student yearbooks
- Programs for the District awards ceremony or school concerts
- Rosters for sports activities
- Honors or achievements to be included in District publications, local newspapers or magazine publications.
- Class lists for school events or activities
- Student writing/artwork on class or District Internet web pages
- An interview, photograph, or video taken by District personnel, TV news staff, newspaper reporter or photographer for use in/on:
  - printed publications
  - websites
  - social media platforms
  - school marquee signs
  - television, radio, or video programming
  - promotional materials, advertising, or public service announcements.

Please be assured that a staff member – such as a teacher, Principal or a member of the District's Strategic Partnerships and Communication team – always accompanies reporters and photographers on school grounds.

## RIGHT TO FILE A COMPLAINT

Copies of the district student education records, confidentiality policies and procedures may be reviewed in the assigned office in each school. A parent or eligible student has the right to file a complaint with the Student Privacy Policy Office (SPPO) in

# ANNUAL NOTIFICATION TO PARENT(S)/GUARDIAN(S) REGARDING CONFIDENTIALITY OF STUDENT EDUCATION RECORDS (cont'd)

Washington D.C., if they believe that the district has violated the provision of FERPA. A parent/guardian or eligible student has the right to file a complaint with the SPPO in Washington, D.C.

**The address is:**  
**U.S. Department of Education**  
**Student Privacy Policy Office**  
**400 Maryland Avenue, SW**  
**Washington, DC 20202**

## DESTRUCTION OF SPECIAL EDUCATION RECORDS

Parent(s)/guardian(s) of special education students will be informed at the time of the initial placement in special education, that personally identifiable information collected, maintained or used to provide educational service to the student will be destroyed four (4) years after special education services in Tempe Elementary Schools has ended. A permanent record of a student's name, address, phone number, grades, attendance record, classes attended, grade level completed and year completed, may be maintained without time limitation.

## DISCIPLINE SUPPORT PROGRAM

### INTRODUCTION

Maintaining acceptable behavioral standards in schools is essential to creating a quality learning environment. Therefore, each school in the District has a discipline program that is designed to encourage positive student behavior and emphasize positive action to encourage appropriate student behavior.

The District supports self-discipline as the governing concept for student behavior. School faculty and staff are committed to promoting and implementing a discipline plan that enables students to become effective problem solvers and decision makers and helps students learn self-control.

If a student finds illegal substances (drugs, alcohol, tobacco, etc.) or a dangerous instrument on a school campus, including in his/her backpack or on his/her person, he/she must immediately report or turn the substance or instrument in to a school official. If the student continues to be in possession of illegal substances or weapons, this waiver or reduction of consequences does NOT apply.

### BASIC EDUCATIONAL RIGHTS

The District will strive to ensure that the following basic educational rights are not compromised:

1. The student's right to a quality education, which is differentiated and free from disruption.
2. The educator's right to teach or administer free from verbal/physical intimidation and assault.
3. The parent's right to a quality education for his/her child and the protection of students, educators and school property.

### EXPECTATIONS FOR STUDENT CONDUCT

Students are expected to respect the personal and property rights of others and cooperate with all members of the school community.

#### **Students are required to:**

1. Comply with District policies and regulations.
2. Submit to the authority of school administrators, teachers and the Governing Board.

3. Attend school and meet school obligations.
4. Maintain a standard of conduct that reflects socially acceptable behavior.
5. Accept responsibility for their actions.
6. Respect the rights of others.
7. Dress appropriately and practice habits of good personal health and hygiene.
8. Help maintain school property and other property of the school community.

### SEXUAL HARASSMENT

It is the policy of Tempe Elementary Schools to maintain a learning and working environment that is free from sexual harassment.

It shall be a violation of this policy for any member of Tempe Elementary Schools staff to harass another staff member or student through conduct or communications of a sexual nature as defined in Governing Board Policy ACA. It shall be a violation of this policy for any student in Tempe Elementary Schools to harass another student or any staff member through conduct or communications of a sexual nature as defined in Governing Board Policy ACA.

Anyone who is a victim of sexual harassment, or knows of the occurrence of such conduct, should immediately inform the Principal, Assistant Principal or Superintendent. All matters involving sexual harassment will remain confidential unless disclosure is required by law or it is determined to be necessary by the Superintendent or his/her designee.

### STUDENTS PLACED BY THE DISTRICT AT THE ARIZONA SCHOOL FOR THE DEAF AND THE BLIND

This District will notify the Arizona School for the Deaf and the Blind (ASDB) of ASDB's obligation to notify the District of all reports and investigations of sexual harassment involving the District's students that occur on ASDB's premises, in any of ASDB's programs or on ASDB buses that transport students to and from ASDB. Once the District is notified by ASDB that a

## DISCIPLINE SUPPORT PROGRAM (cont'd)

report of sexual harassment has been made, the District shall be responsible for confirming that ASDB conducts a prompt investigation and that ASDB provides the District with the results of the investigation, including what remedial or disciplinary action will be/had been taken to address the matter, if any such action is warranted.

### PARENT CONCERNS

A parent who has concerns about any disciplinary matter involving a student should initially speak to the staff member involved. If unable to come to a resolution with the staff member, the parent should contact the Assistant Principal or Principal. If necessary, a meeting will be held. If no resolution can be reached, the parent may contact the appropriate district administrator.

## SEARCH AND SEIZURE

Students possess the right of privacy of person as well as freedom from unreasonable search and seizure of property guaranteed by the Fourth Amendment of the Constitution. This individual right, however, is balanced by the school's responsibility to protect the health, safety and welfare of all its students. School employees may conduct searches when they have reason to suspect that the health, safety or welfare of students may be in danger. The following search or seizure guidelines will be followed:

1. General searches of school property and personal items may be conducted at any time when there is a reasonable cause for school employees to believe that something which violates a law or school rule is on school property and when the search is reasonable in its scope. Such searches may be made without the student present.
2. Illegal items (e.g. firearms, weapons, drugs, tobacco, alcohol) or other possessions reasonably determined to be a threat to the safety or security of others or which might interfere with school purposes may be confiscated.
3. Items that disrupt or interfere with the educational process may be removed from a student's person.
4. A student's person may be searched when there is reasonable cause to believe that the student is in possession of illegal or prohibited items.
5. The school maintains ownership of student lockers and storage areas. Student lockers and storage areas may be searched on a periodic basis to protect the health, safety, and rights of the students.

## DISCIPLINARY ALTERNATIVES

The following are disciplinary options that school officials may use when a student engages in conduct warranting disciplinary action:

### INFORMAL TALK

A school administrator, teacher and/or counselor talks with the student to explain how the student should behave.

### CONFERENCE

A school administrator meets with the student. The school counselor and/or other school employees may participate in the conference as well. A behavior intervention plan may be created for the student. This action is recorded in the student's Discipline Profile.

### PARENT NOTIFICATION

The parent is notified about the student's misconduct and may be asked to meet with the student, school personnel and any other appropriate individuals. This action is recorded in the student's Discipline Profile.

### SUSPENSION OF PRIVILEGES

The student is prohibited from participating in one or more non-academic activities. Examples of privileges that may be temporarily suspended include, but are not limited to: school dances, assemblies, field days, athletics, transportation on District vehicles, field trips, or promotion activities. This action is recorded in the student's Discipline Profile.

### DETENTION

The student is kept after school and assigned academic or other work during the period of detention.

### IN-SCHOOL SUSPENSION (ISS)

The student is placed in ISS for one to ten days. The student is supervised by school staff and is expected to complete regular class assignments and to follow specified behavioral guidelines. IEP goals and objectives for Special Needs students will continue to be met during the period of in-school suspension.

## DISCIPLINARY ALTERNATIVES (cont'd)

### BEHAVIOR INTERVENTION PLAN

A customized, written behavior intervention plan is created for the student. This action may be recorded in the student's Discipline Profile.

### PARENT CUSTODY

The student is released from school with two (2) hours of dismissal for the remainder of the school day in the custody of the student's parent(s). This action may be recorded in the student's Discipline Profile.

### SHORT-TERM SUSPENSION (1-10 consecutive school days)

The student's privilege of attending school is temporarily withdrawn for one to ten consecutive school days. The student may not come onto District property or attend District functions. This action is recorded in the student's Discipline Profile.

### LONG-TERM SUSPENSION (11 or more consecutive school days)

The student's privilege of attending school is temporarily withdrawn for eleven or more consecutive school

days. The student is allowed to return to school on a specified date. The student may not come onto District property or attend District functions during the period of suspension without prior approval of the Superintendent. This action is recorded in the student's Discipline Profile.

### SUMMARY SUSPENSION

The student is immediately removed from school because the student appears to present a clear and present danger to self or others. Due process procedures are initiated as soon as practicable. This action is recorded in the student's Discipline Profile and the student's Disciplinary File.

### EXPULSION

The student's privilege of attending school is permanently withdrawn and the student is prohibited from attending any school in the District. The student may not come onto District property or attend District functions without prior approval of the Governing Board. This action is recorded in the student's Discipline Profile and the student's Disciplinary File.

## STUDENT TRANSPORTATION

### INTRODUCTION

Tempe Elementary Schools has developed a strict District-wide Zero Tolerance Program to ensure safe and appropriate behavior. Unsafe or inappropriate conduct while traveling to or from the bus stop, or at a bus stop or while riding the bus may result in disciplinary action.

The strength of this program is drawn from the consistent application and enforcement of the program at all levels. The success of the Zero Tolerance Program relies on swift intervention by the drivers, the Transportation Department, school administrators and parents alike. The bus driver will refer student misconduct to a designated representative from the Transportation Office. Appropriate warning or bus suspension will be communicated to the parent or guardian by telephone and/or in writing. Students have the privilege of riding District transportation, however, when a student fails to practice safe and proper conduct, the privilege may be suspended. (See School Bus Misconduct Form in this handbook).

To provide a better and safer environment for all children, District vehicles are equipped with video surveillance cameras. These systems have both audio and video recording capability. Due to confidentiality laws, school bus video viewing is restricted, on a need-to-know basis, to students and District staff only.

Only students and District staff members are permitted to enter the school bus. This is to protect the safety and welfare of every student. The only exceptions for boarding a school bus are; by receiving prior approval for field trips, or authorization from transportation due to extenuating circumstances.

Students who are transported on buses, or other vehicles provided by the District are under the authority of the driver who is operating the vehicle. Students are also required to follow District policies, regulations and rules while being transported. Parents

are requested to review transportation rules with students and encourage appropriate behavior. Drivers have the authority and the responsibility to stop a bus or proceed to a campus, if in the driver's opinion, student(s)' behavior has impaired his or her ability to safely operate the bus. If an afternoon bus seems to be running more than 30 minutes late, parents are encouraged to contact either the school or the Transportation Department at **(480) 642-1540, then press 1 for an operator.**

Morning buses can sometimes be delayed due to traffic conditions, street repairs or bus mechanical problems. Children are advised to be at the bus stop no more than 10 and no less than 5 minutes before their scheduled pickup time. If the bus is more than 15 minutes late, the student who lives closest to the bus stop, and who has access to a phone, should call **(480) 642-1540, then press 1 for an operator.** The other children should remain together at the bus stop. Clocks and other timekeeping devices vary. The correct time (used by our transportation department) can be seen at [www.time.gov](http://www.time.gov).

### LIABILITY FOR DAMAGE TO A DISTRICT VEHICLE

Students who cut, deface or otherwise damage a school vehicle may be denied transportation privileges and may be suspended or expelled from school. Under Arizona law, parents are liable for damage done to school property by their children and they will be charged for the cost of such damage.

### DISCIPLINARY ACTION FOR VIOLATION OF TRANSPORTATION RULES

In emergency situations, or for serious violations, transportation privileges may be revoked without prior notice. Suspension of transportation privileges for up to one school year may be imposed by the Transportation Administration.

**TEMPE ELEMENTARY SCHOOLS BUS SAFETY AND DISCIPLINE PROGRAM  
SCHOOL BUS MISCONDUCT FORM**

\_\_\_\_\_ / \_\_\_\_ / \_\_\_\_\_ a.m./p.m.  
**Student Name** \_\_\_\_\_ **School Name** \_\_\_\_\_ **Bus #** \_\_\_\_\_ **Date** \_\_\_\_\_ **Time** \_\_\_\_\_

Your child has violated one or more of the District's rules on school bus conduct, (as indicated below):

**LEVEL I**

- Failure to remain properly seated
- Loud disruptive talking or yelling
- Failure to take assigned seat
- Eating/drinking/chewing on bus
- Bothering other passengers
- Throwing objects on the bus
- Crossing behind the bus
- Continuously late to bus stop
- Opening window
- Other

1    2    3    4    5    6

**LEVEL II**

- Profanity, obscene language or gestures
- Extending head or arm out of bus window
- Vandalizing District property
- Verbal abuse of another student
- Defiant behavior shown to bus driver or assistant
- Spitting on the bus
- Throwing objects at the bus
- Fighting
- Other

1    2    3    4

**LEVEL III**

- Lighting matches/lighter on bus
- Throwing objects from the bus
- Verbal abuse of, or physical assault on driver or assistant
- Igniting smoke/stink bomb on bus
- Smoking on bus
- Activating or tampering with emergency equipment
- Weapon, simulated weapon, firearm, destructive device or dangerous instrument (on bus or at the stop)
- Shoving student(s) into path of on-coming bus
- Physical assault on student
- Spitting on a person
- Other

1    2    3

**Warning given?**    YES \_\_\_\_\_ times    NO  
 NOT APPLICABLE

**COMMENTS:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 Driver's Signature

\_\_\_\_\_  
 Date

Please sign and return original (**white**) copy of this form to school immediately! Keep the **yellow** copy for your records.

- Your child may continue to ride the bus, however \_\_\_\_\_
- All bus privileges are suspended for \_\_\_\_\_ days. Suspension begins on \_\_\_\_\_.  
Your child may resume riding on \_\_\_\_\_.
- All bus privileges are revoked for the remainder of the school year.
- Please call \_\_\_\_\_ immediately at \_\_\_\_\_ to set up a conference.

