MADISON
SCHOOL DISTRICT

2026 – 2027

STUDENT & PARENT HANDBOOK

Policies, Procedures, Rights & Responsibilities

FOCUSED ON THE
WHOLECHILD
ACADEMIC. SOCIAL. EMOTIONAL.

5601 N. 16th Street, Phoenix, AZ 85016 | 602-664-7900 | madisonaz.org

MADISON
SCHOOL DISTRICT

5601 North 16th Street, Phoenix, AZ 85016 • (602) 664-7900 • madisonaz.org

WELCOME TO MADISON!

Welcome to the 2026-2027 school year. Our entire staff is looking forward to working hand-in-hand with you to provide your child a successful and extraordinary year.

The Madison Student and Parent Handbook is provided to ensure all students have an excellent learning experience. Parents should use this handbook as a framework for discussing with their child expectations so that each student is well prepared for a successful school year. This publication includes information that families may need throughout the school year, including expectations for student behavior, contact numbers and other resources.

The current version of this Madison Student and Parent Handbook can be found online at www.madisonaz.org. It will be updated during the year, if necessary.

Thank you for working with us to create a learning environment where everyone is treated with respect and is free to learn and explore new ideas and interests. Please contact your child's teacher or principal should you have questions regarding this handbook. We look forward to working together with you to inspire a passion for learning and leading in an ever-changing world.

STUDENT & PARENT HANDBOOK ACKNOWLEDGEMENT

Upon completion of the enrollment application, and with student attendance in the Madison School District, the student(s) and parent(s)/guardian(s) have agreed to the terms in the Student & Parent Handbook, and acknowledge the contents and understand the rules and policies contained. It is the student(s) and parent(s)/guardian(s) responsibility to follow these guidelines. This acknowledgement applies to the handbooks, Technology Agreement (including the Acceptable Use of Personal Technology Devices in Madison), and the District User Agreement for Internet and Email Access.

ACCEPTABLE USE OF PERSONAL TECHNOLOGY DEVICES IN THE MADISON SCHOOL DISTRICT

We, both as student(s) and parent(s)/guardian(s), understand and will abide by the provisions and conditions of the acceptable uses of personal technology devices in the Madison School District. We understand that any violations of the terms and conditions may result in disciplinary action.

MADISON SCHOOL DISTRICT USER AGREEMENT FOR INTERNET AND EMAIL ACCESS

We, both as student(s) and parent(s)/guardian(s), understand and will abide by the provisions and conditions indicated. I understand that any violations of the terms and conditions may result in disciplinary action and the revocation of my use of electronic information services (EIS).

We, both as student(s) and parent(s)/guardian(s), understand that even though the School District provides web content filtering on its network, it is impossible for the School District to restrict access to all controversial materials, and we will not hold the District responsible for materials acquired by use of the EIS. We also agree to report any misuse of the EIS to a School District administrator. (Misuse may come in many forms but can be viewed as any messages sent or received, or content accessed online, that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, cyber-bullying or other issues described in the agreement.)

We, as parent(s)/guardian(s), accept full responsibility for supervision if, and when, my child's use of the EIS is not in a school setting. We hereby give permission for use of the electronic information services.

MADISON SCHOOL DISTRICT SAFE STORAGE RESOLUTION

RESOLUTION APPROVING THE SAFE STORAGE ARGUMENT OF THE GOVERNING BOARD OF MADISON ELEMENTARY SCHOOL DISTRICT NO. 38 OF MARICOPA COUNTY, ARIZONA.

WHEREAS, Madison Elementary School District serves more than 5,000 students and employs more than 1000 full-time and part-time valued staff members; and

WHEREAS, the safety and well-being of our students and team members are our top priority every day; and

WHEREAS, evidence strongly suggests that educating parents on secure firearm storage in their homes is an essential component of any effective strategy to keep schools and students safe; and

WHEREAS, an estimated 4.6 million American children live in households with at least one loaded, unlocked firearm; and

WHEREAS, every year in the United States, nearly 350 children under the age of 18 unintentionally shoot themselves or someone else. That's roughly one unintentional shooting per day, and 77 percent of these incidents take place inside a home; and

WHEREAS, another 590 children die by gun suicide each year, most often using guns belonging to a family member; and

WHEREAS, national research on incidents of gun violence on school grounds shows that the perpetrators are more often current students or recent graduates, and that the majority obtained their guns from their own home, a relative's home, or from friends; and

WHEREAS, national research shows that secure firearm storage practices are associated with up to a 78 percent reduction in the risk of self-inflicted firearm injuries and an 85 percent reduction in the risk of unintentional firearm injuries among children and teens;

WHEREAS, the U.S. Secret Service National Threat Assessment Center recommends the importance of appropriate storage of weapons because many school attackers used firearms acquired from their homes; and

WHEREAS, across the country, lawmakers, community members, and local leaders are working together to implement public awareness campaigns, such as Moms Demand Action for Gun Sense in America's Be SMART program, which is endorsed by the National PTA and which encourages secure gun storage practices and highlights the public safety risks of unsecured guns;

WHEREAS, keeping students, teachers, and staff safe from the threat of gun violence should be the responsibility of all adults in our community; and

WHEREAS, in order to continue with preventative measures to increase student and school safety we must act now.

NOW, THEREFORE BE IT RESOLVED that the Madison Elementary School District Governing Board directs the Superintendent to update the Madison Handbook for Students & Parents to include information about the secure storage of firearms; and

BE IT FURTHER RESOLVED that the Board directs the Superintendent to create an appropriate communication to parents and guardians that addresses student safety and wellbeing, including the importance of secure gun storage to protect minors from accessing irresponsibly stored guns and to share this communication with all district families as part of back to school activities; and

BE IT FURTHER RESOLVED that the Board and the Superintendent will continue to work with local law enforcement agencies, health agencies and non-profits to collaborate and increase efforts to inform District parents about secure storage of firearms in their homes.

