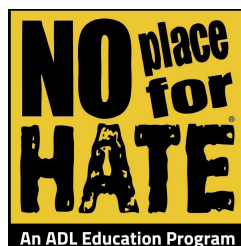
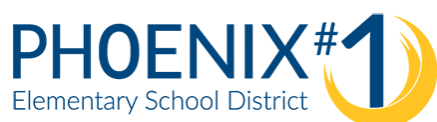




# Emerson School

## Family/Student Handbook

### 2025-2026



**Mission Statement**

As a Community School, our mission is to bring the community into our classrooms and our classrooms into the community to create Access and Opportunity for all students.

**Vision**

Emerson is a school where every child belongs—where each student is seen, valued, and supported as a unique individual. We create a nurturing and inclusive environment that empowers all learners to grow with confidence, explore their potential, and thrive academically, socially, and emotionally.





# 2025-26 Welcome Letter to Our Families

July 30, 2025

**Dear Emerson Families and Community, Teachers and Staff,**

I'm honored and excited to introduce myself as the new principal of Emerson Elementary School. Since 2006, I've served as an administrator in the Phoenix Elementary School District, and I'm thrilled to now join the Emerson community—a school rich in history, heart, and promise.

Located in the Coronado Historic Neighborhood, Emerson holds a special place in our district and in the broader Phoenix story. I'm deeply grateful for the opportunity to serve a school rooted in tradition and focused on building a bright future for **all** learners. My leadership is grounded in collaboration and connection. I believe that when families, staff, students, and community partners work together, we build the strongest foundation for student success.

This year, our district is embracing the research behind **Trajectory-Changing Schools**. At Emerson, this means:

**Belonging:** Every child feels seen, supported, and empowered.

**Consistency:** High expectations, strong collaboration, and rigorous instruction in every classroom.

**Coherence:** A shared instructional vision with aligned priorities schoolwide.

Together, we will ensure that:

- Students are challenged, supported, and celebrated.
- Instruction is clear, focused, and engaging.
- Staff thrive through collaboration and continuous growth.
- Families are valued partners in the learning journey.
- Emerson's legacy and 2019 vision to become an A school remain strong.

Our mission is clear: to ensure every child thrives—academically, socially, and emotionally. With shared purpose, strong relationships, and a commitment to excellence, we'll make that mission a reality. I look forward to meeting you, hearing your hopes, and working together to make Emerson the best it can be.

With gratitude and enthusiasm,

**Nadine Gofonia**

Principal, Emerson Elementary School

Emerson School presents to you our teaching team for the 2025-26 School Year:

**Pre-K** - Ms. Renata Bitoy

**KG** - Ms. Valerie Fuentes

**1st** - Ms. Haley Craig

**2nd** - Ms. Heather Denton

**3rd** - Ms. Carlee Schram

**4th** - Ms. Becca Glenn

**5th** - Ms. Zayra Reyna

**Music** - Ms. Emily Flathers

**Art** - Ms. Stephanie Kelly

**P.E.** - Ms. Megan Breckenridge

**Media Center** - Ms. Miranda Lehman

**Resource K-5** - Ms. Lexi Odle

**S.U.N. (Supporting Unique Needs)** - Ms. Kelly Saad, Ms. Tongtong Wu, Mr. Richard Nelson, Ms. Briana Gaitan, Mr. Jonathan Oseguera, Ms. Bianca Gonzalez, and Ms. Ana Santos.

**EL Interventionist** - Estefania Garcia

**ALPS** - Ms. Erin MacFarland

**Master Teacher S.U.N.** - Mr. Adam Lovelady

**Instructional Coach** - Eddy O'Neil

**Psychologist** - Ms. Meredith Swank

**Social Worker** - Ms. Jamie Moran

**Nurse** - Ms. Wendy Hall

**Speech** - Ms. Kirsten Jenner, and Ms. Lorraine Swartzendruber

**O.T./P.T.** - Mr. Ben Peay

**F.A.C.E. Specialist** - Ms. Annette Guevara

**Office Manager** - Ms. Fabiola Miranda

**Asst. Office Manager** - Ms. Monica Palomo

**Regional Social Worker** - Ms. Julie Robbins

**Instructional Coach** - Mr. Eddy O'Neil

**Principal** - Ms. Nadine Gofonia

Welcome to the 2025-26 School Year!

## **Table of Contents**

### **School Information**

School Telephone Numbers	6
School Registration	6
Student Directory Information	7
School Day (Hours)	8
Early Dismissal Days	8
Before Care	9
After-school Enrichment with G Road	9
School-wide Communication	9
Visiting the School	9
Picking Up Students During the Day	9

### **Student Expectations for Success**

School Expectations (PBIS)	10
Emerson PBIS Expectation Matrix	10
Emerson Discipline Flow Chart	11
District Bus Behavior Expectations	12

### **Student Discipline**

Student Dress/Uniforms	13
Student Dress Code	13
Non-educational Materials	13
Personal Articles	13
Cell Phones & Air Pods/Earbuds/Earphones	14
Bullying, Harassment, & Intimidation	15-16
General Discipline	16
Due Process	16
Student Code of Conduct Guidelines and Interventions	33-46

### **Family and Community Engagement**

PTO and Site Council	17
Absences/Truancy/Tardiness	18
C.U.T.S. (Court Unified Truancy Suppression)	18
Absences	18
Extended Absences	18
Tardiness	19
Closed Campus	19
Early Release from Class	19

For Early Pick-ups & Changes to Dismissal	19
Withdrawal/Transfer	19
Phone Calls to Teachers	19
Scheduled Parent/Teacher Conferences	20
Promotion and Retention of Students	20
Move On When Reading for 3rd Grade	21

### **Student Health and Safety**

Suicide Prevention	21-22
Firearm Safety	22-23
Health Services	23
Student Illness	23
Medication	23
Immunizations	23
Emergency Information	24
Restricted Physical Education Activities	24
Child Abuse/Neglect	24-26
Lost & Found	26
Office Telephone Use	26
Birthday Celebrations	26
Breakfast, Lunch, & Snacks	27

### **Appendix**

Child Find for Special Education	28
Parent/Family Involvement Policy	29
School/Family Compact	29
McKinney-Vento Information Regarding Homelessness	30
PESD District Calendar	31
Electronic Devices Agreement	32
Student Code of Conduct Guidelines and Interventions	33-46

RALPH WALDO EMERSON SCHOOL  
915 East Palm Lane  
Phoenix, Arizona 85006

### School Information

#### **School Telephone Numbers**

Main School Office Number	(602) 257-3853 ext. 1
Absence Reporting	(602) 257-3853 ext. 1
Wendy Hall, School Nurse	(602) 257-3855 ext. 4
Nadine Gofonia, Principal	(602) 363-0573 - cell
Eddy O'Neil, Instructional Coach	(602) 257-6390

#### **Registration**

Registration of children entering Phoenix Elementary School District #1 is conducted at the school site or online at <https://www.phxschools.org/enroll>. Emerson School accepts students from all of metropolitan Phoenix based on open enrollment guidelines.

First time enrollments require:

1. **photo ID** of the parent/guardian enrolling the student
2. student **birth certificate**
3. record of the **child's immunizations**
4. **address verification** (mail or bill with current address and parent/guardian name)

A child must be five years old before September 1st to enroll in Kindergarten. Students who will be five years old by December 30 may request an early entry assessment.

For preschool, students must be 4 years old before September 1st to enroll. Preschool students must first complete a Preschool Application. If the child is approved and his/her needs can be met in our preschool program, an approval letter will then be issued and the parent/guardian may register the preschooler at Emerson.

#### **Student Directory Information: Understanding Privacy and Disclosure**

At Phoenix Elementary School District #1, we are committed to protecting the privacy of our students' education records in accordance with the Family Educational Rights and Privacy Act (FERPA) and Arizona state law (A.R.S. § 15-542 and A.R.S. § 15-102, as amended by House Bill 2514).

## What is Directory Information?

"Directory Information" refers to student data that would generally not be considered harmful or an invasion of privacy if disclosed. While specific items may vary, common examples typically include:

- Student's Name
- Photograph
- Dates of Attendance
- Enrollment Status
- Grade Level
- Participation in officially recognized activities and sports
- Degrees, Honors, and Awards Received
- The most recent educational institution attended

## Parental/Eligible Student Rights and Opt-Out:

Parents/legal guardians, or eligible students (students 18 years of age or older or emancipated), have the right to refuse the disclosure of directory information. Annually, Phoenix Elementary #1 will inform parents/eligible students of:

- The types of information we designate as directory information.
- Their right to "opt out" of the disclosure of any or all of this information.
- The specific timeframe within which they must notify [Company Name] in writing if they wish to opt out.

## New Requirements for Address, Telephone Number, and Email Address:

Even if a student's address, telephone number, and/or email address are listed as directory information, there are new, stricter requirements for their disclosure. **We can only disclose a student's address, telephone number, or email address if one of the following conditions is met:**

1. **Disclosure is required by state or federal law.**
2. **We obtain affirmative written consent** from the parent/legal guardian or eligible student for the specific disclosure.
3. **The parent/legal guardian or eligible student has NOT exercised their right to opt out** of the disclosure of directory information, **AND** the disclosure is:
  - To **students for an educational purpose** (e.g., a student-created class directory).
  - To **staff for a school business purpose** (e.g., for official communication by school personnel).

## Important Considerations for Employees:



- **Law Enforcement:** Disclosure to law enforcement may be permissible if required by state or federal law.
- **PTOs/PACs (Parent Teacher Organizations/Parent Advisory Committees):** Disclosure of student address, phone, or email to these groups generally requires affirmative written consent or must strictly meet the "educational purpose" criteria where the parent has not opted out. For other directory information, the standard directory information opt-out rules apply.
- **School Directories:** The inclusion of address, phone, or email in school directories provided to other students or parents requires that the parent/eligible student has not opted out AND it is for an educational purpose.

### **Your Role:**

It is crucial that all employees understand and adhere to these regulations. Before disclosing any student information, especially address, telephone number, or email, always confirm that the disclosure is permissible under these guidelines. When in doubt, consult with your building administrator. Unauthorized disclosure of student information can have serious consequences for the school and for the individual.

### **School Day**

The school hours are 8:15-3:15 PM daily, M/T/Th/F. Wednesdays are Early Release Days at 1:15 PM.

The Preschool hours are 8:15-2:15 PM daily, M/T/Th/F. Wednesdays are Early Release Days at 12:15 PM.

To guarantee notification to students and teachers, information regarding a change to a student's afterschool arrangements must be provided to office staff no later than noon of that day by the parent or guardian.

**Breakfast** is served daily in the cafeteria from 7:55-8:15 AM. **Lunch** is served in accordance with classroom schedules. All students in Phoenix Elementary School District #1 whose parents/guardians have completed a lunch application (generally done upon registration) will be served breakfast and lunch at no cost.

### **Early Dismissal Days**

There are several dates listed on the PESD School Calendar as Early Dismissal days. On these days, dismissal will be at 1:15 PM unless otherwise indicated. These days are used for teacher in-service workshops and parent conferences. Please be sure to arrange for student pick-up promptly at dismissal on these days. For any emergencies, please call the office at 602-257-3853.

### **Before and After-school Enrichment with G Road**

G Road is also an enrichment program in partnership with PESD, provided at no cost.

G Road's mission is to support young people on their road to adulthood through creative programming and intentional relationships. To achieve this goal, G Road creates and implements targeted programming in the community it aims to serve.

Emerson has partnered with G Road to provide before care from 6:30-7:55 AM. After-school enrichment is available from 3:15-6:00 PM. Students must register to participate. Registration for both programs can be found at [www.groad.org/programs](http://www.groad.org/programs).