Parent Notified:    in person    by telephone    by mail   Date notified: \_\_\_\_\_

School Comments: \_\_\_\_\_

**ATTENTION PARENT**

**SEE REVERSE FOR MORE INFORMATION ABOUT ZERO TOLERANCE AND THE LAW** ↓

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_ Parent's Signature \_\_\_\_\_ Date \_\_\_\_\_ Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

**White:** Signed by Parent & Returned to School for School's Records   **Yellow:** Parent Copy   **Pink:** Returned to Transportation by School   480-014-6/12

# MINIMUM CONSEQUENCES

## LEVEL I

- First Offense**
  - Conference with student
  - Parent signs/returns ticket
- Second Offense**
  - Conference with parent (telephonic or personal) and student (if parent fails to conference, then student will receive 3-day suspension of bus riding privileges—same as third offense)
  - Parent signs/returns ticket
- Third Offense**
  - 3-day suspension of bus riding privileges
  - Conference with parent (telephonic or personal) and student (if parent fails to conference, then student will remain suspended until parent conferences, but not for less than 3 days)
  - Parent signs/returns ticket
- Fourth Offense**
  - 7-day suspension of bus riding privileges
  - Conference with parent (telephonic or personal) and student (if parent fails to conference, then student will remain suspended until parent conferences, but not for less than 7 days)
  - Parent signs/returns ticket
- Fifth Offense**
  - 30-day suspension of bus riding privileges
  - Conference with parent (**in person**) and student (if parent fails to conference, then student will remain suspended until parent conferences, but not for less than 30 days)
  - Parent signs/returns ticket
- Sixth Offense**
  - Suspension of bus riding privileges for remainder of school year or for 4 months (carried over to next school year), whichever is greater
  - Parent signs/returns ticket

## LEVEL II

- First Offense**
  - 5-day suspension of bus riding privileges
  - Conference with parent (telephonic or personal) and student (if parent fails to conference, then student will remain suspended until parent conferences, but not for less than 5 days)
  - Parent signs/returns ticket
- Second Offense**
  - 10-day suspension of bus riding privileges
  - Conference with parent (telephonic or personal) and student (if parent fails to conference, then student will remain suspended until parent conferences, but not for less than 10 days)
  - Parent signs/returns ticket
- Third Offense**
  - 30-day suspension of bus riding privileges
  - Conference with parent (**in person**) and student (if parent fails to conference, then student will remain suspended until parent conferences, but not for less than 30 days)
  - Parent signs/returns ticket
- Fourth Offense**
  - Suspension of bus riding privileges for remainder of school year or for 4 months (carried over to next school year), whichever is greater
  - Parent signs/returns ticket

## LEVEL III

- First Offense**
  - 10-day suspension of bus riding privileges
  - Conference with parent (**in person**) and student (if parent fails to conference, then student will remain suspended until parent conferences, but not for less than 10 days)
  - Other District/Legal action as deemed appropriate
  - Parent signs/returns ticket
- Second Offense**
  - 30-day suspension of bus riding privileges
  - Conference with parent (**in person**) and student (if parent fails to conference, then student will remain suspended until parent conferences, but not for less than 30 days)
  - Other District/Legal action as deemed appropriate
  - Parent signs/returns ticket
- Third Offense**
  - Suspension of bus riding privileges for remainder of school year or for 4 months (carried over to next school year), whichever is greater
  - Other District/Legal action as deemed appropriate
  - Parent signs/returns ticket

All students in Tempe Elementary Schools who ride buses are subject to **policies and regulations designed to provide safe transportation**. These policies and regulations (contained in Governing Board Policy EEAE and EEAEC) are available for review on campuses and at the District Office. Any behavior which distracts the driver is considered a serious hazard to the safe operation of the bus, and as such, jeopardizes the safety of all passengers, the driver, and others. Please remember that **riding the bus is a privilege**, not a right, and as such the consequences of misconduct could result in your child being denied transportation. Furthermore, be advised that a student suspended from riding the bus is also prohibited from riding buses on field trips and for other activities, and may therefore be denied the opportunity to participate on such trips. Suspension of bus riding privileges does not relieve parents of the responsibility of sending a child to school. Each of these rules is considered extremely crucial to the safe operation of our school buses, and has been established by the School Governing Board under Policy EEAE and in accordance with Arizona State Administrative Code, as a way **to protect all children**. It is therefore imperative that your child follow these rules.

## STUDENT TRANSPORTATION (cont'd)

### PARENT'S RESPONSIBILITY TO TRANSPORT

The withdrawal of transportation privileges does not relieve parent(s) of the responsibility of sending the student to school. A.R.S. § 15-802 (A). A parent's inability to transport or arrange transportation for his/her child will not be considered as a basis for revoking a suspension.

### RIDE SHARING

To ensure the safety and well-being of our elementary-aged students, the District **does not condone or permit** students to

use ride-sharing services (such as Uber, Lyft, Waymo, etc.) for transportation to or from school or school-sponsored events. This guideline aligns with child safety guidelines and ensures appropriate adult supervision for young students. Additionally, this guideline aligns with ride-sharing service policies, which do not permit minors to use their services unaccompanied. Parents and guardians are responsible for arranging suitable transportation for their children that complies with this guideline. Your cooperation in prioritizing the safety of our students is greatly appreciated.

### TRANSPORTATION EXPECTATIONS\*

	BE SAFE	BE RESPONSIBLE	BE RESPECTFUL	BE KIND
<b>Waiting for the Bus</b>	<ul style="list-style-type: none"> <li>• Wait for driver directions.</li> <li>• Wait on sidewalk when at assigned bus stop.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow driver directions.</li> <li>• Line up appropriately.</li> <li>• Report any issues to bus driver.</li> </ul>	<ul style="list-style-type: none"> <li>• Be respectful of others and their property.</li> <li>• Keep hands/feet and other objects to self.</li> <li>• Use appropriate language and topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Line up and wait your turn.</li> <li>• Be considerate of others' property.</li> <li>• Have kind conversations with others.</li> </ul>
<b>Entering the Bus</b>	<ul style="list-style-type: none"> <li>• Wait for door to open.</li> <li>• Hold the handrail.</li> </ul>	<ul style="list-style-type: none"> <li>• Be seated quickly.</li> </ul>	<ul style="list-style-type: none"> <li>• Sit in assigned seat.</li> <li>• Use a quiet voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Greet the driver and others.</li> </ul>
<b>Riding the Bus</b>	<ul style="list-style-type: none"> <li>• Remain properly seated while bus is in motion.</li> <li>• Keep aisles and exits clear.</li> <li>• Only bring items used for learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep all food/drink in your backpack.</li> <li>• Follow driver directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands, feet and objects to self.</li> <li>• Use appropriate language and topics.</li> <li>• Use a quiet voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Politely ask driver for radio.</li> <li>• Have kind conversations with others.</li> </ul>
<b>Exiting the Bus</b>	<ul style="list-style-type: none"> <li>• Hold the handrail.</li> <li>• Move to a safe spot away from the bus</li> <li>• Cross in front of the bus.</li> </ul>	<ul style="list-style-type: none"> <li>• Stay seated until door opens.</li> <li>• Take all personal belongings with you.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a quiet voice.</li> <li>• Walk down the aisle.</li> </ul>	<ul style="list-style-type: none"> <li>• Be courteous.</li> <li>• Wait your turn.</li> <li>• Be patient.</li> </ul>
<b>Evacuation</b>	<ul style="list-style-type: none"> <li>• Stay quiet.</li> <li>• Listen for driver directions.</li> <li>• Leave personal belongings on the bus.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow driver directions.</li> <li>• Help others when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Exit quickly.</li> </ul>	<ul style="list-style-type: none"> <li>• Be calm.</li> <li>• Be helpful.</li> </ul>

\* Please note that all Tempe Elementary School District Discipline Policies apply while at the bus stop or riding the school bus.

### NON BUS RIDER SAFETY

Please show your child which route you would like him/her to follow to and from school. **Children should not be on the school campus more than 30 minutes before school starting time.** All students need to obey the crossing guard and follow

instructions. Students should walk in groups when possible. **Skateboards, scooters, roller blades and roller skates are not allowed on school grounds.**

## BICYCLES

Students in grades three through eight shall be allowed to ride their bicycles to and from school and park them on school premises, at their own risk, during school hours. **Students in kindergarten through second grade may be allowed to ride their bicycles to and from school only upon written notification to the Principal from their parents or guardians.** Parents are encouraged to remind their children of the need for safety when riding bicycles.

#### Students who ride bicycles are expected to:

1. Walk bicycles across intersections and while on school grounds.
2. Park bicycles in the space provided and go directly to the playground or into the building.
3. Lock bicycles. The District cannot assume responsibility for loss or damage.
4. Walk or ride bicycles with (in the same direction as) traffic, using bike lanes when available.
5. The use of helmets is highly recommended.

## STUDENT DRESS

The District encourages students to take pride in their attire as it relates to the school setting. Students should dress in a manner that, in addition to the following guidelines, takes into consideration the educational environment, safety, health, and welfare of self and others. Students' dress shall be neat, clean, and in good taste. The administration is authorized to require students to change their attire in instances where individual dress does not meet the stated requirements. A student who refuses to do so will be subject to suspension.

- Shoes must be worn at all times. Closed shoes are to be worn for any type of physical activity, such as physical education and recess.
- Jewelry shall not be worn if it presents a safety hazard to self and/or others.
- Profane or defamatory writing on clothing or jewelry is not acceptable.
- No hats may be worn inside school buildings by male or female students, except for properly approved occupational safety headgear required for special classes.
- Gang-related personalization is not permitted on hats, on items of clothing, or on one's person.
- Obscene language or symbols, or symbols of drugs, sex, alcohol or tobacco on clothing are expressly prohibited.

If your school has uniforms, you must adhere to its guidelines. On special days (i.e., holidays, spirit days) the dress code may be modified when permitted by the administration. Students will be allowed to wear protective outside clothing. Please properly mark your child's jacket, sweater, lunch box, etc., with your child's full name so that these items are easily identifiable. Lost and found areas are provided in the schools for lost articles.

## ELECTRONIC DEVICES/CELL PHONES

Electronic Devices, including but not limited to: cell phones, smartphones, tablets, laptops, and smart watches, etc. are not allowed to be used at school if they are found to be a disruption in an educational environment. While we know that cell phones can be disruptive at school, we realize that many parents are choosing to have their child carry a cellular phone for before and/or after school communication and safety purposes.

If you, as a parent or guardian, have decided that it is necessary for your child to carry a cell phone, we ask that you be aware of the following and discuss this with your child:

- Tempe Elementary Schools does not assume responsibility for the loss of, or damage to, personal property. If your child has a cell phone on campus or on the bus and it is damaged or stolen, we will not be able to utilize administrative time to investigate the incident, nor will the District be able to take any financial responsibility for the cell phone or cell phone charges.
- Cellular phones must be turned off and in backpacks or otherwise out of view at all times while on the school campus and on the bus. If a student has a cell phone out while on campus during the school day or on the bus, or if the cell phone is a disruption or distraction in any way, it will be confiscated and the parent/guardian will need to come to the school office to pick it up. Repeated occurrences will result in appropriate disciplinary action.

Please assist us in keeping our learning environment free from distractions. For more information, please refer to Policy IJNDB on the Use of Technology Resources in Instruction.

## DISTRICT-OWNED MUSICAL INSTRUMENTS

Instruments will be provided at no charge for all students enrolled in an instrumental music class. Students are responsible for the care of the instrument while assigned to them. Instruments must be returned upon teacher request, when transferring or withdrawing from school, and after the last concert of the year. Any instruments that are lost, stolen, or damaged will result in the parent/guardian being charged the repair cost invoiced or the replacement cost listed on the signed Instrument Use Agreement Form. Repairs are to be performed by the District repair vendor only. Repairs that are the result of normal wear and tear are provided at no charge. The full instrument Handbook can be viewed at <http://bit.ly/InstrumentHandbooks>.

## I.D. BADGES

Middle School students are expected to wear ID badges on campus, on the bus, and to all school sponsored activities. Failure to wear an ID badge may result in loss of privileges and/or disciplinary action.

# PROHIBITED CONDUCT

Set forth below are categories of prohibited conduct that may subject a student to disciplinary action. This list is not meant to be exhaustive, but it does include many of the more common and/or serious kinds of prohibited conduct.

Prohibited conduct that is attempted but not completed may subject the student to discipline to the same extent as if the conduct was completed.

The categories of prohibited conduct are meant as guidelines only and are not intended to limit the District's ability to discipline students if the District determines that the student's conduct generally falls within the parameters of the categories of prohibited conduct or otherwise warrants disciplinary action.

Students may be subject to discipline for engaging in prohibited conduct: possession, use, sale, sharing, or distribution of tobacco, alcohol, drugs or drug paraphernalia:

1. While the student is going to and from school (including conduct at or near school bus stops and on the bus);
2. While the student is off campus during the normal school day (including release periods);
3. While the student is at a school event (on or off campus, during or after the normal school day)
4. In any other context in which the District may lawfully discipline the student.

Although all misconduct merits attention and action, the following misconduct will not be tolerated:

1. Continued open defiance of authority, habitual profanity or vulgarity;
2. Conduct involving weapons (including, but not limited to: firearms, air-soft guns, slingshots, knives, explosive devices, pepper spray or a simulated weapon, which means an instrument displayed or represented as a weapon);

**The Gun-Free Schools Act and state statute generally require a one-year minimum expulsion of any student who brings a firearm to school.**

3. Conduct involving illegal and/or prohibited substances (including, but not limited to: possession, use, sale, sharing, or distribution of tobacco, alcohol, drugs or drug paraphernalia);

**TEMPE ELEMENTARY SCHOOLS IS A "DRUG-FREE ZONE"**  
Sale, sharing, and/or distribution of narcotics (legal or illegal) or drugs **may** result in the student or students being recommended for **expulsion** from school. Students accepting or purchasing an illegal substance will result in the recommendation of a long-term suspension. Students possessing or using illegal drugs may be recommended for long-term suspension or expulsion.

4. Conduct involving property damage, vandalism and/or arson; (Arizona law makes parents liable for damage done to school property by their children.)
5. Conduct involving physical and/or verbal assault, aggression, bullying, intimidation, sexual or other harassment; (Anyone who is a victim of, or knows of the occurrence of such conduct, should immediately inform the Principal, Assistant Principal or Superintendent.)
6. Conduct involving extortion or theft; and
7. Conduct involving insult or abuse of school employees on school grounds or while a teacher is engaged in the performance of his/her duties (a misdemeanor, pursuant to A.R.S. §15-507).
8. Conduct involving the misuse of technology.

**MANDATORY EXPULSION RECOMMENDATION**

For the following offenses committed in school buildings, on school grounds, on school buses or at school bus stops, going to and from school, using district property for any purpose, or attending a district-sanctioned event, there will be a mandatory referral of expulsion to the Governing Board:

- Possessing, use of, or assisting another person in possessing a firearm (as defined in JICI Weapons in School), loaded or unloaded, operable or inoperable;
- Possessing, use of, or assisting another person in possessing a BB/pellet gun;
- Selling, sharing, or distributing of narcotics or illegal drugs;
- Threat against an institution;
- Possession and/or use of explosive devices other than fireworks.

The school administration is required by A.R.S. §15-515 to notify the police regarding a student's misconduct involving weapons.

The categories of misconduct and range of possible consequences on pages 21-25, are examples of the kinds of misconduct requiring discipline and are not intended as a complete list of all possible types of misconduct. The guidelines for discipline represent the usual range of consequences for the types of misconduct listed.

The guidelines will be followed unless the Principal and the Superintendent agree on a more or less severe consequence warranted by the unusual circumstances of the offense or the history of the offender. For any misconduct that is not listed, the Principal and the Superintendent will agree on a consequence that is similar and consistent with the examples that are listed.

# DUE PROCESS PROCEDURES FOR SHORT-TERM SUSPENSION, LONG-TERM SUSPENSION AND EXPULSION

## **HB 2123** (effective date September 29, 2021 only for grades K-4)

- I. With the exception of mandatory expulsions for students that bring firearms to school, a student may not be suspended or expelled unless:
  - a. They are over the age of 7;
  - b. Student engaged in activity meeting one of these criteria:
    - i. Bringing a dangerous weapon on campus;
    - ii. The possession, use, or sale of a dangerous drug or narcotic;
    - iii. Immediately endangers the health or safety of others; or
    - iv. The behavior is determined to qualify as "aggravating circumstances" where all of the following apply:
      1. Student engages in persistent behavior that has been documented and that prevents other students from learning or the teacher from controlling the classroom; and
      2. Student's ongoing behavior is unresponsive to targeted interventions (must follow an established intervention process that includes a consultation with the school's counselor, school psychologist or other mental health professional, or social worker); and
      3. Student's parent was notified and consulted about the ongoing behaviors; and
      4. Before suspending, the school conducts a screening for a disability and MDR.
  - c. Failing to remove the student would create a safety threat that cannot be addressed or qualifies as "aggravating circumstances"; and
  - d. Before suspending or expelling, the school considers alternative behavioral or disciplinary interventions available to the school that maintain health and safety of others, in consultation with parents. These alternatives must be documented.
2. A student that is suspended or expelled must have the ability to apply for readmission upon a parent appeal:
  - a. After serving at least five (5) days of a long-term suspension; or
  - b. After serving at least 20 days from the effective date of an expulsion or alternative reassignment at the school.

## **SHORT-TERM SUSPENSION (10 days or less)**

**Step 1:** The student will receive notice, written or oral, of the reason for suspension and the evidence the school authorities have of the alleged misconduct.

1. After having received notice, the student will be asked for an explanation of the situation.
2. The authorized District personnel shall make reasonable efforts to verify facts and statements prior to making a judgment.

## **Step 2:** Following Step 1:

1. Provided that a written record of the action taken is kept on file, authorized District personnel may:
  - Suspend the student for up to ten (10) days;
  - Choose other disciplinary alternatives;
  - Exonerate the student;
  - Suspend the student for ten days pending a recommendation that the student be given a long-term suspension or expulsion or both.
2. When suspension is involved:
  - a. A parent must be notified before the student is allowed to leave campus. If no parent contact can be made, the student may be isolated until dismissal time and then given a written message to the parents.
  - b. A letter to the parents will be written within a reasonable time to explain the terms (including the possibility that a long-term suspension and/or expulsion is being recommended) and reasons for the suspension and to request a meeting to solicit their help.
3. No appeal is available from a short-term suspension.

## **Homework and Class Assignments**

The student or his/her parent(s)/guardian(s) may request that his/her teacher(s) make homework and/or class assignments available at a designated location. The student is responsible for making such arrangements and to have the completed assignments returned to the teacher(s) for grading and credit. Students who successfully complete such assignments will be given a reasonable time to make up tests upon returning to school.

## **Restrictions**

During the period of suspension, the student is not permitted on District property and may not participate in District functions or activities without special permission and prior approval from the appropriate supervising District-level Administrator. The student is also prohibited from enrolling in any District school during the period of long-term suspension.

## **LONG-TERM SUSPENSION (over 10 days)**

**Step 3:** If the offense is one that could result in a suspension of over ten (10) days, in addition to **Step 1** and **Step 2** a formal hearing will be arranged and conducted by a hearing officer or by the Superintendent.

**Step 4:** A formal letter to the responsible parent or guardian will be mailed by certified mail with return receipt requested or delivered by hand (with adult witness present) at least five (5) working days prior to the formal hearing. A copy of this letter will remain on file, and the letter should contain the following information:

## DUE PROCESS PROCEDURES FOR SHORT-TERM SUSPENSION, LONG-TERM SUSPENSION AND EXPULSION (cont'd)

1. The charges and the rule or regulation violated.
2. The extent of the punishment to be considered.
3. The date, time, and place of the formal hearing.
4. A designation of the District's witnesses.
5. That the student may present witnesses.
6. That the student may be represented by counsel at student's expense.
7. If a hearing officer has been designated, the name of the hearing officer.

punishment was not reasonable, they may modify the punishment.

3. The decision of the Board is final.

**Step 5:** A formal hearing will be held, during which the student will be informed of the following:

1. Nothing in these procedures shall be construed to prevent the students who are subject to the action and their parents or legal guardians and legal counsel from attending any executive (closed) session pertaining to the proposed disciplinary action, or from having access to the minutes and testimony of such session or from recording such a session at the parent's or legal guardian's expense.
2. The student is entitled to a statement of the charges and the rule or regulation violated.
3. The student may be represented by counsel, without bias to the student.
4. The student may present witnesses.
5. The student or counsel may cross-examine witnesses presented by the District.
6. The burden of proof of the offense lies with the District.
7. Either the hearing must be recorded on tape or an official record must be kept in some other appropriate manner. In addition, parents are to be allowed to tape-record the hearing at their own expense.
8. The District has the right to cross-examine witnesses, and may be represented by an attorney.

**Step 6:** The decision and appeal procedure, if applicable, upon the conclusion of the hearing will be as follows:

1. Upon the conclusion of a hearing by a hearing officer in which a decision of long-term suspension is made, the decision may be appealed to the Board. To arrange such an appeal, the parent(s) of the suspended student or the student must deliver to the Superintendent a letter directed to the Board within five (5) days after receiving written notice of the long-term suspension. The letter must describe in detail any objections to the hearing or the decision rendered.
2. The appeal to the Board will be on the record of the hearing held by the hearing officer. If the Board determines that the student was not afforded due process rights or that this policy was not followed in all substantive respects, the student shall be given another hearing. If the Board determines that the

# DUE PROCESS PROCEDURES FOR SHORT-TERM SUSPENSION, LONG-TERM SUSPENSION AND EXPULSION (cont'd)

## **EXPULSION**

### **Step 1: Informal Due Process**

1. The student is told what he/she is accused of doing and the evidence that exists to support the allegation. The student is then given the opportunity to explain his/her version of the situation.
2. The school Principal/designee involved will make reasonable efforts to verify facts and statements prior to making a decision regarding discipline.
3. The school Principal/designee may immediately suspend a student whose presence creates a danger to self or others. Due process procedures will be initiated as soon as practicable.

### **Step 2: Decision Regarding Discipline**

1. After the informal due process hearing, the Superintendent or Superintendent's designee may:
  - Proceed with a recommendation for expulsion;
  - Choose another disciplinary alternative;
  - Exonerate the student; or
  - Immediately impose a short-term suspension pending imposition of expulsion.
2. A written record of the decision will be kept in the student's Discipline Profile.

### **Step 3: Notice Regarding Discipline**

If expulsion is recommended, written notice that expulsion is being recommended will be mailed to the parent(s) or guardian(s).

### **Step 4: Written Notice of Intent to Expel and Notice of Due Process Hearing**

A Written Notice of Intent to Expel and Notice of Hearing to the responsible parent(s) or guardian(s) will be mailed by certified mail return receipt requested or delivered by hand (with adult witness present) at least five (5) working days prior to the formal hearing. A copy of this letter will remain on file, and the letter shall contain the information required pursuant to Policy JKD, including, but not limited to, the following:

1. A statement of the charges and the rule or regulation violated, the extent of the punishment to be considered, the date, time and place of the hearing and notice of the right to object to the Governing Board's decision to hold the hearing in executive session and the letter shall contain the information required pursuant to Policy JKD, including, but not limited to, the following:

- A statement of the charges and the policy, regulation, or rule violated;
- The extent of the punishment to be considered;
- The date, time, and place of the hearing; and
- Notice of the right to request that the hearing be open to the public.

### **Step 5: The Formal Due Process Hearing**

1. The formal hearing will consist of the following minimum requirements:
  - The student will be informed of the charges and the rules or regulations that he/she is alleged to have violated.
  - The student and/or parents/guardians may testify and introduce evidence.
  - The student may be represented by counsel.
  - The student may present witnesses and introduce documentary evidence.
  - The student or his/her counsel may cross-examine witnesses presented by the administration.
  - The administration may cross-examine the student's witnesses and introduce documentary evidence.
  - The Governing Board or hearing officer may cross-examine witnesses.

## **DUE PROCESS PROCEDURES FOR SHORT-TERM SUSPENSION, LONG-TERM SUSPENSION AND EXPULSION (cont'd)**

- The administration will bear the burden of proof for the offenses alleged.
  - The hearing will be recorded either on tape or by some other appropriate manner. The student may tape-record the meeting at his/her own expense.
2. The student shall be allowed to remain in school pending the outcome of the hearing, unless the students' presence in school constitutes a danger to the student or others or unless a short-term suspension has been imposed and is in effect.
  3. The hearing may be rescheduled: (1) upon request of the parent(s), guardian(s), emancipated minor or the administration, if good cause is shown; (2) upon written agreement of the parties; or (3) as deemed necessary by the Superintendent/designee.

### **Step 6: Governing Board Decision**

1. If the hearing is conducted by a hearing officer, the hearing officer will hear the evidence, prepare a record and make a recommendation to the Governing Board. A copy of the hearing officer's findings of fact, conclusions and recommendation shall be sent to the parent(s)/guardian(s), Superintendent and Governing Board within five (5) working days after the hearing concludes if hand-delivered or faxed, or within ten (10) working days if mailed. The hearing officer's recommendation may be appealed by the parent(s) or guardian(s). The Governing Board will review the record and the hearing officer's recommendation and make its decision. Pursuant to A.R.S. § 15-843(H),

the student, parent(s)/guardian(s) or their legal counsel may attend any executive session pertaining to proposed discipline.

2. If the Governing Board conducts the hearing, the Governing Board will make its decision based upon the evidence presented.
3. If the Governing Board votes to expel the student, the expulsion will become effective the day after the Governing Board makes its decision. The decision of the Governing Board is final.
4. The parent(s), guardian(s) or emancipated minor will be provided with written notice of the decision.

### **Restrictions**

An expelled student is prohibited from enrolling in any school in the District unless and until an application for readmittance is granted. An expelled student is not permitted on District property and may not participate in District functions or activities without special permission and prior approval from the appropriate supervising Director.

### **Step 7: Readmittance**

An expelled student may apply for readmittance by written application through the Superintendent. Consideration will be given pursuant to Policy JKD.

## **DUE PROCESS PROCEDURES FOR STUDENTS WITH DISABILITIES**

### **CHANGE OF PLACEMENT**

A disciplinary placement change occurs for a student with a disability if: (1) the removal is for more than ten (10) consecutive school days; or (2) the student has been subjected to a series of removals that constitute a pattern:

- Because the series of removals total more than ten (10) school days in a school year;
- Because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and
- Because of additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.

School personnel determine on a case-by-case basis whether a pattern of removals constitutes a change of placement.

### **SHORT-TERM SUSPENSION**

To the extent removal would be applied to non-disabled students, school personnel may remove a student with a disability from his/her current placement for a violation of school rules:

1. For not more than ten (10) consecutive school days; and
2. For additional removals of not more than ten (10) consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.

If a student is removed from his/her current placement for more than ten (10) days during the same school year and is eligible for special education and related services under the IDEA, then the school must provide educational services

## DUE PROCESS PROCEDURES FOR STUDENTS WITH DISABILITIES (cont'd)

sufficient to enable the student to appropriately progress in the general curriculum and advance toward achieving IEP goals.

If a short-term suspension results in a change of placement, as described above, then a manifestation determination meeting must be held within ten (10) school days of any decision to change a student's placement for disciplinary reasons.

### **LONG-TERM SUSPENSION (11 or more consecutive school days) OR EXPULSION**

Long-term suspensions [eleven (11) or more consecutive school days] or expulsions are a change in placement for a student with a disability. Therefore, a manifestation determination meeting must be held within ten (10) school days of any decision to change a student's placement for disciplinary reasons.