### **Arriving from Classroom to G Road**

At the end of the school day, G Road students are to walk to the cafeteria and be checked-in by the G Road staff. Occasionally, students may have interest in deviating from their scheduled plans to attend G Road after school or teachers may have interest in working with G Road students on projects or on schoolwork in their classrooms. In order to do this, students must check-in at G Road and remain there until a parent/guardian has given consent to participate in a non-G Road activity elsewhere on campus. This can be achieved with a call or note to the G Road Coordinator on site. If no permission has been explicitly communicated to the G Road Coordinator, the student must remain in G Road. Sports teams are operated by G Road; accordingly, student athletes may report directly to their after-school practice or game and do not need to report to the Media Center.

**G Road begins Monday, August 4th.** If you have any questions, please contact G Road at [programs@groad.org](mailto:programs@groad.org) or (623) 387-4095.

### **School-wide Communication**

To ensure you are receiving all school communications, please be certain you have provided current contact information to the Front Office, and they will enter it into Synergy, our student information management system. Specifically, please be sure we have your **current phone number** and **email address**, as these are how you will receive robo-calls, robo-emails, robo-texts, and ClassDojo alerts.

### **Visiting the School**

**Volunteers** are allowed in school if they are assisting with an essential function of the school's operation as determined by the principal. Visitors beyond the front office are required to sign-in and wear a "Visitor" badge upon each visit. Thank you in advance for helping us promote safety with a full accounting of all visitors on campus.

### **Picking Up Students During the Day**

For the safety of our students, adults picking up students from school before the end of the school day will be required to present ID to office personnel. When you present in the office to pick up your child, we will promptly call your child up from the classroom. To safely mobilize all students and staff at Dismissal, we ask that parents/guardians not request pick-ups within 15 minutes of Dismissal time.

## Student Expectations for Success

### School Expectations

Emerson School is a Positive Behavior Interventions and Supports (PBIS) school.

The three Eagle expectations are: Be **Responsible**, Be **Respectful** and Be **Caring** in all school locations: Classroom, Playground, Bathrooms, Walkways, G Road and the School Bus. The matrix below details the skills for each expectation in each location. The expectations and skills are visible throughout the school and are reinforced frequently throughout the school day. To maximize consistency, we appreciate your partnership in reinforcing the school expectations at home.



# EMERSON EXPECTATIONS

	Respectful	Responsible	Caring
<b>Classroom</b>	<ul style="list-style-type: none"> <li>Be on time and prepared to learn</li> <li>Be on task and participate at all times</li> <li>Always walk</li> <li>Follow classroom routines</li> </ul>	<ul style="list-style-type: none"> <li>Actively listen to others</li> <li>Use materials and equipment safely and correctly</li> <li>Use inside voices</li> <li>Follow staff directions</li> </ul>	<ul style="list-style-type: none"> <li>Be kind and use positive words</li> <li>Keep your hands and feet to yourself</li> <li>Keep the area clean</li> <li>Report problems to a staff member</li> </ul>
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>Get what you need the first time</li> <li>Always walk</li> <li>Raise your hand for help or to get out of your seat</li> <li>Use time wisely</li> </ul>	<ul style="list-style-type: none"> <li>Stay in a straight line and wait for your turn</li> <li>Use an inside voice</li> <li>Follow staff directions</li> <li>Keep food in the cafeteria</li> </ul>	<ul style="list-style-type: none"> <li>Be kind and use positive words</li> <li>Keep your hands and feet to yourself</li> <li>Keep the area clean</li> <li>Report problems to a staff member</li> </ul>
<b>Bathroom</b>	<ul style="list-style-type: none"> <li>Use time wisely</li> <li>Flush the toilet and wash your hands</li> <li>Always walk</li> </ul>	<ul style="list-style-type: none"> <li>Keep the bathroom free of graffiti</li> <li>Use only supplies that are needed</li> <li>Use inside voices</li> </ul>	<ul style="list-style-type: none"> <li>Give others privacy</li> <li>Keep your hands and feet to yourself</li> <li>Keep the area clean</li> <li>Report problems to a staff member</li> </ul>
<b>Playground</b>	<ul style="list-style-type: none"> <li>Play by the game rules with good sportsmanship</li> <li>Line up with your class when the bell rings</li> <li>Stay in the designated area</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment safely and correctly</li> <li>Leave sand and rocks on the ground</li> <li>Follow staff directions</li> </ul>	<ul style="list-style-type: none"> <li>Be kind and use positive words</li> <li>Keep your hands and feet to yourself</li> <li>Keep the area clean</li> <li>Report problems to a staff member</li> </ul>
<b>Walkways</b>	<ul style="list-style-type: none"> <li>Carry a hall pass</li> <li>Be prompt</li> <li>Always walk</li> <li>Keep feet on the ground</li> </ul>	<ul style="list-style-type: none"> <li>Be considerate of school property</li> <li>Use an inside voice</li> <li>Follow staff directions</li> </ul>	<ul style="list-style-type: none"> <li>Be kind and use positive words</li> <li>Keep your hands and feet to yourself</li> <li>Keep the school clean</li> <li>Report problems to a staff member</li> </ul>
<b>GRoad</b>	<ul style="list-style-type: none"> <li>Be on time to GRoad</li> <li>Hang up your backpack</li> <li>Always walk</li> <li>Stay in your designated area</li> </ul>	<ul style="list-style-type: none"> <li>Address GRoad staff members by their name</li> <li>Use materials and equipment safely and correctly</li> <li>Use inside voices</li> <li>Follow staff directions</li> </ul>	<ul style="list-style-type: none"> <li>Be kind and use positive words</li> <li>Keep your hands and feet to yourself</li> <li>Keep the area clean</li> <li>Report problems to a staff member</li> </ul>

```

graph TD
    A[Student Exhibits Problem Behavior] --> B[What happened?]
    B --> C[Minor Behaviors]
    B --> D[Major Behaviors]
    C --> E[Office Referral ODR]
    D --> E
    E --> F[Student Intake*]
    F --> G[Process Referral]
    G --> H[Referrals may result in:]
    H --> I[Student Conference  
Parent Conference  
Other appropriate action deemed necessary by administration]
    I --> J[*Result of ODR will be communicated to parent and involved staff.]
  
```

**Student Exhibits Problem Behavior**

**What happened?**

**Minor Behaviors**

- Disruptive Behavior**
- Not following directions**
- Chewing Gum**
- Littering**
- Sleeping in class**
- Not prepared/No Homework**
- Misuse of materials**
- Dress Code violation**
- Inappropriate language**
  - Not directed at person
  - Not derogatory term
- Throwing Objects**
  - Without intent to harm (excluding PE equipment)
- Defiance**
  - Lack of participation
  - Off-task
- Not in designated area before school/after dismissal**

**Major Behaviors**

- Skipping class/leaving class/late without permission**
- Fighting/Assault**
- Verbal Fighting**
  - Language or gestures that incite physical fighting; threatening or intimidating
- Possession of drugs/paraphernalia**
- Possession of weapon**
- Bullying**
  - Repeated acts over time that involves a real or perceived imbalance of power with the more powerful child/group attacking those who are less powerful
- Sexual Offenses**
- Theft**
- Destruction of Property/Vandalism**
- Spitting**
  - Directed at a person
- School threat**
- Disrespect/Defiance**
  - Refusal to do work or Follow directions given by staff
  - Delivers socially rude interactions
- Inappropriate Language**
  - Directed at someone
  - Directed at someone of authority (ISS/OSS)
- Throwing Objects**
  - Intent to harm
  - Harms another
- Making a false report**

**Office Referral (ODR)**

**Student Intake\***

Staff call office (3853 & press 1 or 3908)

\*only reserved for if a child is a clear and present

**Process Referral**

Referrals may result in:

Student Conference  
Parent Conference  
Other appropriate action deemed necessary by administration

\*Result of ODR will be communicated to parent and involved staff.

## Transportation/Bus Expectations

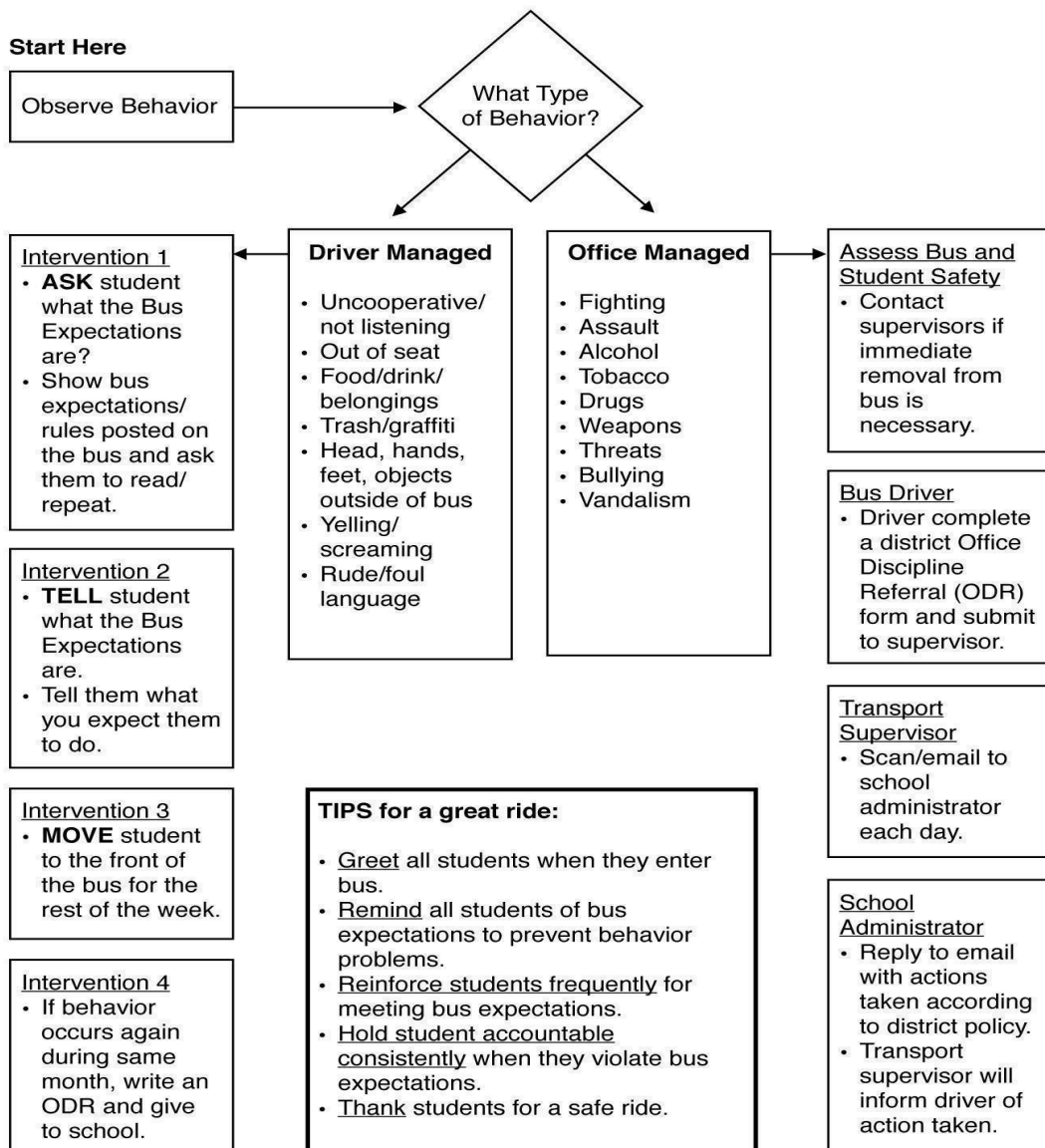
### **“BE SURE TO KEEP YOUR RIDING PRIVILEGE!”**

1. Cooperate with the driver and listen to their instructions.
2. Stay seated at all times.
3. Keep food, drink and belongings in your backpack.
4. Keep the bus clean and graffiti free.
5. Keep head, hands, feet, and objects inside the bus at all times.
6. Use inside voices.
7. Be courteous, use appropriate language.
8. Be on time to the bus before and after school.