#### **Step 1: Informal Due Process Hearing**

1. The student is told what he/she is accused of doing and the evidence that exists to support the allegation. The student is then given the opportunity to explain his/her version of the situation.
2. The school official(s) involved will make reasonable efforts to verify facts and statements prior to making a decision regarding discipline.
3. The school Principal/designee may immediately suspend a student whose presence creates a danger to self or others. Due process procedures will be initiated as soon as practicable.

#### **Step 2: Decision Regarding Discipline**

1. After the informal due process hearing, the school Principal/designee may recommend long-term suspension or expulsion, choose another disciplinary alternative or exonerate the student. If the recommendation is for long-term suspension, expulsion or a short-term suspension that would result in the accumulation of more than ten (10) days short-term suspension which is determined to constitute a change of placement, the recommendation will not be acted upon until after the manifestation determination conference is held.
2. A written record of the decision will be kept in the student's Discipline Profile.
3. At the time the decision is made to recommend long-term suspension, expulsion or a short-term suspension that would result in the accumulation of more than ten (10) days short-term suspension which is determined to constitute a change of placement, the District shall provide to the parents written notification of the decision and the procedural safeguards provided under IDEA.

#### **Step 3: Manifestation Determination Conference**

The District must conduct a manifestation determination conference if it is contemplating a disciplinary removal

of more than ten (10) consecutive school days or a removal that will constitute a change in placement. A District representative, the parent, and relevant members of the student's IEP Team (as determined by the parent and the District) must review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents.

The team must determine: (1) if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or (2) if the conduct in question was the direct result of the District's failure to implement the IEP. The conduct must be determined to be a manifestation of the student's disability if the team determines that the condition in (1) or (2) was met.

**Alternative 1:** If the team determines that the student's conduct was not a manifestation of his/her disability, then school personnel may apply the relevant disciplinary procedures in the same manner and for the same duration as the procedures would be applied to children without disabilities. However, the school must continue to provide educational services sufficient to enable the student to appropriately progress in the general curriculum and advance towards achieving IEP goals.

**Note:** If the student with a disability is entitled to Section 504 protections, but is not eligible under the IDEA, then the School is not obligated to provide educational services during periods of long-term suspension.

**Alternative 2:** If the MDR team determines that the student's conduct was a manifestation of his/her disability, the IEP Team must either: (1) conduct a functional behavioral assessment (FBA), unless the District had conducted an FBA before the behavior that resulted in the change of placement occurred, and implement a Behavioral Intervention Plan (BIP) for the student; or (2) if a BIP already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and (3) the student must be returned to the placement from which the student was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan or unless special circumstances exist.

**Alternative 3:** School personnel may remove a student to an interim alternative educational setting (determined by the student's IEP team) for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:

1. Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the State or a school district.
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the State or a school district.

## DUE PROCESS PROCEDURES FOR STUDENTS WITH DISABILITIES (cont'd)

3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or a school district.

**Notice:** On the date on which the District makes the decision to make a removal that constitutes a change in placement, the District must notify the parents of that decision and provide the parents with the procedural safeguards notice.

**Appeal Rights:** The parent of a student with a disability who disagrees with any decision regarding a disciplinary placement

or the manifestation determination may request an expedited due process hearing to appeal the decision. The District may also request a hearing if it believes that maintaining the current placement of the student is likely to result in injury to the student or others. The hearing must be requested by filing a complaint with the Arizona Department of Education.

When an appeal has been requested by either the parent or the District, the student must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for relative to the removal, whichever occurs first, unless the parent and the District agree otherwise.

## DUE PROCESS PROCEDURES FOR STUDENTS WITH A 504 PLAN

**Removal From School For Ten (10) Or More Consecutive School Days.** Removal of a 504 student from school for more than ten (10) consecutive school days constitutes a “significant change in placement” and triggers re-evaluation and due process requirements.

A 504 team (or a “trained and knowledgeable group”) must conduct a reevaluation to determine whether the student’s misconduct was a manifestation of the disability. The evaluation data considered must be based on the kind of information necessary to make a competent professional decision and must be recent enough to afford an understanding of the student’s current behavior. (NOTE: It is not sufficient for the team to determine only whether the student knows right from wrong.)

- a. If the team determines the misconduct is a manifestation of the disability, the student may not be expelled and the team must continue with its evaluation to determine whether the student’s current educational placement is appropriate.
- b. If no such causation is found, the student may be excluded from school on the same basis as non-disabled students. The District need not continue to provide any educational services to the student during the period of long-term suspension or expulsion. The school must provide the parents with prior written notice of the District’s intended action.

**Non-consecutive Suspensions.** A series of suspensions of less than ten (10) days each may create a pattern of exclusions that constitute a “significant change in placement.”

When a student is being recommended for a suspension, which would cumulatively result in a suspension of more than ten (10) days, the 504 team would first re-evaluate the student

to determine whether the misconduct is a manifestation of the disability.

- a. If the team concludes the misconduct is not a manifestation of the disability, the student may be excluded from school on the same basis as non-disabled students. The district need not continue to provide any educational services to the student during the period of long-term suspension or expulsion. The school must provide the parents with prior written notice of the District’s intended action.
- b. If the team determines that the misconduct is a manifestation of the disability, the team would then determine whether the additional days of suspension would constitute a “significant change in placement.” The team must consider factors such as the length of each suspension, the proximity of the suspensions to one another and the total amount of time the child is excluded from school.
- c. If the team determines the additional suspension would constitute a “significant change in placement,” the District cannot impose the suspension. The team could take other action, such as: reviewing placement options, revising the student’s accommodation plan, seeking a court order to remove the student from school or obtaining a parental consent for a change in placement.

NOTE: In order to obtain a court order to remove a student from school, the District would be required to demonstrate that: (a) maintaining the student in his/her current placement is substantially likely to result in injury to himself/herself or others, and (b) the district has made reasonable efforts to accommodate the student’s disability so as to minimize the likelihood that the student will injure himself/herself or others.

## MANDATORY REPORTING OF CRIMINAL ACTIVITY TO LAW ENFORCEMENT

Due to the requirements of Arizona State Statutes (A.R.S. §13-3620), school and school employees are required to report criminal activity to local law enforcement and report incidences of child abuse, neglect, sexual assault, and crimes against children to local law enforcement and Arizona Department of Child Safety.

Recent changes in the law require schools to report threats, or rumors of threats, against schools, students, and school personnel. Schools must also report all incidents of non-accidental injury, which might occur during altercations at school.

# DISCIPLINE PROCEDURES

The following chart shows the minimum and maximum range of disciplinary action that will be taken for each problem area. **These statements are guidelines only and do not limit the judgment of the administrator who must assess the situation and the student's behavior history.** School rules apply and students are subject to discipline including, but not limited to, the following: (1) any school activity/event, home or away, day or night; (2) to and from school or school activity, including bus stops; (3) in classrooms, on campus or on any district property.

## CATEGORIES OF MISCONDUCT AND RANGE OF POSSIBLE CONSEQUENCES

VIOLATION	DEFINITION	ACTION TO BE TAKEN
<b>Academic</b>		
Cheating	Wrongfully securing and/or using information or assisting others to do so, including online.	Minimum: Warning Maximum: Short-Term Suspension
Forgery	Falsely and fraudulently making or altering a document, writing or using the signature or initials of another person, including online.	Minimum: Warning Maximum: Short-Term Suspension
Lying	To make an untrue statement with the intent to deceive, to create a false or misleading impression.	Minimum: Warning Maximum: Short-Term Suspension
Plagiarism	To steal and pass off the ideas or words of another as one's own.	Minimum: Warning Maximum: Short-Term Suspension
<b>Aggression</b>		
Aggravated Assault **	An assault in which a person causes serious physical injury to another, or an assault on a peace officer, teacher or other employee of the school district.	Minimum: Long-Term Suspension Maximum: Expulsion
Assault *	Intentionally, knowingly or recklessly causing any physical injury to another person; intentionally placing another person in reasonable apprehension of imminent physical injury or knowingly touching another person with the intent to injure, insult or provoke the person.	Minimum: ISS Maximum: Expulsion
Disorderly Conduct	Intent to disturb the peace or quiet of others.	Minimum: ISS Maximum: Short-Term Suspension
Endangerment *	Recklessly endangering another person with a substantial risk of imminent physical injury.	Minimum: Student Conference Maximum: Long-Term Suspension
Fighting *	Mutual participation in an incident involving physical violence, where there is not major injury.	Minimum: Detention Maximum: Expulsion
Minor Aggressive Acts	Non-serious but inappropriate physical contact, i.e., hitting, poking, pulling, pinching or pushing, running in the building, hallways pulling a chair from underneath another person, or other behaviors that demonstrate low level hostile behaviors.	Minimum: Student Conference Maximum: Short-Term Suspension
Recklessness	Unintentional, careless behavior that may pose a safety or health risk for others.	Minimum: Warning Maximum: Short-Term Suspension
Verbal Provocation	Use of language or gestures that may incite.	Minimum: Student Conference Maximum: Long-Term Suspension
<b>Alcohol, Tobacco, and Other Drugs</b>		
Alcohol Possession **	The possession of alcohol.	Minimum: Short-Term Suspension Maximum: Expulsion
Alcohol Sale/Distribution or Intent to Distribute **	Sale or intent to sell or distribute alcoholic substance or substances represented as alcohol.	Minimum: Long-Term Suspension Maximum: Expulsion
Alcohol Share *	Share means the act of giving alcohol, including passing of alcohol from one person to another.	Minimum: Short-Term Suspension Maximum: Expulsion
Alcohol Use **	The use of or being under the influence of alcohol.	Minimum: Short-Term Suspension Maximum: Expulsion

\* Reported to Arizona Department of Education

\*\* Required to be reported to local law enforcement, also reported to Arizona Department of Education

## CATEGORIES OF MISCONDUCT AND RANGE OF POSSIBLE CONSEQUENCES (cont'd)

VIOLATION	DEFINITION	ACTION TO BE TAKEN
<b>Drugs</b>	To include inhalants, prescription drugs (not prescribed to the student who has it), over-the-counter drugs, illicit drugs, synthetic, counterfeit, or imitation drugs, drug paraphernalia, substances or unknown drugs represented as illicit drugs.	
Drug Paraphernalia	All equipment, products, and materials of any kind which are used, intended for use, or designed for use in growing, manufacturing, producing, packaging, concealing, injecting, ingesting, inhaling, or otherwise introducing a drug into the human body.	Minimum: Short-Term Suspension Maximum: Long-Term Suspension
Drug Look-a-Like/Over-the-Counter	The distribution, possession, sale, or use of imitation, look-a-like, prescription, over-the-counter medicine or drugs, substances represented as an illicit drug, unknown drug, or other drugs (e.g. bath salts, synthetic marijuana, e-cigarette, nicotine, nicotine delivery devices).	Minimum: Short-Term Suspension Maximum: Long-Term Suspension
Drug Possession **	The possession or purchase of drugs (including vape pens containing drugs).	Minimum: Short-Term Suspension Maximum: Expulsion
Drug Sale/Distribution or Intent to Distribute **	Sale or distribution of or the intent to sell, distribute, or manufacture drugs (including vape pens containing drugs).	Minimum: Short-Term Suspension Maximum: Expulsion
Drug Share **	Share means the act of giving drugs, including passing of drugs from one person to another (including vape pens containing drugs).	Minimum: Short-Term Suspension Maximum: Expulsion
Drug Use **	The use of or being under the influence of drugs (including vape pens containing drugs).	Minimum: Short-Term Suspension Maximum: Expulsion
Tobacco Possession *	Possession of tobacco substances, products, or substances represented as tobacco, including vape pens, vapor products, chemical inhalation devices, or e-cigarettes.	Minimum: Short-Term Suspension Maximum: Long-Term Suspension
Tobacco Sale/Distribution or Intent to Distribute **	Sale or distribution or the intent to distribute tobacco substances, products, or substances represented as tobacco, including vape pens, vapor products, chemical inhalation devices, or e-cigarettes.	Minimum: Short-Term Suspension Maximum: Long-Term Suspension
Tobacco Share *	Share means the act of giving tobacco including passing of tobacco from one person to another, including vape pens, vapor products, chemical inhalation devices, or e-cigarettes.	Minimum: Short-Term Suspension Maximum: Long-Term Suspension
Tobacco Use **	The use of any tobacco product.	Minimum: Short-Term Suspension Maximum: Expulsion
<b>Arson</b>		
Arson of Occupied Structure **	The attempt or intention to burn a building, structure, or property that is occupied.	Minimum: Short-Term Suspension Maximum: Expulsion
Arson of Structure or Property **	The attempt to or intention to burn a building, structure, or property.	Minimum: Short-Term Suspension Maximum: Expulsion
<b>Attendance Policy</b>		
Ditching/Unexcused Absence	Any absence from school or class that has not been excused.	Minimum: Student Conference Maximum: ISS
Leaving School Grounds without Permission	Leaving school grounds or being in an "out of bounds" area during the regular school hours without permission.	Minimum: Student Conference Maximum: Short-Term Suspension
Other Attendance Violation	Any other attendance violation.	Minimum: Student Conference Maximum: Detention
Tardy	Unexcused lateness to class or arriving to school late.	Minimum: Student Conference Maximum: Detention
<b>Bus</b>		
	Failure to comply with all rules on the bus and at bus stops.	Minimum: Student Conference Maximum: Loss of Bus Riding Privileges
See page 11 under Student Transportation for specific consequences at each level:	Level I, Level II, Level III	

\* Reported to Arizona Department of Education

\*\* Required to be reported to local law enforcement, also reported to Arizona Department of Education