## **Phoenix Elementary School District**

### **Bus Behavior Flowchart**



### **Student Dress/Uniforms**

Emerson is a non-uniform school but does adhere to the board approved Student Dress Code below.

### **Student Dress Code (Ref: Board Policy JICA)**

Each student's mode of dress and grooming is a manifestation of personal style and individual preference. The Board will not interfere with the right of students and their parents to make decisions regarding their appearance except when their choices affect the educational program of the schools or the health and safety of others.

School regulations pertaining to student dress promote safety and a positive learning environment. Student dress shall not:

- A. Present a hazard to the health or safety of the student or to others in the school.
- B. Materially and substantially interfere with school work, create disorder, or disrupt the educational program.
- C. Cause excessive wear or damage to school property.
- D. Include any type of clothing, accessories and/or jewelry that is worn with the intent to convey affiliation with a criminal street gang as defined in A.R.S. [13-105](#).
- E. Contain or display discriminatory or obscene language or symbols, or symbols of sex, drugs or alcohol on clothing.

Students may wear clothing, accessories and jewelry that display religious messages or religious symbols in the same manner and to the same extent that other types of clothing, accessories and jewelry that display messages or symbols are permitted.

At Emerson, students may not wear clothing where underwear is visible; for shorts or skirts the hem should be the length of the fingertips when arms are resting at the sides; shirts must comfortably reach the pant waistline when standing upright. Hats and hoods are permitted outdoors only. Only close-toed shoes that cover the heel should be worn to ensure safety in all activities such as recess and PE.

### **Non-educational Materials**

Students are not allowed to bring non-instructional materials to school without permission of the teacher. Gum is prohibited due to the destruction it creates to the school property.

### **Personal Articles**

It is against the rules for students to bring personal articles such as toys, radios, handheld videogames, etc. We are not responsible for the safety of these items and they often lead to problems, disruption, and lost learning time. A search of a backpack, purse, pockets, jacket or similar item is permissible when school staff have a reasonable suspicion that the search will turn up evidence that the student has violated school rules. School staff have the right to confiscate these items from students. Confiscated items may be returned at the end of the

school day depending on the nature of the item. Repeated offenses will result in the items being detained for increasing periods of time or submitted to school administration.

### **“Away for the Day”: Cell Phone and Mobile Device Guidelines**

Phoenix Elementary School District #1

Phoenix #1 recognizes the importance of communication and collaboration and provides devices for students to be productive in the classroom. To keep the focus on academics and to reduce unnecessary distractions, the school enforces the following guidelines:

- **Turn it off.** Personal cell phones and mobile devices shall be “Turned Off” when entering the school campus.
- **Pack it away.** Personal cell phones and all mobile devices shall be kept in a student’s backpack or locker--not in clothing pockets during the school day.
- **Phone limits.** Personal cell phones and mobile devices shall not be used in the classroom, library, restrooms, or common areas unless approved by a teacher/staff member.
- **Keep it quiet.** Personal cell phones and mobile devices shall not be used during transition times or between classes without teacher/staff approval.
- **Need to call home?** If a student needs to make an emergency call during the day, they may do so in the front office with teacher approval.
- **After school, personal** cell phones and mobile devices may be turned back on at the end of the school day to facilitate direct communication with family/friends who are assisting with transportation.

**What happens if you forget the rules?** Failure to abide by these guidelines may result in the phone being held by campus administration in the front office until a parent or guardian can pick up the device.

By following these simple rules, we can ensure that everyone at Phoenix #1 has a focused and productive learning environment.

(1st offense), asked to be handed over and submitted to the office for parent/guardian pick-up (2nd offense), and submitted to the office for parent/guardian pick-up AND placed on a Cell Use Contract (3rd offense). The contract will require the individual student to turn in to the administration his/her cell phone upon arrival at school, and it will be returned after the school day.



### **Bullying, Harassment, & Intimidation**

Emerson School aims to build a community where each person feels welcome. Our goals include prioritizing student leadership, encouraging positive behavior, and hosting inclusive activities. Students are encouraged to identify and appreciate their own strengths, as well as those of their peers. This emphasis on respect and camaraderie works to reduce instances of student harassment, intimidation, and bullying in our schools.

We have a zero-tolerance policy for any form of bullying on school grounds, school buses, and bus stops, and at school-sponsored events.

We have Governing Board Policy JICK and processes in place to address situations where a member of a school's community feels bullied, harassed, or intimidated.

- We provide a confidential process that allows students to report any incident.
- We provide a procedure for parents or guardians to submit written reports.
- We require that Phoenix #1 employees report suspected harassment, intimidation or bullying.
- We provide annual education to staff, students, and the school community regarding harassment, intimidation, and bullying, including how to report incidents to staff.
- We provide a formal process for the documentation and investigation of reported and suspected incidents.
- We implement disciplinary procedures for students admitting to, or who are found guilty of, committing harassment, intimidation or bullying.
- We implement a procedure that provides consequences for submitting false reports of harassment, intimidation or bullying.
- We provide social emotional support to individuals involved in harassment, intimidation or bullying.

### **Bullying Definition**

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

- a. Has the effect of physically or emotionally harming a student, damaging a student's property, or placing a student in reasonable fear of **harm** or damage to property,
- b. Is sufficiently severe, persistent, **repeated**, or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm,
- c. Occurs when there is a real or perceived **imbalance of power** or strength, or
- d. May constitute a violation of the law.

### **Student Rights and Services**

When a bullying, harassment, intimidation report is submitted, and by Arizona Revised Statutes (AS) 153-341.36, the following rights, protections, and services are available:

To submit a Bullying Report:



### [SUBMIT a Bullying Report Form Online](#) OR

- Request a hard copy to fill out in the office
- Once completed, an administrator will initiate an investigation within 48 hours and contact the parent/guardian of the alleged victim and the alleged bully with the outcome of the investigation and whether or not the bullying was substantiated.
- If the bullying is substantiated, a determination will be made as to the appropriate next steps for the bully and the victim to ensure the bullying ceases and that the victim receives adequate support.
- If the bullying is not substantiated, a determination will be made as to the appropriate next steps (i.e. discipline, mediation, restorative justice, etc.).

### **Protections**

Additional information on the items listed below is available from the school principal or discipline team:

- Threat Assessment under District procedures
- Potential disciplinary consequences for offenders
- Health Center referrals, when necessary
- Individual Safety Plans and Other protections on a case-by-case basis

### **Services**

Additional information on the items listed below is available from the school principal or discipline team:

- Prevention counseling services
- Small group counseling sessions
- Intervention strategies
- Peer Mediation and Other services according to individual circumstances

### **General Discipline**

In the event a child violates any rule/regulation, an Office Discipline Referral Form (ODR) will be prepared. This is done following our Emerson Discipline Flow Chart (see above). If the violation is substantiated, consequences will be administered by the administration team.

Parents/Guardians will be notified of consequences, and the Office Discipline Referral Form can be made available to the parent/guardian upon request. Disciplinary actions may include, but are not limited to any of the following or a combination of the following: informal conferences with a teacher and administrator; parental involvement; suspension of privileges; remuneration; mediation; detention; in-school suspension; out-of-school suspension; expulsion; and community service.

### **Due Process**

All students are entitled to due process. This means that a student:

1. Must be informed of any accusations.
2. Must have a factual basis for accusations explained.
3. Must have a chance to present alternative facts if accusations are denied.

## Family and Community Engagement

### Vision for Family Engagement

In partnership with schools, families, and community members, Phoenix Elementary School District is committed to meeting the academic, social, and emotional needs of all students through equitable, effective programming, as well as resources and support. Phoenix #1 inspires every child to achieve their full potential!

### Phoenix #1 Family Center

## HOURS OF *Operation*

One Saturday per month  
11:00 AM - 3:00 PM



Monday	8:00-4:30 PM
Tuesday	8:00-4:30 PM
Wednesday	8:00-4:30 PM
Thursday	8:00-7:00 PM
Friday	8:00-4:30 PM

### PTO (Parent/Teacher Organization) and Site Council

We encourage all parents to become active members of our Parent Teacher Organization. The goal of Emerson PTO is to bring together Emerson families by providing volunteer opportunities, organizing and facilitating school-wide events, and fundraising.

### **Absences/Truancy/Tardiness**

We look forward to seeing your child every school day. School attendance is essential to academic success and research consistently shows that an Attendance Rate of 96% is optimal for learning. Studies show that even 2 days per month absent from school will lead to decreased academic achievement. Arizona law holds parents accountable for students with five or more unexcused absences. So please ensure your child is at school **every day** and **on time**. The warning bell rings at 8:25 AM and the tardy bell rings at 8:30 AM. If your child is absent, we expect that you will contact the front office to let us know.

### **C.U.T.S. (Court Unified Truancy Suppression)**

Phoenix Elementary School District #1, in conjunction with the Maricopa County Juvenile Probation Department, is determined to resolve truancy problems. Any child with excessive unexcused absences may be reported as "truant". This may result in the school's notification to the Maricopa County Juvenile Probation officials of the truancy. Court disciplinary action can include fines, community service, and a loss of or delay in driving privileges when of age.

### **Absences**

The regular school attendance of a child of school age is required by state law. Regular school attendance is essential for success in school; therefore, absences shall be excused only for necessary and important reasons. Such reasons include illness, bereavement, other family emergencies, and observance of major religious holidays of the family's faith.

It is the responsibility of the parent to notify Emerson School when a child cannot attend school. You may notify the school by calling 602-257-3853. If it is not possible to call on the day of the absence, the school should be notified on the morning the student returns. If you know that your child will be absent beforehand (i.e., doctor's/dentist appointments, etc.), have your child bring a note to the front office.

In the event we do not receive notification of your child's absence, the school automated telephone system will call your home to notify you of the child's absence. If your child was sent to school and you receive a phone call that he/she is not in school, notify the school immediately.

**\*FOR YOUR CHILD'S SAFETY, IT IS IMPORTANT TO PROVIDE THE SCHOOL WITH YOUR ACCURATE HOME TELEPHONE NUMBER. KEEP YOUR HOME AND WORK ADDRESS/PHONE NUMBERS CURRENT AT ALL TIMES SO THE SCHOOL CAN REACH YOU IF THERE IS AN EMERGENCY. YOU MUST NOTIFY THE SCHOOL OFFICE OF ANY CHANGES AS SOON AS THEY OCCUR.**

### **Extended Absences**

It is the responsibility of the parent/guardian to contact the school if a child will be absent for an extended time. If the school is not notified within ten days, or if we cannot contact the home to verify the absence, the student will automatically be withdrawn from school. State law places the responsibility for ensuring the child's regular attendance directly on the parent or the person having custody of the child.

### **Tardiness**

Tardiness means arriving at school after 8:15 AM. All students need to arrive on time to begin the day together. When a student arrives late to school he/she must report to the school office. The student will be given a pass to take to the classroom teacher. No child will be admitted to the classroom without a late pass.

In the event a child develops a chronic tardiness pattern, the teacher or school administration will contact the parent/guardian.

### **Closed Campus**

Emerson School is a closed campus. **Students may not leave for any reason during school hours unless accompanied by a parent/guardian** (this includes doctor appointments, lunch, etc.).