## CATEGORIES OF MISCONDUCT AND RANGE OF POSSIBLE CONSEQUENCES (cont'd)

VIOLATION	DEFINITION	ACTION TO BE TAKEN
<b>Dangerous Items *</b>		
Dangerous Items *	Possession or use of: <ul style="list-style-type: none"> <li>• Air Soft Gun</li> <li>• BB Gun</li> <li>• Knife with a blade less than 4.5 inches</li> <li>• Laser Pointer</li> <li>• Letter Opener</li> <li>• Mace</li> <li>• Other Dangerous Item(s)</li> <li>• Paintball Gun</li> <li>• Razor Blade or Box Cutter</li> <li>• Simulated Knife</li> <li>• Taser or Stun Gun</li> <li>• Tear Gas</li> </ul>	Minimum: Short-Term Suspension Maximum: Expulsion
Firearms (including destructive devices) **	Possession or use of loaded or unloaded, operable or inoperable: <ul style="list-style-type: none"> <li>• Destructive Device (bomb or grenade)</li> <li>• Handgun or Pistol</li> <li>• Other Firearm(s) or destructive device(s)</li> <li>• Shotgun or Rifle</li> <li>• Starter Gun</li> </ul>	Minimum: Expulsion Maximum: Expulsion
Other Weapons **	Possession or use of: <ul style="list-style-type: none"> <li>• Billy club</li> <li>• Brass Knuckles</li> <li>• Knife with a blade of at least 4.5 inches</li> <li>• Nunchakus</li> <li>• Other Weapon(s)</li> </ul>	Minimum: Short-Term Suspension Maximum: Expulsion
Simulated Firearm	Possession of "look-alike" items, which have the appearance of or are represented to be a real weapon – <i>could be considered as a Threat to an Educational Institution.</i>	Minimum: Short-Term Suspension Maximum: Expulsion
<b>Harassment, Bullying, Threat, or Intimidation</b>		
<b>NOTE: Please see page 38 for Bullying/Harassment/Intimidation Incident Reporting Form.</b>		
Bullying/Cyberbullying*	Acts of intimidation and/or harassment that have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm, is sufficiently severe and persistent, involves an imbalance of power. Bullying may be verbal, written or physical. Cyberbullying is, but not limited to, an act of bullying committed by use of electronic technology including social media.	Minimum: Student Conference Maximum: Expulsion
Harassment, Nonsexual *	Communication with another person anonymously or by verbal, electronic, mechanical, telegraphic or written means with the intent to harass based on and/or motivated by race, ethnicity, religion, national origin or disability. Harassment may include but is not limited to social exclusion, name calling, unwanted physical contact and unwelcome verbal or written comments.	Minimum: Student Conference Maximum: Expulsion
Hazing *	Any activities that can be considered any type of initiation of another student.	Minimum: Student Conference Maximum: Expulsion
Intimidation *	Intentional use of language or conduct to frighten, attempt to frighten, or coerce another person into submission or obedience.	Minimum: Student Conference Maximum: Expulsion
Threat *	Communication by language or conduct to make or attempt to make another person fearful of physical injury. <i>May require a Threat Assessment to be conducted by school personnel.</i>	Minimum: Student Conference Maximum: Expulsion
<b>Other School Policies</b>		
Combustibles	Student is in possession of substance or object that is readily capable of causing bodily harm or property damage, (i.e., matches, lighters, poppers, firecrackers, gasoline, and lighter fluid.)	Minimum: Confiscation Maximum: Expulsion

\* Reported to Arizona Department of Education

\*\* Required to be reported to local law enforcement, also reported to Arizona Department of Education

## CATEGORIES OF MISCONDUCT AND RANGE OF POSSIBLE CONSEQUENCES (cont'd)

VIOLATION	DEFINITION	ACTION TO BE TAKEN
Defiance, Disrespect Toward Authority and Non-Compliance	Student engages in refusal to follow directions, talks back, or delivers socially rude interactions.	Minimum: Student Conference Maximum: Long-Term Suspension
Disruption	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; or sustained out-of-seat behavior.	Minimum: Student Conference Maximum: Short-Term Suspension
Dress Code	Failure to comply with the school or District's dress code. (Please see page 13 for Student Dress and <a href="http://www.tempeschools.org/dresscode">www.tempeschools.org/dresscode</a> .)	Minimum: Student Conference Maximum: Short-Term Suspension
Gambling	To play games of chance for money or to bet a sum of money.	Minimum: Student Conference Maximum: Short-Term Suspension
Inappropriate Language	Student delivers verbal or written messages that include swearing, name-calling, obscenities, vulgarity, foul, indecent, or words used in an inappropriate way.	Minimum: Student Conference Maximum: Long-Term Suspension
Negative Group Affiliation	Specific attitudes and actions of a student that typically share an identity linked to a group which may include using negative symbols, writing, apparel, or behaviors.	Minimum: Student Conference Maximum: Long-Term Suspension
Other School Policy Violation	Any other violation of school policy.	Minimum: Student Conference Maximum: Long-Term Suspension
Possession of Contraband	The possession of any item that may disrupt the learning environment.	Minimum: Confiscation Maximum: Short-Term Suspension
Public Display of Affection	Holding hands, kissing, sexual touching, or other displays of affection.	Minimum: Student Conference Maximum: Short-Term Suspension
<b>School Threat</b>		
Threats/Intimidation/ Verbal Abuse of a Staff Member	Statements (verbal or written) or actions, which attempt to threaten or intimidate a staff member (ARS § 15-507: a person who knowingly abuses a teacher or other school employee on school grounds or while the teacher or employee is engaged in the performance of their duties is guilty of a class 3 misdemeanor). <i>Could be considered as a Threat to an Educational Institution. May require a Threat Assessment to be conducted by school personnel.</i>	Minimum: Short-Term Suspension Maximum: Expulsion
Threats or Intimidation	Communication by word or conduct with the intent to cause physical injury of serious damage to a person or their property – <i>could be considered as a Threat to an Educational Institution. May require a Threat Assessment to be conducted by school personnel.</i>	Minimum: ISS Maximum: Long-Term Suspension
Threatening an Educational Institution	To interfere with or disrupt an educational institution through threatening statements, including but not limited to: <ul style="list-style-type: none"> <li>• Threatening to cause physical injury to any employee of an educational institution or any person attending an educational institution;</li> <li>• Threatening to cause damage to any educational institution, the property of any educational institution, the property of any employee of an educational institution, or the property on any person attending an educational institution;</li> <li>• Going on or remaining on the property of any educational institution for the purpose of interfering with or disrupting the lawful use of the property or in any manner as to deny or interfere with the lawful use of the property of others.</li> <li>• Refusing to obey a lawful order to leave the property of an educational institution.</li> </ul> <i>May require a Threat Assessment to be conducted by school personnel.</i>	

\* Reported to Arizona Department of Education

\*\* Required to be reported to local law enforcement, also reported to Arizona Department of Education

## CATEGORIES OF MISCONDUCT AND RANGE OF POSSIBLE CONSEQUENCES (cont'd)

VIOLATION	DEFINITION	ACTION TO BE TAKEN
Fire Alarm Misuse **	Intentionally pulling the fire alarm when there is no fire.	Minimum: Short-Term Suspension Maximum: Expulsion
Other School Threat **	Any other threat specific to a school or a school employee.	Minimum: Short-Term Suspension Maximum: Expulsion Conduct a Threat Assessment
<b>Sexual Offenses</b>		
Harassment, Sexual *	Sexual harassment is unwelcome conduct of a sexual nature that denies or limits a student's ability to participate in or to receive benefits, services, or opportunities in the school's program. It can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Does not include legitimate nonsexual touching or other nonsexual conduct.	Minimum: ISS Maximum: Expulsion
Indecent Exposure or Public Sexual Indecency *	The intentional exposure of one's private body parts in a manner that gives offense against accepted or prescribed behavior.	Minimum: ISS Maximum: Long-Term Suspension
Pornography	The possession, distribution, or sale of any pornographic materials.	Minimum: ISS Maximum: Long-Term Suspension
<b>Technology</b>		
Computer	Any violation of the Electronic Information Services User Agreement.	Minimum: Student Conference Maximum: Expulsion
Network Infraction	Any violation of the Electronic Information Services User Agreement.	Minimum: Student Conference Maximum: Expulsion
Telecommunication Device	Inappropriate possession or use of an electronic device or "toy" occurs when such device is possessed or used in a way that interferes with the orderly operation of the school or otherwise constitutes disruptive behavior. Electronic devices include without limitation: MP3 players, iPods, cell phones, smartphones, electronic games, digital cameras, media players, tablets, and laptops.	Minimum: Confiscation Maximum: Expulsion
<b>Theft</b>		
Extortion *	Knowingly obtaining or seeking to obtain property or services by means of a threat.	Minimum: ISS Maximum: Long-Term Suspension
Petty Theft	Theft of items valued \$100 or less.	Minimum: Short-Term Suspension Maximum: Long-Term Suspension
Theft	The illegal taking of another person's property without that person's consent.	Minimum: Short-Term Suspension Maximum: Long-Term Suspension
<b>Trespassing</b>		
	To enter or remain on a school campus or district 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 district facility after being directed to leave by the administrator or designee of the facility.	Minimum: Parent Notification Maximum: Short-Term Suspension
<b>Vandalism</b>		
Graffiti or Tagging	Writing on walls, drawings, or words that are scratched, painted, or sprayed on walls or other surfaces in public places.	Minimum: Detention Maximum: Expulsion
Vandalism of Personal Property *	Willful destruction or defacement of personal property.	Minimum: Detention Maximum: Expulsion
Vandalism of School Property *	Willful destruction or defacement of school property.	Minimum: Detention Maximum: Expulsion

\* Reported to Arizona Department of Education

\*\* Required to be reported to local law enforcement, also reported to Arizona Department of Education

# FROM THE HEALTH OFFICE

## CHRONIC HEALTH

Please contact the school nurse if:

1. Your student's health history needs to be updated.
2. Your student will (or may) require healthcare during the school day.
3. You anticipate your student's chronic illness may cause intermittent absences. Medical Certification of Chronic Health Conditions forms are available and must be completed annually (one for each school year) by your student's healthcare provider. For example, if a child was identified as chronically ill January 1, 2025, he/she will need a new form to cover July 2025-May 2026.
4. If a Chronic Health Condition form is approved, parent/guardian must still call the attendance line to report an absence due to chronic illness.

## HEAD LICE/PEDICULOSIS

While head lice are not considered an infectious disease, they are more commonly found in children due to their close contact with each other. Parents should discourage their children from sharing personal items such as hats, scarves, head bands, helmets, brushes, combs, or pillows to decrease the likelihood of spread from one person to another. Lice are not a sign of poor hygiene and they do not spread disease. If someone in your child's class develops head lice, there is no reason to assume your child will "catch" head lice. Head lice are confirmed by the identification of a live louse on the head. Parents are encouraged to check their child's hair weekly and consult your school health office staff as a resource. Students identified with live lice will be sent home from school and should remain at home until properly treated and lice-free.

## HEARING AND VISION SCREENINGS

Staff will be conducting hearing and vision screenings throughout the school year according to the Arizona Department of Health Services (AZDHS) Sensory Screening Program guidelines. Parents/guardians who do not want their child to participate in vision and/or hearing screening at school must contact the school health office to obtain a waiver of participation form. This form must be completed and returned to the health office for the request to be honored per guidelines in A.R.S. § 36-899. Results of screenings are confidential. Parents/guardians will be notified of screening results only if there are concerns regarding their child's results. Please contact the school health office if you have questions about the screening program, or if you would like to request a vision and/or hearing screening for your child.

## ILLNESS

Students who have been diagnosed with a communicable disease or who have symptoms that indicate a communicable condition should be kept at home for tender loving care. Before your student returns to school, the following criteria must be met:

1. If you take your child to a healthcare provider, please bring the physician report/release to return to school to the school health office before your child returns to class.
2. If antibiotics were prescribed, the student must complete 24 hours of medication dosage before returning to school.
3. The student should be fever-free for 24 hours (temperature below 100.4°F without the use of fever reducing medications) before returning to school.
4. The student must be free of diarrhea and vomiting for 24 hours before returning to school.
5. The period of contagion has passed.

## IMMUNIZATIONS Shots and Health Records Needed

State law requires students to have immunizations to attend school. Students who have not started the immunizations or are overdue for the next dose will be excluded from school. Upon enrollment into an Arizona school, parents must provide the child's shot record that has been signed by a doctor's office or medical clinic.

Please note the immunizations required for school registration.

### All Kindergarten Through Eighth-Grade Students

Hepatitis B (series of three doses)  
Diphtheria, Tetanus and Pertussis (DTP)  
Tdap required for all 11-year olds, regardless of grade  
Polio  
Measles, Mumps and Rubella (MMR) (two doses)  
Varicella (Chicken Pox) Vaccine\*  
Meningococcal - required for all students over age 11

### Preschool

Hepatitis B  
Diphtheria, Tetanus and Pertussis (DTP)  
Polio  
Haemophilus Influenzae b (HIB) series  
Measles, Mumps and Rubella (MMR) vaccine  
Hepatitis A Vaccine\*\*  
Varicella

\* As of August 2010, all students in preschool, Head Start, kindergarten through eighth grades are required to have the varicella vaccine. Parent verification that the student has had the disease is no longer accepted.

\*\* Children, age 1 through 5 years old, who attend a licensed day care facility or Head Start in Maricopa County must also receive the Hepatitis A vaccine.

## FROM THE HEALTH OFFICE (cont'd)

### IMMUNIZATIONS Shots and Health Records Needed (cont'd)

The following list is the Children's Immunization Schedule recommended by the Centers for Disease Control and the American Academy of Pediatrics:

- **Hepatitis A** - 12 months and 30 months
- **Hepatitis B (Hep B)** - birth, 1-4 months and 6-18 months
- **Diphtheria, Tetanus and Pertussis (DTP)** - two months, four months, six months, 15-18 months and 4-6 years
- **Tetanus, Diphtheria and adult dose of Pertussis (Tdap)** is needed at 11 years or as the Tetanus, Diphtheria booster becomes due
- **Polio (OPV/IPV)** - two months, four months, 6-18 months and 4-6 years
- **Measles, Mumps and Rubella (MMR)** - 12-15 months and 4-6 years
- **Haemophilus Influenzae b Conjugate (HIB)** - two months, four months, six months, 12-15 months
- **Varicella (Var)** - 12-18 months
- **Meningococcal (MCV4)** - 11 years

The Maricopa County Department of Public Health offers immunizations to children younger than 18 years old who are uninsured. To receive information on time, date and locations of immunization clinics, call the Immunization Hotline at (602) 506-6767 (English and Spanish).

### INSURANCE

The school does not provide health insurance for students. You may, however, purchase insurance through a private company.

### MEDICATIONS

Children who require medications during school hours must have written parent/guardian permission on a school medication form. Prescription medication must be provided to the health office staff in the current, original container with the child's name on the prescription label. Over-the-counter medication must be provided in the original container and a school medication form must be completed by the parent/guardian. Manufacture dosing instructions will be followed with regard to age. Antibiotics or other medications that are prescribed one, two, or three times daily do not need to be given at school unless your child attends a before or after school program. If so, consult with the health office staff.

Medication cannot be sent to and from school with students. Parents/guardians must make arrangements to deliver and pick up medication from the school health office. The person picking up medication must be a parent or guardian, sibling 18 years or older, a family member or friend over the age of 18 as specified by the parent in writing or by telephone. Kid Zone staff is also acceptable. We will not transport medication on the school bus. According to (R17-9-104), "A school bus driver shall not assume responsibility for transporting any medication, whether prescription or over-the-counter that belongs to a passenger."

Self-administration of handheld inhaler, epinephrine, or diabetic management forms must be signed and submitted annually to the health office. The health office staff will explain the procedures if the student will be transporting an inhaler, epinephrine, or diabetic supplies to and from school as well as carrying it while on campus. This complies with Arizona Revised Statutes (A.R.S. § 15-341.A.34, A.R.S. § 15-341.A.35, and A.R.S. § 15-344.01).

### PHYSICAL EDUCATION

When children are participating in physical education, it is recommended that sneakers or closed-toed shoes are worn to prevent injury and enhance participation. If your child requires an excuse from P.E., please contact the school health office or provide your child's physical education teacher with a written medical excuse signed by a parent/guardian and/or medical professional.

## GENERAL GUIDELINES

### CHANGE OF ADDRESS, EMERGENCY CONTACT, OR PHONE NUMBER

Notify the school office when you change: Phone numbers (home, work or cell); or home address. Also, notify the school office if there are changes of names and/or phone numbers of emergency contacts (the persons you authorized to be contacted if you cannot be reached). It is important that the school be able to contact you if your child is sick or injured. If an address changes, the parent/guardian must provide verifiable documentation of the new address. Examples include: utility bill, mortgage document, lease agreement, etc.

### CHILD ABUSE REPORTING

Per state law, school employees must report reasonably suspected cases of child abuse, neglect, non-accidental injury, or sexual offenses against children to the Arizona Department of Child Safety (DCS) and local law enforcement agencies. Where parents are the alleged abusers, school personnel are not to notify parents. The Arizona Department of Child Safety (DCS) and law enforcement agencies are responsible for notification.

All school personnel are required to report if they reasonably believe that a minor is or has been the victim of abuse. Mandated reporters are protected by state law from civil or criminal liability.

## GENERAL GUIDELINES (cont'd)

### CHILD ABUSE REPORTING (cont'd)

Any child who is a suspected victim shall be made available to DCS and/or the Police Department for questioning. The investigating agency will determine whether school personnel should be with the child during questioning. The DCS worker and/or the police may interview the student and all other children residing in the home on school grounds outside of the presence of school personnel. They may conduct interviews with the child without permission or notice to the parents where the suspected perpetrator is a family member. DCS has the authority to obtain school records upon written request. (A.R.S. § 13-3620).

### CHILD FIND

Child Find is a component of the Individuals with Disabilities Education Act (IDEA 2004), that requires Public Education Agencies to locate, identify, and evaluate all children with disabilities aged birth through 21, located within their geographic boundaries who are in need of early intervention or special education services. The Individuals with Disabilities Education Act (IDEA) and its implementing regulations require that all children with disabilities who are in need of special education and related services, regardless of the severity of their disability, are identified, located, and evaluated. [20 U.S.C. § 1412(a)(3); 34 C.F.R. § 300.111(a)]

#### **The following are the procedures: Pre-referral, Child Find and Identification**

1. Review school records (from prior schools and school of current enrollment).
2. Complete a 45-day screening for school-aged children. (Private schools are requested to do the same.)
3. Document interventions attempted for school-aged children prior to referring for an evaluation.
4. Conduct screening for preschool-aged children within 45 days of parental notification to the local educational agency of concern.
5. Refer children suspected of having a disability age birth to three years to Arizona Early Intervention Program.
6. Provide information to parent(s) in writing.
7. If appropriate, refer the child for evaluation and/or other appropriate services.

For more information, call your school or Special Education at **(480) 730-7286**. For more information regarding preschool screenings, call **(480) 897-6233**.

### CURRICULUM NIGHT

Each school holds a Meet Your Teacher and a Curriculum Night at the beginning of the school year. We encourage all parents/guardians to attend. Teachers will give a brief presentation regarding the curriculum, academic expectations, and behavioral guidelines.

### LIBRARY

Students are encouraged to check out books for independent reading. They are responsible for these materials and need to handle them with care and respect. Students who lose books and/or fail to return them will be asked to pay for the replacement of the book. Notices will be sent home with the student reminding them to look for their books. Students will also be asked to pay for the cost of replacing damaged books. Please make sure all books are returned to the school library before a student withdraws.

### PARENT INVOLVEMENT

The Tempe Elementary School District recognizes the essential role that meaningful parent involvement plays in establishing effective learning environments. Meaningful parental involvement is defined as: 1) parent participation that supports the instructional program, 2) parent participation in the school-related decision making, and 3) parent participation that supports school/District-related activities. On-going pursuit of this goal enables the District to meet Federal and State requirements. As part of the Title I parental involvement policy (Section 1118 of the Elementary and Secondary Education Act of 1965), each school receiving Title I funds will develop a school-parent compact that outlines how parents, school staff, and students will share responsibility for improving student achievement. School compacts will be reviewed and revised as necessary annually.

*To ensure effective involvement of parents and to support a partnership among the schools, parents and community for improving student achievement, the District shall provide the capacity for involvement. Capacity for involvement is provided through:*

- Established district level councils. The structure of these committees ensures collaborative decision-making with parents as valued stakeholders.
- Parental involvement activities that include volunteering to serve on school council/committees.
- Training offered by various schools and district departments.
- Communication vehicles such as a school newsletter, school site council meetings, and annual Title I meetings.
- Collaboration between programs to be established through parent-staff meetings which involve parents of Title I students.
- Annual recommitment by parents, students, and teachers to the expectation outlined in the parent compact.

*Parents need to be involved in creating a policy that establishes expectations for parental involvement and the means for carrying out the requirements. To this end, Tempe Elementary School District offers the following opportunities:*

- Annual meetings held on all Title I campuses.
- School Site Council meetings held regularly to seek input.
- Communication avenues such as parent surveys, newsletters, parenting class, and written description of programs.
- PTO/PTA meetings held regularly.

The Tempe Elementary School District developed the following policies which ensure effective communication between the school, parents, and the community concerning student achievement while establishing a venue for parent and community involvement:

- Policy ABA Community Involvement
- Policy CE Administrative Councils, Cabinets, and Committees
- Policy IKAB Report Cards/Progress Reports
- Policy KA School-Community-Home Relations
- Policy KB Parental Involvement
- Policy KD Public Information and Communications

## GENERAL GUIDELINES (cont'd)

### PICK-UP OF STUDENTS

At times parents request that someone other than themselves pick up a child from school. For the safety of all students, we will only release students to adults listed as emergency contacts and will request individuals provide some proof of official identity prior to release. Parents wishing to change emergency contacts must do so by contacting the school office. Parents/guardians will also be asked to provide some proof of official identity when checking out students from school. Students must be picked up from school within 15 minutes after the dismissal bell. Parents/guardians unable to pick up students within 15 minutes after the dismissed bell must make arrangements for the students to be picked up. Parents/guardians must have valid contact numbers on file with the school. Students not picked up within 60 minutes of dismissal will be released to law enforcement officers.

### REPORTING STUDENT PROGRESS TO PARENTS

Reporting student progress is an essential part of the communication and partnership process between home and school. Progress reports are provided mid-way through each quarter while report cards are provided at the end of each quarter. Conferences for parents/guardians of children in kindergarten through eighth grade are scheduled in the fall and spring. Parents/guardians will receive a conference notice with an identified time or provided an opportunity to set up a specific time. Please confirm your scheduled time as soon as possible or you may reschedule if necessary by indicating a convenient day and time. You may also contact your child's teacher to schedule additional conferences throughout the year.

### SCHOOL NEWSLETTERS AND SCHOOL FLYERS

Families will receive a school newsletter on a regular basis, which will highlight important events, dates, and student activities and achievements. Occasionally other materials and bulletins may be sent to families. Students may be asked to occasionally take all notices and news home, and electronic messages may also be sent through our District's electronic flyer service, Peachjar.

In the past, our students often left school with their backpacks full of flyers. As part of Tempe Elementary School District's effort to be more eco-friendly and to embrace innovative technology, we have moved from paper to an electronic flyer delivery service. With our Peachjar program, eflyers will be posted online as visually engaging images as well as emailed to all parents. Parents interested in receiving eflyers should ensure that their school has their email contact information.

### SCHOOL SAFETY

Tempe Elementary School District is committed to providing a safe learning environment for all students. In order to ensure this, emergency response procedures have been established for all schools. Administrators, teachers, and all other staff, at all schools, are trained to respond to emergencies. All schools conduct emergency drills throughout the school year; these drills include lockout, lock down, evacuation, and shelter in place. Additionally, depending on the type of emergency, a Crisis Response Team may respond to a school after an event and crisis counseling may be provided if needed. In the event of an emergency, the District uses a message service to deliver important information to parents and guardians, and the messages are sent via telephone and/or email. Please ensure your phone number and email address are always kept up to date with the school office.

### SECLUSION AND RESTRAINT PROCEDURES

In the Tempe Elementary School District, we work hard to ensure a safe learning environment for all students. The use of crisis management techniques such as restraint and/or seclusion is restricted to cases of imminent danger to the student or other persons. If a student has been restrained or secluded, parents are notified within the same school day, with written notification to follow.

### SECTION 504 COMPLIANCE

In compliance with Section 504 of the Rehabilitation Act of 1973, no otherwise qualified individual with disabilities, shall solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity in Tempe Elementary Schools. The law also requires that facilities be readily accessible for use by individuals with disabilities. The District intends to comply with the requirement of this law. Questions concerning the law may be addressed to Special Education at the Sanchez Administration Center, 3205 S. Rural Road, Tempe. Counselors serve as Section 504 liaisons in the schools. An outline of grievance procedures is available at each school on request. The Americans with Disabilities Act (ADA) compliance officer for the District is located within the Student Success Enterprise.

### SPECIAL DIETARY REQUESTS

Nutrition Services will make meal accommodations if your student has a need for a special medically necessary diet. Requests for special diets must be submitted on the Tempe Elementary School District Special Medical Diet Request form and will require the signature of your student's health care provider (i.e., dentists, homeopathic physician, physician, naturopathic physician, NP, DO, PA, RD). Forms are available on the Nutrition Services webpage at [www.tempeschools.org/nutrition](http://www.tempeschools.org/nutrition). For further information call the Nutrition Services Department at (480) 642-1541. If your student has special diet preferences due to religious beliefs, vegetarianism, or other personal preferences Nutrition Services can guide you on appropriate menu items to select from the established school menu.

### STUDENT MEALS

Through the Community Eligibility Provision (CEP) of the National School Breakfast and Lunch Program, Tempe Elementary School District is now able to provide FREE breakfast and lunch to all elementary, K-8, and middle school sites, effective immediately. CEP will remain in effect until the 2028-2029 school year. All students enrolled in any of our schools that serve breakfast and lunch may receive one breakfast meal and one lunch meal every school day at no cost. As part of this update, household applications for free and reduced-priced meals will no longer be required for students to receive meals at school. However, all parents/guardians will be asked to complete an income eligibility form allowing Tempe Elementary to apply for and receive grant funds.

## GENERAL GUIDELINES (cont'd)

**Important note:** Although this update ensures that Tempe Elementary families will not accrue school meal debt moving forward, parents/guardians who accrued school meal debt prior to February 1, 2024 will still be responsible for payment. Families who have school meal debt balance will still receive phone calls/text alerts and written notifications. A la carte purchases and celebration orders are not permitted when the account is in a negative balance.

### SPECIAL EDUCATION SERVICES

In compliance with IDEA 2004, Tempe Elementary Schools is notifying parents of the availability of special education services for students aged three (3) through 21 years old. To access services, contact the school site or call Special Education at (480) 730-7287.

### STUDENTS LEAVING SCHOOL

Students will not be allowed to leave school grounds during school hours. If it becomes necessary for you to take your child from school during school hours, you must sign the child out in the office. Parents/guardians will be asked to provide some proof of official identity when checking out students from school. Students will be released only through the office. For your child's safety, we will not release a child from school if we only receive a phone call. We have no way of knowing who is on the other end of the phone. Students are to go directly home upon dismissal.

### STUDENT WELLNESS – NUTRITION GUIDELINES AT SCHOOL

The following guidelines address foods and beverages sold or offered to students for events including fundraisers, celebrations and classroom parties during the school day. This information does not apply to lunches or snacks sent from home for individual students.

Tempe Elementary School District Student Wellness policy implements the federal Healthy Hunger-Free Kids Act 210 – Smart Snacks regulation and Arizona's A.R.S. § 15-242 nutrition standards. The school day is defined as the period from the midnight before, to 30 minutes after the end of the official school day. The District is committed to complying with the Arizona Nutrition Standards that support learning and student achievement through proper nutrition.

Foods – must meet one listed standard below:

- If a grain, must be at least 50% whole grain (first ingredient must be whole grain)
- If not a grain, have the first ingredient be from a major food group – fruits, vegetables, dairy, or protein foods (nuts, seeds, beans, etc.)
- Only beverages allowed are 100% juice, low-fat white milk, or non-fat white milk or water only. Eight (8) oz. maximum for elementary grades, 12 oz. maximum for middle school grades.