### **Early Release From Class**

For the safety and protection of students, no child will be allowed to be taken from the classroom before regular dismissal without the parent/guardian first coming to the office and signing for the child. **To protect the last 15 minutes of classroom instruction, no child will be dismissed after 3:00 p.m. on regular school days or after 1:05 p.m. on early dismissal days.** Students will not be dismissed from school on the basis of a release note or telephone call from a parent/guardian.

### **For Early Pick-up & Changes to Dismissal Arrangements**

- For the safety of our students, please have an ID ready to verify you are authorized for pick-up.
- When the parent/guardian arrives at the front office, the staff will call for the student promptly.
- Students are not permitted to wait in the office prior to the parent/guardian arrival.
- If an early pick-up is needed, please make arrangements for doing so before 1:05 PM on Wednesdays and before 3:00 PM for the rest of the week. This holds true for changes in dismissal arrangements, too.
- Dismissal arrangements can not be changed 15 minutes before school ends except in case of emergencies. This ensures a safe and orderly dismissal process.

### **Withdrawal/Transfer**

If it becomes necessary to withdraw or transfer a child from school, the school office must be notified **at least one week before** the child's last day. It is necessary for the parent/guardian to visit the school office to sign withdrawal papers for the child. Upon the return of all school materials (library/textbooks), you will be given the papers necessary for enrollment at the child's new school.

### **Phone Calls to Teachers**

We encourage and appreciate regular communication with teachers. Parents/guardians may call the school during regular school hours. If class is in session, the teacher will not be able to speak

with you. You are welcome to leave a message on the teacher's voicemail, email the teacher directly, or message them on ClassDojo. Teachers will respond before or after class hours. Speak with the office staff regarding emergencies.

Efforts by the parent/guardian to remain in constant communication with the school are necessary. The staff members, teachers, and principal are committed to working with the parent/guardian to help the child succeed in school. Please communicate the most effective way to communicate with you to your child's teacher.

### **Scheduled Parent/Teacher Conferences**

Scheduled parent/teacher conferences are conducted twice yearly. These conferences will give all parents/guardians an opportunity to meet with their child's teacher to discuss the child's progress and collaborate on goal setting.

The dates for these scheduled conferences are noted on the school calendars. You must attend these conferences. Conference times will be arranged for your convenience during the scheduled hours.

### **Promotion and Retention of Students (Ref: Board Policy IKE)**

Year-to-year promotion of a student in grades one (1) through eight (8) will be based upon standards for each basic subject area as identified in the course of study. Working in close collaboration between the school and families, students must demonstrate a mastery of the standards in reading, written communication, mathematics, science, and social studies adopted by the State Board of Education.

The promotion of a student from grade three (3) is dependent on state legislation, Move on When Ready (MOWR) and is based on student assessment scores in literacy. In addition to these standards, test scores, grades, teacher-principal recommendations, and other pertinent data will be used to determine promotion.

Retention of students is a process that is followed when the professional staff, in consultation with the parent, determines it to be in the best interests of the student. Though primary grades are suggested as the most appropriate time, retention may be considered at any grade level.

When circumstances indicate that retention is in the best interest of the student, the student will have individual consideration, and decisions will be made only after a careful study of facts relating to all phases of the student's growth and development. The student's academic achievement level and mental ability are important, but physical and social characteristics are also important factors. A decision should be based on sufficient data, collected over a period of time and motivated by a desire to place students in school programs where they will be the most successful.

In addition to the above, such decisions, when applied to students enrolled in special education, shall be on a case-by-case basis, consistent with the individualized education program.

### **Competency Requirements for Promotion from Third Grade – “MOVE ON WHEN READING”**

Beginning in the school year 2013-2014, Arizona 3rd graders who score in the Falls Far Below category of the Reading state assessment will be retained in 3rd grade at the end of the year. Schools will be required to provide held-back students with intensive help so that the student can learn to read and progress in school. There are some exceptions to the rule. In accordance with the new law, a school district, governing board or the governing body of a charter school is allowed to promote a pupil who earns an AIMS score that falls far below the third grade level for any of the following good cause exemptions:

1. English Language Learners or Limited English Proficient who have received less than two years of English instruction; and
2. Students with disabilities are provided that the pupil's individualized education program (IEP) team and the pupil's parent or guardian agree that promotion is appropriate based on the pupil's IEP.

### **Appeal of Teacher Decision to Promote, Retain, Pass or Fail a Pupil**

Under Arizona Revised Statutes, a parent or student of the majority may appeal to the Board for reconsideration on any placement decision. The parent or guardian and student have the burden of proof to overturn the decision to promote, retain, pass, or fail the pupil. It must be demonstrated to the Board that the student has or has not mastered the State Board adopted standards required for the recommended placement. If the Governing Board overturns the decision to retain, a written finding of mastery or non-mastery of the State Board adopted standards must be approved by the Governing Board.

## **Student Health & Safety**

### **Suicide Prevention**

Protecting the health and well-being of all students is of utmost importance to Phoenix #1. The school board has adopted a suicide prevention policy, **IHAMD @ INSTRUCTION AND TRAINING IN SUICIDE PREVENTION**, which will help to protect students through the following steps:

- Staff will learn about recognizing and responding to warning signs of suicide in students, accessing and utilizing systems of support, and seeking help for students. Staff who work with students in grades 6-8 will attend an evidence-based professional development at a minimum every three years.
- Phoenix #1 has designated a suicide prevention coordinator, the Coordinator of Social Services & Wellness as a point of contact for district coordination. The school social worker/counselor and psychologist serve as a point of contact for students in crisis and refer students to appropriate resources.
- When a student is identified as being at-risk, a risk assessment will be completed by a trained mental health district staff member, a school social worker/ counselor or psychologist. As soon as safety is established with the student, the parent/ guardian/ caretaker will be contacted. The school social worker/ counselor or psychologist will work with the student and

family to ensure a safety plan is in place, as well as help connect them to appropriate local resources.

- Students and families will have access to national and local resources that they can contact for additional support, such as:

- 988, Suicide and Crisis Lifeline
- Crisis Text Line: Text TALK to 741-741
- Teen Lifeline, 602-248-8336 (TEEN), text or call
- Local Crisis Response Hotline, 602-222-9444

All school staff and students will be expected to help create a school culture of respect and support, in which students feel comfortable seeking help for themselves or their friends.

Students are encouraged to tell any staff member if they or a friend are feeling suicidal or need help.

While confidentiality and privacy are important, students should know that when there is a risk of suicide, safety comes first. While family and parental rights are important, student safety will take priority when a risk has been identified. Once a student's safety is secure, the family/parent will be immediately contacted. For a detailed review of policy changes, please see the district's full suicide prevention policy.

### **Firearm Safety**

**Parent/Guardian:** Phoenix #1 is a student-centered community where together we prioritize having a safe educational environment. Research shows that gun violence has increased and that guns used with unintentional tragedies usually belong to family members or exist in households with unlocked firearms. Several studies of school-based gun violence or unintentional tragedies are due to households with unlocked firearms. The intervention is to prevent unauthorized access to guns in the home. Unsecured guns in the home pose a risk to students beyond gun violence in schools. Storing firearms securely protects any child in the home as well as students throughout the school district and our community.

Phoenix #1 provides prevention measures to increase student safety by raising awareness of the importance of secure gun storage to protect our community and its students. The district communicates directly to parents and guardians with information and resources to learn more and download helpful resources, including a secure storage fact sheet, talking to your children about guns, and facts and resources on child firearm suicide, at [BeSMARTforKids.org/resource](https://BeSMARTforKids.org/resource).

Phoenix #1 also educates and empowers our students through proven prevention programs to connect with each other, minimize social isolation, and create an inclusive school community. By having trained, trusted adults, students are taught to recognize warning signs of someone in crisis and immediately “say something” to our adult staff. When trusted adults and students connect and know the warning signs of pending violence, then the school community is engaged

and school safety, and academic learning increases. For more information, please reference specific Safer Schools proven prevention programs at [Sandyhookpromise.org](http://Sandyhookpromise.org).

**Students** are expected to connect and “say something” to a staff member/trusted adult when they see or hear warning signs of potential violence or danger. Our school community is strengthened when we work together with our adult staff and pay attention to taught warning signs that can signal a crisis or need for help.

### **Health Services**

Our school is staffed with a Registered Nurse daily. The health team periodically conducts vision, hearing, dental, growth, scoliosis, and Sickle Cell screening. The nurse serves as a resource person for the classroom teacher on a variety of health topics. Individual health counseling and neurodevelopmental assessments are provided as needed. In addition, the team administers care and/or emergency first aid for ill/injured students.

### **Student Illness**

In the event your child becomes seriously ill at school, you will receive a phone call instructing you to pick up your child. In the event you are unable to pick up the child personally, you may designate a person 18 years or older to pick up the child. Please provide the nurse/school office with the name of the individual who will be coming for the child. The person picking up the child will need to provide appropriate identification.

### **Medication**

#### **Prescription Medication**

These medications must be in the prescription bottle and brought to the nurse by the parent/guardian. Only a 30-day supply can be kept at school. A special form must be completed and signed by the parent/guardian or the medication can only be given for one day. **Under no circumstances is a student to keep prescription medicines on his/her person.**

#### **Other Medications**

Medicine that has been recommended by a physician, but not a prescription medication including cough drops and throat lozenges, can only be given to the child if it is sent to the nurse in its original container along with a written note from the parent/guardian. **The child must not keep medication on his/her person; the parent/guardian should deliver such medications to the school nurse.** A consent form must be completed by the parent for dispensing of such medication.

### **Immunizations**

State law requires immunizations for communicable diseases. No student will be admitted without documentation of the required immunizations. Any questions pertaining to immunizations should be addressed to your physician or the school nurse at 257-3855.

If immunizations are not up to date, the child will be suspended immediately. During the school



year, as immunizations are needed, parents/guardians will be notified by the school nurse. If compliance is not within the required time, the child will be suspended from school. For information regarding immunizations at no charge, contact the following Maricopa County Hotlines: (602) 506-6115 (English) (602) 506-6865 (Spanish)

### **Emergency Information**

Parents are required to complete the emergency portion of the enrollment form for each child every year. List health problems including allergies to foods, medicines, insect stings, etc. It is imperative that you keep the school nurse informed of any change in your child's health status.

**IT IS IMPORTANT TO NOTIFY THE SCHOOL OFFICE OF ANY CHANGE OF ADDRESS, HOME PHONE NUMBER, WORK PHONE NUMBER, AND EMERGENCY PHONE NUMBERS DURING THE SCHOOL YEAR. YOU SHOULD ALSO ALERT THE NURSE TO ANY CHANGES IN THE CHILD'S MEDICAL RECORD, OR ANY NEW OR EXISTING MEDICAL PROBLEMS.**

### **Restricted Physical Education Activities**

State regulations require that each child have supervised play or a physical education class depending on the grade level. To be excused from physical education a child must have a written note stating why and for how long he/she cannot participate. Excuses for longer than one week will require a physician's letter.

### **Child Abuse/Neglect**

Reporting non-accidental injury, sexual molestation, abuse and neglect are required by State law. Suspected abuse cases will be reported to the Arizona Department of Child Safety. Any individual who suspects abuse or neglect of a child, should report it to the school or public officials.

### **Crucial Employee Reporting Obligations**

At Phoenix Elementary School District #1 the safety and well-being of minors are of paramount importance. All school employees play a critical role in protecting children and ensuring their safety. This section outlines the mandatory reporting obligations as required by Arizona law.

### **Who is a Mandatory Reporter?**

You are a mandatory reporter if you are an employee of Phoenix Elementary School District #1, including but not limited to:

- All Teachers (including substitute teachers)
- Administrators
- Staff Members
- Governing Board Members

### **What Must Be Reported?**

All school employees are legally required to report if they have reasonable cause to believe that a minor (under 18 years of age) is or has been the victim of:

- **Physical Injury, Abuse, or Neglect:** Any instance where a minor has suffered or is suffering from physical harm, abuse, or neglect.
- **Child Abuse:** As defined by law.
- **Reportable Offenses (as per A.R.S. § 13-3620):** This specifically includes, but is not limited to, a reasonable belief that a minor has been the victim of crimes such as:
  - Sexual Offense
  - Sexual Assault
  - Molestation
  - Sexual Exploitation of Children
  - Child Sex Trafficking
  - Incest
  - Child Prostitution
  - Surreptitious Recording or Viewing of a Minor
  - Unlawful Mutilation

### **To Whom Must You Report?**

Upon forming a reasonable belief that a reportable incident has occurred, the school employee **must immediately report** to one or more of the following authorities:

1. **Local Law Enforcement Agency** (Police Department or Sheriff's Office)
2. **Arizona Department of Child Safety (DCS)**
3. **Appropriate Tribal Authorities** (if applicable)
4. **Arizona Department of Education (ADE)**

### **Important Clarifications on Reporting:**

- **Reporting to School Resource Officers (SROs) or School Safety Officers (SSOs) DOES NOT satisfy the direct statutory reporting obligation.** While the school employee should inform an SRO or SSO if they are available, they **must still make a direct report** to one of the agencies listed above (Law Enforcement, DCS, and/or Tribal Authorities) and the Arizona Department of Education.
- If an SRO or SSO receives a report, they are legally required to **immediately notify a law enforcement agency** in the appropriate jurisdiction and provide all relevant information for investigation.

### **Interviewing a Student Who is an Alleged Victim:**

- A student identified as a potential victim of a reportable offense may be interviewed **only as provided by the local county protocol** adopted pursuant to A.R.S. § 8-817.
- This does **not** prevent an SRO or SSO from:
  1. Receiving a **voluntary report** of a reportable offense directly from an alleged victim.
  2. Asking a student **minimal follow-up questions** that are necessary and authorized by the county protocol that is currently being developed by the Arizona State Board of Education.

### **School's Responsibility:**

It is the personal and legal responsibility of any school employee to report any suspected incidents immediately. Failure to do so can result in serious legal consequences. When in doubt, always report. Your actions can protect a child from harm.

### **Lost & Found**

It is recommended that the parent/guardian put names on clothing and personal items brought to school. There is a Lost & Found box for found items.

### **Office Telephone Use**

Children are not allowed to use the office or classroom telephones except for emergencies. If it is necessary for your child to call you during the school day you must send a written note to the teacher on that day. The teacher will arrange for the child to make the telephone call. Once permission is granted, **for (602) area code phone numbers**, the student should **dial 9 +** (seven-digit telephone number). If it is some other area code, **dial 9 +** (ten-digit telephone number).

### **Birthday Celebrations and Holiday Festivities**

For any intended birthday celebrations or holiday festivities at Emerson, it is required that parents/guardians coordinate with homeroom teachers in advance. Teachers have discretion regarding celebrations in the classroom or in the Cafeteria but Safety and Instructional Time-on-Task should guide decision-making. The guidelines below should be used by the coordinating parent and teacher:

- Only **store-bought** food permitted; it must be **individually** packaged; no communal items are permitted (e.g. no pizza, no cake, etc.) to prevent the spread of communicable disease.
- **Food allergies** need to be considered, and the goal is to be inclusive (in other words, students with food allergies can send in and keep a supply of acceptable food items, to have alongside peers).
- **Parents can deliver items to the Front Office** and staff will notify the **Homeroom teacher who is to ensure delivery to the classroom**. Lunch time in the cafeteria is the preferred time to serve food, as it minimizes food mess and pests in classrooms.
- All students in a **Homeroom** are to be included. **Brothers, sisters, siblings, cousins,**

**etc.**, who are not in the Homeroom are not to be included.

- **Birthday singing and eating may take place in the classroom.**
- Due to nutrition standards and funding, since schools cannot allow “competition” or “substitution” for school-provided lunch, **students MUST still get a plate lunch IN ADDITION TO** any birthday or holiday items, which must be **individually** packaged; no communal items are permitted (e.g. no pizza, no cake, etc.) to prevent the spread of communicable disease.

### **Breakfast, Lunch, & Snacks**

Breakfast and Lunch that meet Child Nutrition Guidelines are provided daily to all students. Students are permitted to pack and bring their own breakfast and lunch with them to school. Snacks may be permitted at the teacher’s discretion, as some students have a lunch that may be very early or very late in the school day and we want our students to be feeling their best so they can perform their best. We ask all families to limit fast foods or foods that are high in fat or sugar. Our aim is to promote healthy bodies and healthy minds in every way possible.

## **Appendix**

### **Child Find for Special Education**

It is the Phoenix Elementary School Districts' responsibility to inform the general public and all parents within our boundaries of our responsibility to make available special education services for students with disabilities aged 3 through 21 years and how to access those services. In addition, we have a responsibility to provide information regarding early intervention services for children birth through 2 years.

We are responsible for identifying, locating, and evaluating all children with disabilities including children aged 3 through 21 and for referring children from birth through 2 years of age to Arizona Early Intervention Program (AzEIP) for evaluation and appropriate services.

We are also responsible for providing a free and appropriate public education (FAPE) which includes special education and related services to children with disabilities at public expense, under public supervision and direction and without charge to the parents.

For all new students to the district, the classroom teacher will complete screening activities within 45 days of enrollment. The teacher will look at the child's ability in the areas of academics, vision, hearing, adaptive, communication, social/emotional and motor skills. If any concerns are noted the child may be referred for additional help.

Children birth through 2 years of age who are receiving early intervention services and will be participating in preschool programs for children with disabilities will be assured of a smooth transition into that program. We will ensure that:

1. Transition conferences for children aged 2 years 6 months to 2 years, 9 months will be held;
2. By the child's 3<sup>rd</sup> birthday an Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) will be developed and implemented; and
3. For the child who turns 3 during the summer, the IEP team will determine the date for services to begin including eligibility for Extended School Year (ESY) services.

If you have concerns about a child you know, please contact Student Services at 602-257-3805 for more information.

### **Parent Involvement**

Emerson School staff and parents work as partners in supporting student learning. This policy has been jointly developed by Emerson's School leadership team and parents. A copy of this policy in English and Spanish is in the school handbook and is distributed to parents of all children attending Emerson School. The School-Parent Compact which emphasizes the shared responsibility for our students' education is also in the school handbook.

### **2025-2026 Ralph Waldo Emerson Parent/Family Involvement Policy**

Emerson is a Community School. Our mission is to bring the community into our classrooms and our classrooms into the community so we can create **Access and Opportunity for all students.**

Emerson is a school where every child belongs—where each student is seen, valued, and supported as a unique individual. We create a nurturing and inclusive environment that empowers all learners to grow with confidence, explore their potential, and thrive academically, socially, and emotionally.

To generate parent/family support and build a powerful partnership between home and school, we will engage in the following strategies:

- ❖ Setting a positive tone with a Meet the Teacher Night before students arrive for the first day of school.
- ❖ Sharing a personal letter with families to develop a productive working relationship.
- ❖ Inviting parents/families to a meeting to inform them of Title I requirements and guidelines, and student achievement results from the previous year.
- ❖ Conducting family-student-teacher conferences scheduled during the school year in October, December, and March.
- ❖ Holding Family Engagement Nights during the school year to educate families on how to assist their children with learning at home.
- ❖ Providing the Family/Student Handbook annually, including the Parent/Family Involvement Policy and the Parent/Family/Student/Staff Compact.
- ❖ Inviting families into the Family/Parent Center, led by the Family and Community Engagement Specialist, is dedicated to welcoming parents to participate in the Emerson campus and volunteer opportunities.
- ❖ Principal conducts Coffee Talks monthly, encouraging parents to attend and contribute recommendations for school improvement.
- ❖ Parent Teacher Organization holds monthly meetings online and/or in person.

## **McKinney-Vento Information Regarding Homelessness**

If your family lives in any of the following situations:

- In a shelter, motel, vehicle, or campground
- On the street
- In an abandoned building, trailer, or other inadequate accommodations, or doubled up with friends or relatives because you cannot find or afford housing

**Then, your preschool-aged and school-aged children have certain rights or protections under the McKinney-Vento Homeless Education Assistance Act.**

### **Your children have the right to:**

- Go to school, no matter where you live or how long you have lived there. They must be given access to the same public education, including preschool education, provided to other children.
- Continue in the school they attended before you became homeless or the school they last attended, if that is your choice and is feasible. If a school sends your child to a school other than the one you request, the school must provide you with a written explanation and offer you the right to appeal the decision.
- Receive transportation to the school they attended before your family became homeless or the school they last attended, if you or a guardian request such transportation.
- Attend a school and participate in school programs with children who are not homeless. Children cannot be separated from the regular school program because they are homeless.
- Enroll in school without giving a permanent address. Schools cannot require proof of residency that might prevent or delay school enrollment.
- Enroll and attend classes while the school arranges for the transfer of school and immunization records or any other documents required for enrollment.
- Enroll and attend classes in the school of your choice even while the school and you seek to resolve a dispute over enrolling your children.
- Receive the same special programs and services, if needed, as provided to all other children served in these programs.
- Receive transportation to school and to school programs.

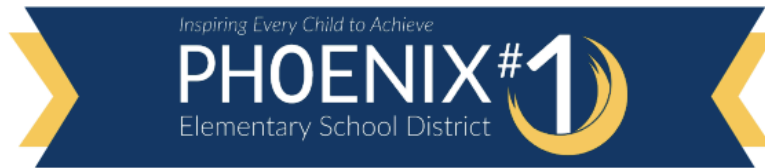
### **When you move, you should do the following:**

- Contact the school district's local liaison for homeless education (see phone number below) for help in enrolling your child in a new school or arranging for your child to continue in his or her former school. (Or, someone at a shelter, social services office, or the school can direct you to the person you need to contact.)
- Contact the school and provide any information you think will assist the teachers in helping your child adjust to new circumstances.
- Ask the local liaison for homeless education, the shelter provider, or a social worker for assistance with clothing and supplies, if needed.