Nutrition – must meet all listed standards below:

- Less than 35% of total calories from fat
- Less than 10% of total calories from saturated fats
- 0 grams of trans fats
- No more than 35% total sugar by weight
- Entrees:
  - o A maximum of 350 calories per serving as packaged or served
  - o A maximum of 480 mg of sodium as packaged or served
- Side dishes:
  - o A maximum of 200 calories per serving as packaged or served
  - o A maximum of 230 mg of sodium as packaged or served
- Ultraprocessed foods or beverages that contains one or more of the following ingredients:

a) potassium bromate;	g) blue dye 1;
b) propylparaben;	h) blue dye 2;
c) titanium oxide;	i) green dye 3;
d) brominated vegetable oil;	j) red dye 3; or
e) yellow dye 5;	k) red dye 40.
f) yellow dye 6;	

  - o A maximum of 200 calories per serving as packaged or served
  - o A maximum of 230 mg of sodium as packaged or served

Exemptions from all standards:

- Fresh, frozen, and canned fruits and vegetables
- Reduced fat cheeses, nuts and seeds exempt for fat and saturated
- Dried fruits exempt for sugar content

To ensure food safety, only pre-packaged foods with labels, or foods made in a commercial kitchen identifying the ingredients, may be shared or sold. Visit [www.tempeschools.org/nutrition](http://www.tempeschools.org/nutrition) for more information and to view the District's Student Wellness Policy J-4950 © JL, or call (480) 642-1541.

To order smart compliant treats, please complete the order form at [www.tempeschools.org/nutrition](http://www.tempeschools.org/nutrition).

## GENERAL GUIDELINES (cont'd)

### TITLE PROGRAMS

Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), provides financial assistance to local educational agencies and schools with high numbers or high percentages of children from low-income families. Title I is the largest program under ESEA and provides resources that are designed to help ensure that all students meet challenging state academic standards. Schools receiving Title I funds can develop and implement supports and interventions that supplement the regular instructional program of the school. Title I funds are also used to support the parents of struggling students, so they can become partners with the school to meet their child's educational needs.

Title II provides LEAs with resources that support professional learning.

Title IV-A is intended to improve students' academic achievement by increasing the capacity of LEAs to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Tempe Elementary Schools' Title I/II/IV expenditures include but are not limited to:

- Staff and teacher professional development
- Summer school
- Before and after school tutoring and/or enrichment
- Supplemental instructional materials and software
- Support for students experiencing homelessness
- Parent and community involvement activities
- Academic and social emotional interventions
- Staff retention and recruitment stipends
- Additional staff
- Technology
- Field trips

For more information on Title I, please call **(480) 730-7164**.

### VISITING SCHOOLS

Visitors are welcome at school, however, all visitors must abide by the school's visitor policy, which can be found on each school's website and posted in the front office. For the safety of all students, the front office staff will ask you to sign in. This requirement applies to all high school age and older visitors anytime school is in session. Visitors will be issued a security badge, which shall be clearly visible at all times while on campus. You may be asked to leave keys or a driver's license until you sign out and return the badge.

### VOLUNTEERING IN OUR DISTRICT

Tempe Elementary Schools encourages parents/guardians and community members to volunteer. Involvement can include working in the classroom with students, helping with PTA sponsored activities, chaperoning a field trip, and helping our office staff. Volunteer handbooks and applications are available at all schools, at the district office, and our website at [www.tempeschools.org/volunteer](http://www.tempeschools.org/volunteer).

# STUDENT PROMOTION AND RETENTION

## GENERAL CONSIDERATIONS

1. Students will generally be promoted annually, unless the student has not achieved District standards and/or state requirements for promotion to the next grade level.
2. Teachers or IEP teams are responsible for determining whether the grade level (K-5) or subject area (Grades 6-8) promotion standards have or have not been met for the particular student.
3. Teachers and IEP teams will take particular care when considering the retention of a student more than once at a particular grade level or during the student's elementary school career.
4. With substantiating data, a teacher may recommend that a student be exempted from one or more District standards for grade level promotion. The teacher's recommendation will be reviewed by the school's child study team, the IEP team or the school promotion/retention committee and the school Principal. The specific promotion standard exemption will be recorded in the student's file.
5. Upon parental request, a teacher or IEP team may consider retaining a student who has met District requirements for promotion to the next grade level. The teacher's recommendation will be reviewed by the school's child study team, IEP team or the school promotion/retention committee and the school Principal. The parental request will be recorded in the student's file.
6. Teachers will not recommend retention until all other available possibilities for continuous student progress have been considered (including, but not limited to, special help and remedial work).
7. Teachers may provide parents with written notice and request a conference anytime a student's classroom performance is deficient.
8. Teachers must provide parents with prior written notice regarding the student's unsatisfactory progress or achievement if the teacher intends to recommend retention.
9. Parents will be notified by a classroom teacher no less than ten (10) school days prior to the end of the school calendar year if the teacher is recommending retention.
10. If a student is retained, the school will evaluate the appropriateness of the instructional program and consider modifying the program in order to better meet the student's needs the following year.
11. Parents who disagree with the school's decision regarding promotion/retention may request that the Governing Board review the decision. The request must be in writing and submitted to the Superintendent's office within twenty (20) weekdays from the last day of the school calendar year. The parents will be notified of the date, time and place that the Governing Board will conduct its review and provide the parents with a written copy of the Governing Board's decision.

## K – 8 ENGLISH LEARNING (EL) STUDENTS

When determining promotion or retention for an identified EL student, the EL classroom teacher will consider each of the following factors:

1. Extent of formal schooling experienced by the student, in his/her primary language, prior to enrollment in the District.
2. Length of residency, chronological age and extent of social and cultural adjustment within a new society.
3. The student's level of English language development (acquisition) as assessed on a state accepted language proficiency instrument and/or as demonstrated in classroom discussions and activities.
4. The student's level of progress toward developing proficiency in English in the areas of listening, speaking, reading and writing.

## K – 8 SPECIAL EDUCATION

1. When considering promotion or retention for a student receiving special education services, the teacher and IEP team will consider each of the following factors:
  - a. Extent of achievement of goals and objectives as stated in the student's IEP.
  - b. Extent of competency of regular curriculum objectives in mathematics, reading and language.
2. Grade level placement is a part of a student's educational program, and promotion/retention is a part of a change in placement determined by the IEP team.

## THIRD GRADE RETENTION

A.R.S. § 15-701 requires school districts to retain students in third grade if they obtain a score on the reading portion of the statewide assessment that does not demonstrate sufficient reading skills as established by the board.

In accordance with Arizona law, a school district governing board MAY be allowed to promote a student who earns a reading score on the statewide assessment that does not demonstrate sufficient reading skills if:

1. The student is an English Learner (EL) who has received less than three years of English instruction;
2. The student has a disability and their Individual Education Plan (IEP) team agrees promotion is appropriate or the student is in the process of being evaluated for an IEP;
3. The student has been diagnosed with a significant reading impairment, including dyslexia;
4. The student demonstrated or subsequently demonstrated sufficient reading skills or adequate progress toward sufficient reading skills, as evidenced by a collection of reading assessments. The assessment used for this exemption must be either an assessment approved by the Board or an assessment that meets the criteria approved by the Board; or
5. The student receives intervention and remedial services during the summer or subsequent school year and demonstrates sufficient reading progress.

Information regarding the Arizona Revised Statute, A.R.S. § 15-701, can be found at: <http://www.azed.gov/mowr/>.

## HAZING

There shall be no hazing, solicitation to engage in hazing, or aiding and abetting another who is engaged in hazing of any person enrolled, accepted for or promoted to enrollment, or intending to enroll or be promoted to schools within twelve (12) calendar months. For purposes of this policy a person as specified above shall be considered a "student" until graduation, transfer, promotion or withdrawal from the school.

### DEFINITIONS

"Hazing" means any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student and in which both of the following apply:

- The act was committed in connection with an initiation into, an affiliation with, or the maintenance of membership in any organization that is affiliated with an educational institution.
- The act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation.

"Organization" means an athletic team, association, order, society, corps, cooperative, club, or similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.

### DIRECTIONS

It is no defense to a violation of this policy if the victim consented or acquiesced to hazing.

In accord with statute, violations of this policy do not include either of the following:

- Customary athletic events, contests or competitions that are sponsored by an educational institution.
- Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate extracurricular program, or a legitimate military training program.

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

### REPORTING/COMPLAINT PROCEDURE

Students and others may report hazing to any professional staff member. Professional staff members must report the incident to the school administrator or next higher administrative supervisor, in writing, with such details as may have been provided. A failure by a staff member to timely inform the school administrator or next higher administrative supervisor of a hazing allegation or their observation of an incident of hazing may subject the staff member to disciplinary action in accord with School policies. The staff member shall preserve the confidentiality of those involved, disclosing the incident only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law. Any instance of reported or observed hazing which includes possible child abuse or violations of statutes known to the staff member shall be treated in accord with statutory requirements and be reported to a law enforcement agency.

A person who complains or reports regarding hazing may complain or report directly to the school administrator or to a professional staff member. The professional staff member receiving the report/complaint shall retrieve sufficient detail from the person to complete the form designated for such purpose. At a minimum the report/complaint shall be put in writing containing the identifying information on the complainant and such specificity of names, places and times as to permit an investigation to be carried out. When a professional staff member receives the information, the staff member will transmit a report to the school administrator or supervising administrator not later than the next school day following the day the staff member receives the report/complaint.

The report/complaint will be investigated by the school administrator or a supervising administrator. The procedures to be followed are:

- An investigation of the reported incident or activity shall be made within ten (10) school days when school is in session or within fifteen (15) business days during which the school offices are open for business when school is not in session. Extension of the time line may only be by necessity as determined by the Superintendent.
- The investigator shall meet with the person who reported the incident at or before the end of the time period and shall discuss the conclusions and actions to be taken as a result of the investigation. Confidentiality of records and student information shall be observed in the process of making such a report.
- The investigator shall prepare a written report of the findings and a copy of the report shall be provided to the Superintendent.

All violations of this policy shall be treated in accord with the appropriate procedures and penalties provided for in School policies related to the conduct and discipline of students, staff, and others.

## STUDENT CONCERNS, COMPLAINTS, AND GRIEVANCES

### REPORTING/COMPLAINT PROCEDURE

Students may present a complaint or grievance regarding one (1) or more of the following:

- Violation of the student's constitutional rights.
- Denial of an equal opportunity to participate in any program or activity for which the student qualifies not related to the student's individual capabilities.
- Discriminatory treatment on the basis of race, color, religion, sex, age, national origin, or disability.
- Concern for the student's personal safety.

Complaints and grievances related to allegations of student violence, harassment, intimidation or bullying are to be filed in accordance with Board Policy JICK.

Provided that:

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

### THE GUIDELINES TO BE FOLLOWED

- In order to allow for prompt investigation of each complaint, the student is strongly encouraged to submit a complaint within thirty (30) calendar days of the time the student knew or should have known that there were grounds for the complaint/grievance.
- The complaint/grievance shall be made only to a school administrator or a school staff member.
- The person receiving the complaint will gather information for the complaint form.
- All allegations shall be reported on forms with the necessary particulars as determined by the Superintendent. **Forms are available in the school office.**
- The person receiving the complaint shall preserve the confidentiality of the student, disclosing it only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law.

Any question concerning whether the complaint or grievance falls within this policy shall be determined by the Superintendent.

A student or student's parent or guardian may initiate the complaint process by completing Exhibit JII-EA.

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

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

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

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

## STUDENT VIOLENCE / HARASSMENT / INTIMIDATION / BULLYING

The Governing Board of Tempe Elementary Schools believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. The Governing Board further believes a school environment that is inclusive of these traits maximizes student achievement, fosters student personal growth, and helps a student build a sense of community that promotes positive participation as citizens in society.

To assist in achieving a school environment based on the beliefs of the Governing Board, bullying in any form will not be tolerated.

**Bullying:** Bullying may occur when a student or group of students engages in any form of behavior that includes such acts as intimidation and/or harassment that:

- May or may not involve repeated acts over time,
- Has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student or damage to the student's property,
- Is sufficiently severe, persistent, or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm,
- Occurs when there is a real or perceived imbalance of power or strength, or
- May constitute a violation of law.

Bullying of a student or group of students can occur through written, verbal, physical, or emotional means and may occur in a variety of forms including, but not limited to:

- Verbal, written/printed, or graphic exposure to derogatory comments, extortion, exploitation, name calling, or rumor spreading directly through another person or group or through cyberbullying,
- Social exclusion or ostracism,
- Physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting, and
- Damage to or theft of personal property.

**Cyberbullying:** Cyberbullying includes but is not limited to, any act of bullying committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking and other Internet communications, on school computers, networks, forums and mailing lists, or other District-owned property, and by means of an individual's personal electronic media and equipment.

**Harassment:** Harassment is intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Intentional behaviors that constitute harassment include, but are not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact and unwelcome verbal or written comments, photographs and graphics. Harassment may be based upon, but is not limited to, another person's race, color, national origin, religion, sex, disability, sexual orientation, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.

**Intimidation:** Intimidation is intentional behavior by a student or group of students that places another student or group of students in fear of harm of person or property. Intimidation can be emotional or physical, either direct or indirect, and by use of social media.

Students are prohibited from bullying on school grounds, school property, school buses, at school bus stops, at school sponsored events and activities, and through the use of electronic technology or electronic communication equipment on school or personally owned computers, networks, forums, or mailing lists.

Disciplinary action may result for bullying which occurs outside of the school and the school day when such acts result in a physical, mental, or emotional negative effect on the victim, while on school grounds, school property, school buses, at school bus stops, or at school sponsored events and activities, or when such act(s) interfere with the authority of the school system to maintain order. All suspected violations of law will be reported to local law enforcement.

Students who believe they are experiencing being bullied or expect another student is bullied are strongly encouraged to report their concern to any staff member of the School District. School personnel are to maintain appropriate confidentiality of the reported information.

Reprisal by any student directed toward a student or employee related to the reporting of a case or a suspected case of bullying shall not be tolerated, and the individual(s) will be subject to the disciplines set out in applicable District policies and administrative regulations.

Students found to be bullying, harassing, or intimidating others will be disciplined up to and including suspension or expulsion from school.

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

Law enforcement authorities shall be notified any time District officials have a reasonable belief that an incidence of bullying is a violation of the law.

# NONDISCRIMINATION/EQUAL OPPORTUNITY

The Board is committed to a policy of nondiscrimination in relation to race, color, religion, sex, age, national origin, veteran's and military status, sexual orientation and gender expression or identity, and disability. This policy will prevail in all matters concerning staff members, students, the public, educational programs and services and individuals with whom the Board does business.  
(Governing Board Policy GBA)

**J-0161**

**REGULATION**

**JB-R**

## **EQUAL EDUCATIONAL OPPORTUNITIES**

### **COMPLIANCE OFFICER**

The Superintendent or the Superintendent's designee shall be the compliance officer. Any person who feels unlawfully discriminated against or to have been the victim of unlawful discrimination by an agent or employee of the District or who knows of such discrimination against another person should file a complaint with the Superintendent. If the Superintendent is the one alleged to have unlawfully discriminated, the complaint shall be filed with the President of the Board.

### **COMPLAINT PROCEDURE**

The District is committed to investigating each complaint and to taking appropriate action on all confirmed violations of policy. The Superintendent shall investigate and document complaints filed within the deadline prescribed pursuant to this regulation as soon as reasonable. In investigating the complaint, the Superintendent will maintain confidentiality to the maximum extent feasible, consistent with the need to conduct a thorough investigation. The Superintendent shall also investigate incidents of policy violation that are raised by the Governing Board, even though no complaint has been made.

If after initial investigation the Superintendent has reason to believe that a violation of policy has occurred, the Superintendent shall determine whether or not to hold an administrative hearing and/or to recommend bringing the matter before the Board.

If the person alleged to have violated policy is a teacher or an administrator, the due process provisions of the District's Policy GCQF shall apply, except that the supervising administrator may be assigned to conduct the hearing. In cases of serious misconduct, dismissal or suspension proceedings in accordance with A.R.S. § 15-539 *et seq.* may be initiated.

If the person alleged to have violated policy is a support staff employee, the Superintendent may follow due process and impose discipline under Policy GDQD if the evidence so warrants. The Superintendent also may recommend a suspension without pay, recommend dismissal, or impose other appropriate discipline.

If the person alleged to have violated policy is a student, the Superintendent may impose discipline in accordance with policies JK, JKD and JKE.

If the Superintendent's investigation reveals no reasonable cause to believe policy has been violated, the Superintendent shall so inform the complaining party in writing.

### **TIMELINES**

The complaint must be filed within thirty (30) calendar days after the complaining party knew or should have known that there were grounds for a complaint/grievance.

Once the written complaint has been filed using the forms provided by the District, the Superintendent shall require the immediate supervisor, site administrator or Human Resources administrator to investigate and respond in writing to the complaining party within a reasonable timeframe.

If the immediate supervisor or site administrator cannot complete an investigation and respond in writing to the complaining party within 20 working days, he or she shall notify the Superintendent in writing, stating the reason that additional time is needed; the Superintendent may extend the time required for completion of the investigation and response for an additional period up to twenty (20) days.

The complaining party may request in writing that the Superintendent review the results of the investigation and remedial action proposed, if any, within five (5) working days of the complaining party's receipt of the response of the immediate supervisor or site administrator. The Superintendent shall provide a written decision to the complaining party and the immediate supervisor or site administrator within twenty (20) working days of the complaining party's request for review. The decision of the Superintendent shall be final unless the complaint was made against the Superintendent, in which case the complainant may request in writing that the Governing Board review the results of the investigation and remedial action proposed, in the same manner as prescribed above for review by the Superintendent.

### **NON-RETALIATION**

No individual who in good faith reports discrimination, files a complaint or participates in an investigation conducted pursuant to this Regulation will be subjected to any discipline or retaliation on the basis of making such a report, filing a complaint or participating in the investigation. The District will take prompt and appropriate remedial and/or disciplinary action against any individual who violates this non-retaliation provision.

The Hostile Environment Harassment policy of the District maintains a learning environment free from harassment, actual or perceived, because of an individual's race, color, religion, sex, age, national origin, disability, veteran's and military status, sexual orientation and gender expression or identity. For purposes of this policy, these characteristics are referred to collectively as "protected characteristic." The District prohibits any and all forms of harassment because of any person's protected characteristic(s).

It shall be a violation of District policy for an student, teacher, administrator, other school personnel or other person to harass a student, staff member or visitor through conduct of a sexual nature, or regarding any protected characteristic, as defined by this policy.

It shall also be a violation of District policy for any teacher, administrator or other school personnel to tolerate harassment because of a student's, staff member's, or other person's protected characteristic, as defined by this policy.

The District will act to promptly investigate all complaints, either formal or informal, verbal or written, of harassment because of any person's protected characteristic; to promptly take appropriate action to protect individuals from further harassment; and, if it determines that hostile environment harassment occurred, to promptly and appropriately discipline any student, teacher, administrator, or other personnel, or take immediate and appropriate corrective action toward a visitor, who is found to have violated this policy and and/or take other appropriate action reasonably calculated to end the harassment.

### **HARASSMENT BECAUSE OF A PROTECTED CHARACTERISTIC**

Harassment consists of verbal or physical conduct relating to an individual's, actual or perceived, race, color, religion, sex, age, national origin, disability, veteran's and military status, sexual orientation and gender expression or identity when:

- The harassing conduct is sufficiently severe, persistent, or pervasive that it affects the employee's ability to complete their duties, or creates an intimidating, threatening, or abusive work environment.
- The harassing conduct is sufficiently severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment.
- The harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance
- The harassing conduct otherwise adversely affects an individual's learning opportunities.

Prohibited conduct includes, but is not limited to:

- Verbal, written, graphic, or physical conduct relating to an employee's protected characteristic that has the purpose or effect of substantially interfering with an individual's work performance, or creating an intimidating, hostile or offensive employment environment. A protected characteristic basis for acts of harassment may be evident from the explicit statements of the perpetrator or may be inferred from the surrounding circumstances.
- A hostile environment may be created through the following examples of conduct and others: intimidation and implied or overt threats of physical violence. Physical acts of aggression or assault upon another, or damage to another's property that is motivated by the individual's protected characteristic. Demeaning jokes, taunting, racial slurs, and derogatory nicknames, innuendoes, or derogatory remarks relating to a protected characteristic.

### **REPRISAL**

Submission of a good faith complaint or report of sexual harassment, or harassment based upon a protected characteristic will not affect the complainant or reporter's future employment, grades, learning or working environment or work assignments. The District will discipline or take appropriate action against any student, teacher, administrator, or other school personnel who retaliates against any person who reports an incident of alleged harassment or violence directed toward any person based on a protected characteristic, or any person who testifies, assists, or participates in a proceeding, investigation or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, an form of intimidation, reprisal, or harassment.

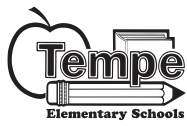
Adopted: June 8, 2016

#### **LEGAL REF.:**

A.R.S  
41-1461 et seq.  
20 U.S.C. 1681, Education Amendments of 1972, Title IX  
20 U.S.C. 1703, Equal Employment Opportunity Act of 1972  
42 U.S.C. 2000, Civil Rights Act of 1964 as amended, Title VII

#### **CROSS REF.:**

AC - Nondiscrimination/Equal Opportunity  
ACA - Sexual Harassment  
GBA - Equal Employment Opportunity  
IHBA - Special Instructional Programs and Accommodations for Disabled Students  
JB - Equal Educational Opportunities  
KED - Public Concerns/Complaints about Facilities or Services  
KFA - Public Conduct on School Property



# Bullying/Harassment/Intimidation Incident Reporting Form

This form must be completed to file a complaint relating to an incident of alleged bullying/harassment/intimidation and turned into an administrator of the victim's school.

<b>Today's Date:</b> ___/___/___		<b>School:</b> _____	
Name of Person Reporting Incident:	<input type="checkbox"/> Self <input type="checkbox"/> Friend <input type="checkbox"/> Bystander <input type="checkbox"/> Other: _____ Relationship to Student Victim: Grade Level (if applicable):		
Date(s) of Incident(s):	Time(s) of Incident(s): _____ a.m. or p.m.		
<b>Location of Incident</b> (check all that apply)			
<input type="checkbox"/> On School Property <input type="checkbox"/> At a school-sponsored activity or event located off school property <b>Location:</b> _____ <input type="checkbox"/> On a school bus/school bus stop <input type="checkbox"/> On the way to/from school <input type="checkbox"/> On an electronic device <input type="checkbox"/> Other: _____ (i.e.: internet, email, phone, social media)			
<b>Behaviors:</b> (check all that apply)			
<input type="checkbox"/> Shoved/Pushed <input type="checkbox"/> Hit/Kicked/Punched <input type="checkbox"/> Threatened <input type="checkbox"/> Damaged Possessions <input type="checkbox"/> Being left out/Excluded <input type="checkbox"/> Teasing/Taunting <input type="checkbox"/> Writing/Graffiti <input type="checkbox"/> Stole Possessions <input type="checkbox"/> Staring/Glaring <input type="checkbox"/> Intimidation <input type="checkbox"/> Put Downs <input type="checkbox"/> Inappropriate Touching <input type="checkbox"/> Told Lies/Spread Rumors <input type="checkbox"/> Other: _____			
Cyberbullying using:			
<input type="checkbox"/> Text Messages <input type="checkbox"/> Website <input type="checkbox"/> Email <input type="checkbox"/> Social Media			
First & Last Name(s) of Student Victim(s) & Grade Level(s):	First and Last Name(s) of Alleged Offender(s) & Grade Level(s):	First and Last Name(s) of Witness(es)/Bystander(s) & Grade Level(s):	
<b>Description of what happened:</b> Please be as detailed as possible and include dates, times, locations, and who was present during the incident. Additional pages may be attached if necessary.			
<b>Proposed solution:</b> (Indicate what you think can and should be done to solve the problem. Be as specific as possible.)			

(Office Use Only) **Investigative Reporting Form** (Office Use Only)

Date form was received: \_\_\_\_/\_\_\_\_/\_\_\_\_

Form received by: \_\_\_\_\_ Job title: \_\_\_\_\_

**Bullying/Harassment/Intimidation Investigation Findings:**

The investigating official must complete the following information once the investigation has been completed.

Date student(s) received written copy of student rights, protections and support services (JI-R): \_\_\_\_/\_\_\_\_/\_\_\_\_

Date student(s) parents were contacted notifying them of the report: \_\_\_\_/\_\_\_\_/\_\_\_\_

Allegation of Bullying/Harassment/Intimidation incident related to: (check all that apply)

- Gender
- Disability
- Sexual Orientation
- Race or Color
- Religion
- National Origin
- None

Summary of Investigation

Bullying  Harassment  Intimidation  None  Other  
Remarks:

Date Incident (if founded) entered in Synergy: \_\_\_\_/\_\_\_\_/\_\_\_\_

Incident #: \_\_\_\_\_

Consequences Assigned:

Date(s) of follow-up meeting with student(s) involved:

**Principal or Principal designee assigned to investigate:**

Printed Name: \_\_\_\_\_

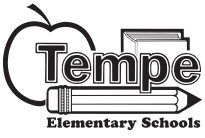
Signature: \_\_\_\_\_

Investigation Completion Date:

\_\_\_\_/\_\_\_\_/\_\_\_\_







# Tempe Elementary School District No. 3 2025-2026 School Calendar

S	M	T	W	T	F	S
<b>JULY 2025</b>						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

S	M	T	W	T	F	S
<b>AUGUST 2025</b>						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

S	M	T	W	T	F	S
<b>SEPTEMBER 2025</b>						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

S	M	T	W	T	F	S
<b>OCTOBER 2025</b>						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

S	M	T	W	T	F	S
<b>NOVEMBER 2025</b>						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

S	M	T	W	T	F	S
<b>DECEMBER 2025</b>						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Dates subject to change  
Governing Board Approved 6/8/22

- Jul** 23 First Day for Students
  - Sep** 1 Labor Day Holiday - Schools Closed
  - 23-26 Elem. & M.S. Parent/Teacher Conf. - Early Release
  - 29-30 Fall Break - Schools Closed (District Office Open)
  - Oct** 1-10 Fall Break - Schools Closed (District Office Open)
  - 13 Staff Development - No School for Students
  - 14 Classes Resume
  - Nov** 11 Veterans Day Holiday - Schools Closed
  - 26-28 Thanksgiving Break - Schools Closed
  - Dec** 22-31 Winter Break - Schools Closed
  - Jan** 1-2 Winter Break - Schools Closed
  - 5 Teacher Planning Day - No School for Students
  - 6 Classes Resume
  - 19 Martin Luther King, Jr. Holiday - Schools Closed
  - Feb** 16 Presidents' Day Holiday - Schools Closed
  - Mar** 3-6 Elem. & M.S. Parent/Teacher Conf. - Early Release
  - 9-20 Spring Break - Schools Closed
  - 23 Teacher Planning Day - No School for Students
  - 24 Classes Resume
  - Apr** 3 Spring Holiday - Schools Closed
  - May** 25 Memorial Day Holiday
  - 28 Last Day for Students
- ALL SCHOOLS - Early release every Friday**  
For other early release days, visit [www.tempeschools.org/calendar](http://www.tempeschools.org/calendar)

S	M	T	W	T	F	S
<b>JANUARY 2026</b>						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

S	M	T	W	T	F	S
<b>FEBRUARY 2026</b>						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

S	M	T	W	T	F	S
<b>MARCH 2026</b>						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

S	M	T	W	T	F	S
<b>APRIL 2026</b>						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

S	M	T	W	T	F	S
<b>MAY 2026</b>						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

S	M	T	W	T	F	S
<b>JUNE 2026</b>						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

First/Last Day Students

Holidays/Breaks/Staff Development

Parent/Teacher Conferences