### **Local Area Contacts:**

Ms. Sherry Zeeb  
602-257-3764  
Ashley King  
602-257-3746

If you need further assistance, call the  
National Center for Homeless Education  
at the toll-free Help Line number:  
**1-800-308-2145**



# 2025-2026 School Year Calendar Family View

## July 2025 – June 2026

July					August					September				
M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
	1	2	3	4					1	1	2	3	4	5
7	8	9	10	11	4	5	6	7	8	8	9	10	11	12
14	15	16	17	18	11	12	13	14	15	15	16	17	18	19
21	22	23	24	25	18	19	20	21	22	22	23	24	25	26
28	29	30	31		25	26	27	28	29	29	30			
October					November					December				
M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
		1	2	3	3	4	5	6	7	1	2	3	4	5
6	7	8	9	10	10	11	12	13	14	8	9	10	11	12
13	14	15	16	17	17	18	19	20	21	15	16	17	18	19
20	21	22	23	24	24	25	26	27	28	22	23	24	25	26
27	28	29	30	31						29	30	31		
January					February					March				
M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
			1	2	2	3	4	5	6	2	3	4	5	6
5	6	7	8	9	9	10	11	12	13	9	10	11	12	13
12	13	14	15	16	16	17	18	19	20	16	17	18	19	20
19	20	21	22	23	23	24	25	26	27	23	24	25	26	27
26	27	28	29	30						30	31			
April					May					June				
M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
		1	2	3					1	1	2	3	4	5
6	7	8	9	10	4	5	6	7	8	8	9	10	11	12
13	14	15	16	17	11	12	13	14	15	15	16	17	18	19
20	21	22	23	24	18	19	20	21	22	22	23	24	25	26
27	28	29	30		25	26	27	28	29	29	30			

### Legend

First/Last Day K-8	1	1	Staff Professional Development - No Students
First/Last Day Preschool	1	1	*Early Release Day
Legal Holiday	1	1	*Family / Student / Teacher Conferences
All Schools & Offices Closed			
School Recess / No School			

## Important Dates

**July**  
 New Staff Welcome Week ..... July 16-22  
 Teachers Return ..... July 23-29  
 First Day of School K-8..... July 30

**August**  
 First Day of Preschool ..... Aug 11  
 \*Early Release Wednesdays ..... Aug 6, 13, 20, 27

**September**  
 Labor Day Holiday ..... Sept 1  
 40th Day - K-8 ..... Sept 24  
 \*Early Release Wednesdays ..... Sept 10, 17, 24

**October**  
 End of First Quarter ..... Oct 1  
 40th Day Preschool..... Oct 1  
 Fall Break (No School for Students) ..... Oct 6-10  
 Staff Professional Development Day - No Students... Oct 13  
 \*Family/Student/Teacher Conferences ..... Oct 23-24  
 \*Early Release Wednesdays ..... Oct 1, 22, 29

**November**  
 Veterans Day Holiday ..... Nov 11  
 Thanksgiving Recess (All Schools & District Offices Closed) ..... Nov 24-28  
 Thanksgiving Day Holiday ..... Nov 27  
 \*Early Release Wednesdays ..... Nov 5, 19, 26

**December**  
 End of Second Quarter..... Dec 19  
 Winter Recess (All Schools & District Offices Closed) ..... Dec 22-Jan 2  
 \*Early Release Wednesdays ..... Dec 3, 10, 17

**January**  
 Staff Professional Development Day - No Students..... Jan 5  
 Classes Resume ..... Jan 6  
 Martin Luther King, Jr. Holiday ..... Jan 19  
 100th Day - K-8 ..... Jan 20  
 Preschool ..... Jan 27  
 \*Family/Student/Teacher Conferences ..... Jan 29-30  
 \*Early Release Wednesdays ..... Jan 14, 28

**February**  
 Presidents' Day Holiday ..... Feb 16  
 \*Early Release Wednesdays ..... Feb 4, 11, 25

**March**  
 End of Third Quarter ..... Mar 4  
 Spring Recess (No School for Students) ..... Mar 9-13  
 Staff Professional Development Day - No Students.. Mar 16  
 \*Family/Student/Teacher Conferences ..... Mar 26-27  
 \*Early Release Wednesdays ..... Mar 4, 25

**April**  
 \*Early Release Wednesdays ..... Apr 1, 8, 15, 22, 29

**May**  
 Last Day of Preschool ..... May 14  
 \*Last Day of School for K-8 Students ..... May 21  
 End of Fourth Quarter ..... May 21  
 Memorial Day Holiday ..... May 25  
 \*Early Release Wednesdays ..... May 6, 13, 20

**June**  
 Juneteenth (All Schools & District Offices Closed) ..... Jun 19  
 \*Half-Day Schedule

Governing Board Approved: October 29, 2024





## Electronic Devices Agreement

Phoenix Elementary School District #1 acknowledges the importance of electronic communication between students and parents before and after school. Additionally, the school recognizes that instructional time is precious and must be protected from unnecessary disruption. For this reason, personal electronic devices including ear buds and headphones may not be seen or used during the school day, *unless with teacher permission within a classroom*. Otherwise, they be **turned off and packed away in backpacks** before entering the front gate and during the entire school day. The District is not responsible for and will not investigate damaged/lost/stolen personal electronic devices. The District will follow the Phoenix #1 Handbook for Student Success with regards to inappropriate or disruptive use of personal electronic devices. Please review the handbook so that you and your child are aware of the policy as violations of the policy will likely fall under the category of "Electronic Devices (Improper Use)".

Personal electronic devices that are not turned off and packed away in backpacks during the school day will be confiscated and turned into the office. In most cases, your child may pick up the confiscated item at the end of the school day. If this behavior is repetitive (defined as three separate incidents or more), a parent will be required to pick up the confiscated item and the student may face disciplinary action. Again, we ask that you please review the Phoenix #1 Handbook for Success as violations of this type will likely fall under the category of "Defiance, Disrespect Toward Authority, & Non-Compliance".

Please assist us in keeping our learning environment free from distractions. When it is necessary for your child to contact you during the day, he or she may access a school phone. If it is necessary for you to get an important message to your child during the school day, you may contact our office and our staff will relay the message to your child.

### Student Section

**(Please print) Please fill out one per student and return to your homeroom teacher.**

Student Name \_\_\_\_\_ Grade \_\_\_\_ School \_\_\_\_\_ Teacher \_\_\_\_\_

I have read (or had explained to me) and understand the *PESD #1 Guidelines for Electronic Devices*. I agree to follow the rules contained in this document. I understand that if I violate any of these procedures and practices that these electronic devices can and will be confiscated.

Student Signature		Student ID #	
-------------------	--	--------------	--

### Parent or Guardian Section

I verify that my child and I are aware of the *PESD #1 Guidelines for Electronic Devices*. I will emphasize to my child the importance of following these guidelines.

Parent Signature		Date	
------------------	--	------	--

Parent/Guardian Name (printed) \_\_\_\_\_

## Student Code of Conduct Guidelines and Interventions

**ALL CHILDREN  
CAN & WILL LEARN  
NO EXCEPTIONS!**  
PARENTS WANT & DESERVE THE  
**BEST EDUCATION  
FOR THEIR CHILDREN**  
**EDUCATION IS THE KEY TO  
OPPORTUNITY AND SUCCESS**  
EDUCATION HAS THE OPPORTUNITY TO  
CULTIVATE ALL ASPECTS  
OF A CHILD'S  
LEARNING

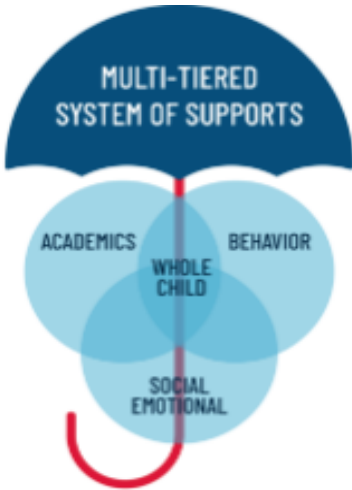
**DIVERSITY**  
ENRICHES US ALL  
THE EDUCATION OF  
OUR CHILDREN IS A  
SHARED RESPONSIBILITY  
AMONG OUR COMMUNITY  
**WE ARE ALL LEARNERS**  
FACTORS SUCH AS  
RACE OR SOCIO-  
ECONOMIC STATUS  
DO NOT PREDICT  
**STUDENT  
ACHIEVEMENT**  
WE LIVE ON THIS  
EARTH, NOT TO SEE  
THROUGH ONE  
ANOTHER, BUT RATHER  
**TO SEE ONE  
ANOTHER  
THROUGH**

---

*Inspiring Every Child to Achieve*  
**PHOENIX#1**  
Elementary School District

The logo for Phoenix #1 Elementary School District. It features the word "PHOENIX" in a bold, dark blue sans-serif font, followed by a large "#1" in the same font. To the right of the "#1" is a stylized orange flame or sunburst graphic that curves around the bottom of the "1". Below the text "PHOENIX#1" is the words "Elementary School District" in a smaller, dark blue sans-serif font. The entire logo is set against a white background with a thin blue border.

*"Phoenix #1 is a student-centered community. We share responsibility and are accountable for the equitable education of all children. Our community is committed to achieving educational equity by pursuing academic excellence and supporting the whole child."- Phoenix #1 Equity Commitment Statement*



The Phoenix #1 Elementary School District's 2025 Strategic Plan and the subsequent Equity Plan that followed highlights the importance of both Multi-Tiered Systems of Supports (MTSS) and Positive Behavior Intervention Systems in promoting equitable outcomes for student success. Within this framework we believe that just as we model, teach, and provide interventions for academics, the same methodology also applies to the teaching and reinforcing of behavior and social emotional wellness to support the growth and success of the whole child.

It is with this belief that this Student Code of Conduct Guidelines and Interventions was developed as a resource for schools and caregivers. The utility of this resource is to provide clear definitions, guidelines, systems, and interventions to support our shared mission to provide equitable outcomes for all students.

## Phoenix #1 Definition of Equity

Educational equity in Phoenix #1 exists when student academic and behavioral outcomes are not predictable or persistent based on student identity and when policies, programs, procedures and practices are in place to ensure this goal.

Student identity includes but is not limited to race, ethnicity, religion, gender, sexual orientation, gender expression, age, national origin, language, socio-economic status and cognitive and physical abilities.



### Goal 1: Positive Outcomes for All

- Eliminate achievement gaps
- Reduce disproportionality
- Achieve Arizona standards



### Goal 2: Equitable Access & Inclusion

- Examine policies and practices for identification and selection
- Systemically support student needs and provide supports
- Address discipline policies and procedures
- Examine data to ensure no group of students are over or underrepresented



### Goal 3: Equitable Treatment

- Provide training for school staff to work effectively; respecting students from diverse backgrounds
- Collaborate with teachers and administrators to use culturally responsive, differentiated strategies to serve all students



### Goal 4: Equitable Resource Distribution

- Provide access to highly trained expert educators
- Allocate funds and resources to reduce inequities



### Goal 5: Opportunities to Learn

- Deliver high quality, effective professional development for all educators
- Provide social-emotional learning and other extracurricular programs



### Goal 6: Equitable Shared Accountability

- Ensure all stakeholders are champions for excellent education of all students
- Provide support to build capacity to empower all stakeholders to effectively act as equity champions

Inspiring Every Child to Achieve

**PHOENIX#1**  
Elementary School District

# Action Levels

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

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

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

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

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

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

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

<b>Level 1</b>	<p><b>Before referring a matter to school administration, classroom teachers are expected to employ at least <u>three</u> classroom-level interventions every quarter – with appropriate documentation – for a Level 1 offense.</b></p> <ul style="list-style-type: none"> <li>• <b>Parent/Guardian Notification</b> (before/after school/lunch)</li> <li>• <b>Student Conference</b> • Saturday School</li> <li>• <b>Restorative Conference and/or Restorative Circle</b> • Delayed Departure from School</li> <li>• Verbal/Written Apology • Time Out (not to exceed 30 minutes)</li> <li>• Reflective Essay • Reassignment to Different Class</li> <li>• Warning • Suspended Privileges</li> <li>(not work detail) • Community Service</li> <li>• Referred to Outside Agency</li> <li>• Restitution</li> <li>• Teen Court</li> </ul> <p><i>*Some actions may not be available at all schools</i></p>	<ul style="list-style-type: none"> <li>• Detention</li> <li>• Meeting with Social Worker</li> <li>• Peer Mediation</li> <li>• Functional Behavioral Assessment</li> <li>• Behavior Contract</li> <li>• Behavior Intervention Group</li> <li>• Behavior Learning Packets</li> <li>• Behavior Intervention Plan</li> <li>• Other Action (consistent with other level 1 interactions)</li> </ul>
<b>Level 2</b>	<p>Any Action from the prior level(s) <b>may</b> also be imposed.</p> <ul style="list-style-type: none"> <li>• <b>Restorative Conference and/or Restorative Circle</b></li> <li>• Social Skills Groups and/or Mentoring may be facilitated by a social worker, or other qualified staff.</li> </ul>	
<b>Level 3</b>	<p>Any Action from the prior level(s) <b>may</b> also be imposed.</p> <ul style="list-style-type: none"> <li>• <b>Restorative Conference and/or Restorative Circle</b></li> <li>• In School Suspension/Intervention or Out-Of-School Suspension and/or Abeyance (Short Term 1-10 Days) but only where student misbehavior is ongoing and escalating, and only after the school has first attempted and documented the types of intervention(s) used in PBIS or Restorative Practices. Suspensions greater than 3 school days require the approval of the Chief Academic Officer.</li> </ul>	
<b>Level 4</b>	<p>Any Action from the prior level(s) <b>may</b> also be imposed.</p> <ul style="list-style-type: none"> <li>• <b>Restorative Conference and/or Restorative Circle</b> (upon re-entry to school)</li> <li>• <b>Out-of-School Suspension and/or Abeyance - Long-term (11-30 Days)</b> (except for violations listed below)</li> </ul> <p><b>Fighting*</b></p> <p><i>First offense</i>—Three day suspension with two days waived if student participates in mediation.</p> <p><i>Second offense</i>—Ten day suspension with seven days held in abeyance if student participates in mediation.</p> <p><b>*Administrators may assign a two-day “cooling off period” where safety is a concern and after consulting the Chief Academic Officer.</b></p> <p><b>Possession or Use of Drugs or Alcohol**</b></p> <p><i>First offense</i>—Three day suspension with two days waived if a student agrees to attend a substance abuse workshop.</p> <p><i>Second offense</i>—Ten day suspension with seven days held in abeyance if a student agrees to attend a substance abuse workshop.</p> <p><b>**In both cases, upon return to school, the student must agree to an intake interview and to be searched for drugs or alcohol.</b></p>	
<b>Level 5</b>	<p>Any Action from the prior level(s) <b>may</b> also be imposed.</p> <ul style="list-style-type: none"> <li>• <b>Out-of-School Suspension and/or Abeyance - Long-term (11-180 Days)</b></li> <li>• <b>Restorative Conference and/or Restorative Circle (upon re-entry to school)</b></li> <li>• Expulsion (181+ Days) Expulsion is the permanent withdrawal of the privilege of attending any school in the District unless the Governing Board reinstates the privilege.</li> </ul>	

## Violation Charts

### AGGRESSION



Violation		Action Level
<b>Provocation (verbal or nonverbal)</b>	Using offensive language or gestures that <b>may incite</b> another person to fight.	1
<b>Recklessness</b>	Engaging in unintentional, careless behavior that <b>may pose</b> a safety or health risk for yourself or for others.	1
<b>Minor Aggressive Act</b>	Engaging in intentional, <b>non-serious but inappropriate physical contact</b> such as, but not limited to: hitting, poking, pulling, pushing, tripping, pulling a chair out from underneath another person, or other behaviors that demonstrate low level hostile conduct.	2
<b>Endangerment</b>	Recklessly putting self or another person at substantial risk of imminent death or serious physical injury through acts such as, but not limited to: rock throwing, skateboarding on campus, etc.	3

### Physical Conflict

<b>Other Aggression</b> Using other acts of aggression not specifically listed within the Aggression section including, but not limited to, intentional, <b>serious and inappropriate physical contact</b> including, but not limited to, any example listed under “Minor Aggressive Act” that may result in a serious physical injury.  <b>Examples: hair pulling, pushing, slapping, etc.</b>	<b>Fighting</b> A fight is defined as a physical altercation in which both parties are willing participants who had one or more opportunities to de-escalate the situation, leave the situation, or notify a school official of the potential fight prior to making the decision to participate, and where the circumstances present a threat to safety because of the number of participants or the intensity and violence of the conduct.	<b>Assault</b> Intentionally, knowingly, or recklessly causing any serious physical injury to another person; knowingly touching another person with the intent to injure, insult, or provoke such person.
3	4*	4
Involves serious and inappropriate physical contact.  Includes “fighting” where the circumstances do not present a threat to safety.  Similar conduct not meeting the definition of Other Aggression shall be treated as the level 2 offense of “Minor Aggressive Act.”	<b>*Due to the mutual involvement of participants, principals/IEIS will grant an automatic waiver of the mandatory minimum, ten-day long-term suspension normally used at this level for a first offense. See guidelines for fighting on page 3, Level 4, above.</b>  Similar conduct not meeting the definition of Fighting shall be treated as the level 3 offense of “Other Aggression.”	Involves one person acting against another.  Similar conduct between mutual participants shall be treated as the level 4* offense of “Fighting.”
<b>Aggravated Assault</b>	1. Causing serious physical injury to another. 2. Using a deadly weapon or dangerous instrument. 3. Committing the assault by any means of force that causes temporary but substantial disfigurement, temporary but substantial loss or impairment of any body organ or part, or a fracture of any body part. 4. Committing the assault while the victim is bound or otherwise physically restrained or while the victim’s capacity to resist is substantially impaired. 5. Committing assault and the person is in violation of an order of protection. 6. Committing the assault knowing or having reason to know that the victim is any of the following: <b>teacher or any school employee on school grounds</b> , law enforcement officer, prosecutor, firefighter, EMT/Paramedic engaged in official duties, on grounds adjacent to the school or in any part of a building or vehicle used for school purposes, teacher or school nurse visiting a private home in the course of the teacher’s or nurse’s professional duties or any teacher engaged in any authorized and organized classroom activity held on other than school grounds.	5  <b>Mandatory report to law enforcement</b>

<b>Interventions for Aggression Violations</b>	Restorative Conference/Mediation, Mandated Intervention, Behavior Contract, Skill-based Intervention Group, Support Group, refer to behavioral health provider, Intensive Therapeutic Intervention (ITI) program*, referral to school based Threat Assessment Team (TAT)**.
--	---

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

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

ALCOHOL, TOBACCO AND OTHER DRUG VIOLATIONS		
Definitions		
Drug Violation	Unlawful use, distribution, sale, purchase, possession, transportation or importation of any controlled drug or narcotic substance or equipment, and devices used for preparing or taking drugs or narcotics. Includes being under the influence of drugs at school, school-sponsored events, and on school-sponsored transportation. Includes over-the-counter medications if abused by the student.	
Possession	Knowing exercise of dominion or control over an item.	
Use	The act of using or being under the influence.	
Sale	To transfer or exchange an item to another person for anything of value or advantage, present or prospective.	
Share	To allow another person to use or enjoy something that one possesses.	
	<b>*Principals/IEIS may grant an automatic waiver of the mandatory, minimum ten-day long-term suspension normally used at this level for first time offenders for possession or use of drugs or alcohol. See specific guidelines for appropriate consequences on page 3, Level 4, above.</b>	
Violation		Action Level
Inappropriate Use of Over-the-Counter Drugs	Medicines that may be purchased directly without a prescription from a health care professional. Inappropriate use includes any use other than that described on the packaging or recommended by a health care professional.	
Tobacco Violation	The possession, use, distribution, or sale of tobacco products on school grounds (including any device or substance that delivers nicotine such as e-cigarettes, nicotine patches, vapes or vape pens, and hookah sticks), at school-sponsored events, and on school-sponsored transportation.	

<b>Possession of Drug Paraphernalia</b>	<p>Drug paraphernalia means all equipment, products, and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling or otherwise introducing into the human body a drug in violation of this chapter.</p> <p><b>Possession or Use</b> ..... 2</p> <p><b>Sale or Share</b> ..... 3</p>	
<b>Alcohol Violation</b>	The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or use of intoxicating alcoholic beverages or substances represented as alcohol. This includes being intoxicated at school, school-sponsored events and on school-sponsored transportation.	
<b>Inhalants</b>	Inhalants include medications, anesthetics, and other compounds in vapor or aerosol form, taken by inhalation. This does NOT include e-cigarettes or hookah sticks, or items such as markers, glue, etc.	
<b>Unknown Drug</b>	If a drug is identified, after an investigation, a different violation may be identified.	
<b>Substance Represented as an Illicit Drug</b>	<p>A substance that is not an illicit drug but that is represented as, and could be perceived as being, an illicit drug.</p> <p><b>Possession or Use</b> ..... 4*</p> <p><b>Sale or Share</b> ..... 5</p>	
<b>Inappropriate Use of Prescription Drugs</b> <b>Illicit Drug</b>	<p>Medicines obtained with the lawful prescription of a health care professional. Inappropriate use includes any use other than that described by the prescription.</p> <p>Illicit drugs include dangerous drugs, narcotic drugs, marijuana (or derivative thereof), and peyote as defined by A.R.S. § 13-3401, and appearing in any form, including seeds, plants, cultivated product, powder, liquid, pills, tablets, etc. (including any device or substance that delivers an illicit drug such as e-cigarettes, vapes or vape pens, wax pens, and edibles).</p>	<b>Mandatory report law enforcement</b>

<b>Interventions for Alcohol, Tobacco, and Other Drug Violations</b>	Restorative Conference/Mediation, Mandated Intervention, Behavior Contract, Skill-based Intervention Group, Support Group, refer to behavioral health provider, Intensive Therapeutic Intervention (ITI) program.
--	---

ATTENDANCE POLICY VIOLATIONS (OUT OF SCHOOL SUSPENSION IS NOT PERMITTED)		
Violation		Action Level
<b>Other Attendance Violations</b>	<b>Examples:</b> leaving school without signing out in the main office; leaving school at lunch without a pass; obtaining a pass to go to a certain place and not reporting there; becoming ill and going home or staying in the restroom, instead of reporting to the nurse's office; or coming to school but not attending classes.	1
<b>Tardy</b>	Arriving at school or class after the scheduled start time.	1
<b>Unexcused Absence</b>	Missing school <b>for an entire day</b> with no acceptable excuse.	1
<b>Leaving School Grounds without Permission</b>	Leaving school grounds or being in an "out-of-bounds" area during regular school hours without principal or designee permission.	1



<b>Truancy</b>	Having an unexcused absence for at least <b>one class period</b> during the day (applies to students aged 6-16).	1
<b>Interventions for Attendance Violations</b>	Use of PBIS systems to provide positive incentives, Caregiver/Administrative/Student Meeting, development of Student Success Plan, <a href="#">Student Attendance Success Plans and My Family's Help Bank</a> ; Completion of Understanding of Root Causes checklist, <a href="#">Worksheet: Understanding the root causes for student absenteeism</a> ; referral to MTSS team	

## OTHER VIOLATIONS OF SCHOOL POLICIES

Violation		Action Level
<b>Dress Code Violation</b>	Wearing clothing that violates dress code guidelines stated by school or district policy. <i>Interventions include: temporary removal from classroom to change into items acceptable by student dress code policy; caregiver/student/administrator conference.</i>	1
<b>Public Display of Affection</b>	Kissing or other inappropriate displays of affection.	1
<b>Other Violation of School Policies and Regulations</b>	Committing some other violation of school or district policy or regulation.	1
<b>Inappropriate Language (verbal or nonverbal)</b>	Delivering verbal or nonverbal messages that include swearing, name calling, or use of words or gestures in an inappropriate way.  <i>Pursuant to the requirements set out in Guideline #4, above, a Principal/IEIS may, but is not required to, elevate the Action Level for a student swearing at a staff member where the circumstances demonstrate a lack of respect towards authority (rather than just the use of a curse word or words).</i>	2
<b>Defiance or Disrespect Towards Authority and Non-Compliance</b>	Engaging in repeated behavior including, but not limited to, refusing to follow directions, talking back, or engaging in socially rude interactions.  <i>Pursuant to the requirements set out in Guideline #4, above, a Principal/IEIS may, but is not required to, elevate a student engaging in defiance/disrespect towards a staff member as a Level 3 consequence where the circumstances demonstrate a lack of respect towards authority (rather than just the use of a curse word or words).</i>	2
<b>Contraband</b>	Possessing items stated in school policy as prohibited because they may disrupt the learning environment.	2
<b>Combustible</b>	Possessing a substance or object that is readily capable of causing bodily harm or property damage (e.g. matches, lighters).	2
<b>Disruption</b>	Engaging in behavior causing a substantial interruption in a class or activity including, but not limited to, loud talking, yelling, or screaming; noise with materials; throwing objects; or out-of-seat behavior.	2
<b>Gambling</b>	Playing games of chance for money (or thing of value) or betting a sum of money (or thing of value).	2
<b>Negative Group Affiliation/Illegal Organization</b>	Engaging as a member or potential member of an anti-social organization, secret society, criminal street gang, or other set of individuals that are not sanctioned by the Governing Board and which are determined to be disruptive to teaching and learning. This includes wearing of symbolic apparel, making gestures, writing on and marking of property, or altering of personal appearance to symbolize membership in an organization with a history of, or determined to be, a disruption to teaching and learning.	3
<b>Interventions for Other Violations of School Policies</b>	Restorative Conference/Mediation, Mandated Intervention, Service Learning, Behavior Contract, Skill-based Intervention Group, Support Group.	

## DISHONESTY

Violation	Action Level
-----------	--------------

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

## TECHNOLOGY, IMPROPER USE OF

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

## TRESPASSING; VANDALISM OR CRIMINAL DAMAGE

### Definitions

<b>Criminal Damage</b>	<p>Willful destruction or defacement of school property, commercial property located on school property, or personal property of another person, so as to substantially impair its function or value in an amount of five thousand dollars or more. Principals/ IEIS may consider acts of vandalism that result in damages exceeding \$5,000 in value at a Level 4.</p> <p><b>Example:</b> Substantial destruction of copy machines, vehicles, science or computer equipment.</p>
------------------------	---

Violation		Action Level
<b>Trespassing</b>	Entering or remaining on a public school campus or school board facility without authorization or invitation and with no lawful purpose for entry. This includes students under suspension or expulsion and unauthorized persons who enter or remain on a campus or school board facility after being directed to leave by the Principal/IEIS or designee of the facility, campus, or function.	2
<b>Graffiti or Tagging</b>	Writing on walls; drawings or words painted or sprayed on walls or other surfaces that can be easily removed with soap or cleaner.	2
<b>Vandalism of Personal and/or School Property</b>	Destroying or defacing personal or school property. <b>Examples of Vandalism:</b> Carving initials or words in desktop, spray painting or painting on walls, damaging vehicles, breaking windows.  <b>* Principals /IEIS shall consider restitution as a restorative act, and may use exclusionary discipline on a first offense in cases that pose a threat to school safety (up to and including a three-day suspension). Examples:</b> disabling fire alarm	3
<b>Interventions for Trespassing, Vandalism, or Criminal Damage Violation</b>	Restorative Conference/Mediation, Mandated Intervention, Service Learning, Behavior Contract, Skill-based Intervention Group	

## SEXUAL OFFENSES

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

ARSON		
Definitions		
Structure	A building or place with sides and a floor used for lodging, business, education, transportation, recreation, or storage.	
Occupied Structure	Any structure in which one or more persons is, or is likely to be, present or is so near as to be in equivalent danger at the outset of the fire or explosion. This includes any dwelling house, whether occupied or not.	
Property	Anything other than a structure that is owned and has value of any kind (e.g., a backpack, school book, clothing, etc.).	
Damage	As used here, means a tangible or visible impairment to a surface.	
Reckless Burning	Recklessly causing a fire or explosion resulting in damage to a structure, wild land, or property.	
Violation		Action Level
Arson of a Structure or Property	<p>Knowingly and unlawfully damaging a structure or property by knowingly causing a fire or explosion.</p> <ul style="list-style-type: none"> <li>Burning one's own property is not arson, except for burning one's own property with the knowledge that it will ignite another's property or a structure (but may, where appropriate, be considered reckless burning).</li> </ul>	4
Arson of an Occupied Structure	<p>Knowingly and unlawfully damaging an occupied structure by knowingly causing a fire or explosion.</p> <p><i>NOTE: Principals/IEIS may consider acts of arson that are only reckless (as opposed to knowing or intentional), or that damage property with a value under \$100 at Level 3. Please see the definition of Reckless Burning above.</i></p>	5 <b>Mandatory report to law enforcement and fire department</b>
Interventions for Arson Violation	Restorative Conference/Mediation, Mandated Intervention, Behavior Contract, Skill-based Intervention Group, Support Group, refer to behavioral health provider, Intensive Therapeutic Intervention (ITI) program, referral to school based Threat Assessment Team (TAT).	

## HARASSMENT AND THREAT, INTIMIDATION

Violation		Action Level
Threat or Intimidation	Indicating, by words or conduct, the intent to cause physical injury or serious damage to a person or property, or intentionally placing another person in reasonable apprehension of imminent physical injury. This may include threats or intimidation that occur online or through a telecommunication device.	3
Bullying	Intimidating students by the real or threatened infliction of repeated physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another, or when such act(s) interfere with the authority of the school system to maintain order. It may include, but not be limited to actions such as verbal taunts, name-calling and put-downs, including ethnically based or sex or gender-based verbal put-downs, and extortion of money and/ or possessions. Bullying can be physical in form (e.g., pushing, hitting, kicking, spitting, stealing); verbal (e.g., making threats, taunting, teasing, name-calling); non-verbal/ cyber-bullying (e.g., text messages, email, social networking-such as, but not limited to "Twitter"); or psychological (e.g., social exclusion, spreading rumors, manipulating social relationships). Knowingly submitting a false report of bullying shall subject the student to discipline.	3

<b>Harassment, Nonsexual</b>	<ol style="list-style-type: none"> <li>1. Anonymously or otherwise communicates or causes a communication with another person by verbal, electronic, mechanical, telegraphic, telephonic, or written means in a manner that harasses.</li> <li>2. Repeatedly commits an act or acts that harass another person.</li> <li>3. Surveils or causes another person to surveil a person for no legitimate purpose.</li> <li>4. On more than one occasion makes a false report to a law enforcement, credit, or social service agency.</li> <li>5. Stalking/following another person in or about a public place for no legitimate purpose after being asked to desist.</li> </ol> <p><i>NOTE: Bullying and sexual harassment are types of harassment. Indicate harassment, nonsexual if the violation is not specifically bullying or sexual harassment, or if the specific type of harassment is not known.</i></p>	3
<b>Hazing</b>	<p>Committing an act against another student, in which <u>both</u> of the following apply:</p> <ol style="list-style-type: none"> <li>1. The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any organization (athletic team, association, club, or other similar group that is affiliated with the school and whose membership consists primarily of students enrolled at the school that is affiliated with an educational institution) affiliated with an educational institution.</li> <li>2. The act contributes a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation.</li> </ol> <p><i>* Principals/IEIS may treat incidents of hazing at a Level 4 in consultation with the Chief Academic Officer.</i></p>	3
<b>Interventions for Harassment and Threat, Intimidation Violation</b>	Restorative Conference/Mediation, Mandated Intervention, Behavior Contract, Skill-based Intervention Group, Support Group, refer to behavioral health provider, Intensive Therapeutic Intervention (ITI) program*, referral to school based Threat Assessment Team (TAT)**.	

## SCHOOL THREAT OR INTERFERENCE

### Definitions

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

Violation		Action Level
Fire Alarm Misuse	Intentionally ringing a fire alarm when there is no fire, or misuse of a fire extinguisher.	4
Other School Threat (Verbal)	Making a verbal School Threat.	4
Bomb Threat	Threatening to cause harm by using or threatening to use a bomb, or arson-causing device.	5 Expulsion required by law
Chemical or Biological Threat	Threatening to cause harm using dangerous chemicals or biological agents.	
Other School Threat	Making a School Threat that might reasonably lead to the evacuation or closure of a school property or to the postponement, cancellation, or suspension of any class or other school activity (though actual evacuation, closure, postponement, cancellation, or suspension is not required).	
Interventions for School Threat or Interference Violation	Restorative Conference/Mediation, Mandated Intervention, Behavior Contract, Skill-based Intervention Group, Support Group, refer to behavioral health provider, Intensive Therapeutic Intervention (ITI) program, referral to school based Threat Assessment Team (TAT).	

## THEFT

<b>Violation</b>	<b>Action Level</b>
------------------	---------------------

<b>Petty Theft</b>	Stealing cash, or property, valued under \$100.	2
<b>Theft - School Property or Non-School Property</b>	<p>Knowingly:</p> <ol style="list-style-type: none"> <li>1. Controls property of another with the intent to deprive the other person of such property; or</li> <li>2. Converts for an unauthorized term or use services or property of another entrusted to the student or placed in the student's possession for a limited, authorized term or use; or</li> <li>3. Obtains services or property of another by means of any material misrepresentation with intent to deprive the other person of such property or services; or</li> <li>4. Comes into control of lost, mislaid, or misdelivered property of another under circumstances providing means of inquiry as to the true owner and appropriates such property to the person's own or another's use without reasonable efforts to notify the true owner; or</li> <li>5. Controls property of another knowing or having reason to know that the property was stolen; or</li> <li>6. Obtains services known to the student to be available only for compensation without paying or an agreement to pay the compensation or diverts another's services to the person's own or another's benefit without authority to do so.</li> </ol>	3
<b>Burglary or Breaking and Entering</b>	Entering or remaining unlawfully in or on the personal property of another, a classroom, a residential structure or yard, or a nonresidential structure, or in a fenced commercial property with the intent to commit any theft or any felony therein.	4
<b>Extortion</b>	<p>Knowingly obtaining or seeking to obtain property or services by means of a threat to do in the future any of the following:</p> <ol style="list-style-type: none"> <li>1. Cause physical injury to anyone by means of a deadly weapon or dangerous instrument.</li> <li>2. Cause physical injury to anyone.</li> <li>3. Cause damage to property.</li> <li>4. Engage in other conduct constituting an offense.</li> <li>5. Accuse anyone of a crime or bring criminal charges against anyone.</li> <li>6. Expose a secret or an asserted fact, whether true or false, tending to subject anyone to hatred, contempt, or ridicule or to impair the person's credit or business.</li> <li>7. Take or withhold action or cause a public servant to take or withhold action.</li> <li>8. Cause anyone to part with any property.</li> </ol>	4
<b>Robbery</b>	Taking any property of another from their person or immediate presence and against their will; threatens or uses force against any person with intent either to coerce surrender of property or to prevent resistance to such person taking or retaining property.	4
<b>Armed Robbery</b>	Committing robbery (see definition above) where such person or an accomplice: (1) Is armed with a deadly weapon or a simulated deadly weapon; or (2) Uses or threatens to use a deadly weapon or dangerous instrument or a simulated deadly weapon.	5 <b>Mandatory report to law enforcement</b>
<b>Burglary First Degree</b>	Entering or remaining unlawfully in or on a residential structure or yard, or a nonresidential structure, or in a fenced commercial property with the intent to commit any theft or any felony therein. Knowingly possessing explosives, a deadly weapon, or a dangerous instrument in the course of committing any theft or any felony.	5 <b>Mandatory report to law enforcement</b>
<b>Interventions for Theft</b>	Restorative Conference/Mediation, Mandated Intervention, Service Learning, Behavior Contract, Skill-based Intervention Group, Restitution	



**WEAPONS AND DANGEROUS ITEMS, POSSESSION OF**  
SEE POLICY JICI FOR MORE DETAILS ON WEAPONS IN SCHOOL

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