BE IT FURTHER RESOLVED that the Board calls upon the Arizona State Legislature and Governor to enact Safe Storage laws, as the safety and protection of all children require it. The majority of states in our nation have enacted Safe Storage laws which carry criminal penalties for adults who allow guns to be accessed by children. Arizona currently has no such statute. This lack of safe storage laws presents a danger to all children.

Adopted by Governing Board April 9, 2024

GOVERNING BOARD

Ms. Karen Gresham

Mr. Scott Holcomb

Mr. Brett Hunt

Ms. Mitra Khazai

Ms. Christine Thompson

DISTRICT ADMINISTRATION

5601 N. 16th Street
Phoenix, AZ 85016
602-664-7900

Dr. Kimberly Guerin
Superintendent

Ms. Barbara Marshall
Deputy Superintendent,
Educational Services

Dr. Ramona Lomelí
Assistant Superintendent,
Human Resources

Mr. Scott Thompson
Assistant Superintendent,
Administrative Services

Madison Elementary School District does not discriminate on the basis of race, color, national origin, sex, disability, religion or age in its programs or activities. For information regarding discrimination grievances or complaint procedures, contact the District Office at 602-664-7900.

MADISON
SCHOOL DISTRICT

Governing Board Meeting Dates
2026-2027

The Governing Board of the Madison Elementary School District will meet in a regular session on the following dates. All regular meetings will be held in the Boardroom of the District Administration Building at 5601 N. 16th Street, Phoenix, AZ 85016 starting at 6:00 P.M. Links to live video broadcasts and past meetings are available at https://www.madisonaz.org/governingboard

July 28, 2026	**November 17, 2026**	**March 23, 2027**
August 11, 2026	**December 8, 2026**	**April 6, 2027**
August 25, 2026	**January 12, 2027**	**April 20, 2027**
September 15, 2026	**January 26, 2027**	**May 11, 2027**
September 29, 2026	**February 9, 2027**	**May 25, 2027**
October 27, 2026	**February 23, 2027**	**June 8, 2027**

Public notice of all Governing Board meetings will be posted in a case in front of the District Office Administration Building at 5601 N. 16th Street, Phoenix, AZ 85016, and online at least 24 hours prior to a Board meeting.

One or more members of the Board may participate in the meeting by telephone, video, or internet conferencing.

Pursuant to A.R.S. 38-431.03.A.3, the Board may vote to convene an executive session (which will not be open to the public) for discussion or consultation with the Board's attorney(s) on any matter listed on the Agenda. The Board attorney(s) may appear in person or telephonically.

The Board reserves the right to change the order of items on the Agenda, with the exception of public hearings set for a specific time.

A copy of background material for an Agenda item provided to Board members (with the exception of materials relating to executive sessions) is available for public inspection online at https://go.boarddocs.com/az/msd38/Board.nsf/Public or at the District's administrative offices, located at 5601 N. 16th Street, Phoenix, AZ 85016, at least 24 hours prior to the Board meeting.

Persons with a disability may request a reasonable accommodation and/or persons requiring translation services may request needed services by contacting the Administrative Assistant to the Governing Board at (602) 664-7903. Requests should be made as early as possible to allow time to arrange for the accommodation.

NONDISCRIMINATION / EQUAL OPPORTUNITY

MADISON SCHOOL DISTRICT POLICY AC

The Board is committed to a policy of nondiscrimination in relation to race, color, religion, sex, age, national origin, and disability in its programs and activities and provides equal access to designated youth groups. This policy will prevail in all matters concerning staff members, students, the public, educational programs and services, and individuals with whom the Board does business.

MADISON
SCHOOL DISTRICT

TABLE OF CONTENTS

Schools and Principals	1
Athletic Programs	2
Attendance	2
Definitions	2
Procedures for Absences	3
Make-Up Work	4
Bus Safety	4
Dress Code	7
Technology Devices	8
Every Student Succeeds Act (ESSA)	10
FERPA Annual Notification of Parent Rights	10
Food and Nutrition	11
Hazing	15
Health Office	16
McKinney-Vento Homeless Education Assistance for Students	18
Personal Transportation Devices	19
Special Education and Child Find Notice	20
Title IX Sexual Discrimination	20
Student Concerns, Complaints and Grievances (JII-EB)	22
Student Harassment/Intimidation/Bullying (JICK-EB)	23
Student Bullying/Harassment/Intimidation (JICK-EA)	25
Student Records	28
Student Rights and Supports	28
Student Wellness	31
Visitors	32
Volunteers	33
Student Discipline	34
Student Code of Conduct/Discipline Matrix	35

SCHOOLS AND PRINCIPALS

Madison #1 Middle School
Grades 5-8
5525 N. 16th Street
Phoenix, AZ 85016
(602)664-7100
Principal: Johnny Brownlie
https://no1.madisonaz.org/

Madison Rose Lane Elementary School
Grades K-4
1155 E. Rose Lane
Phoenix, AZ 85014
(602)664-7400
Principal: Andre' Reyes
https://roselane.madisonaz.org/

Madison Camelview Elementary School
Grades K-4
2002 E. Campbell Avenue
Phoenix, AZ 85016
(602)664-7200
Principal: Lindsay Murray
https://camelview.madisonaz.org/

Madison Simis Elementary School
Grades K-4
7302 N. 10th Street
Phoenix, AZ 85020
(602)664-7300
Principal: Ashley Bohlman
https://simis.madisonaz.org/

Madison Heights Elementary School
Grades K-4
7150 N. 22nd Street
Phoenix, AZ 85020
(602)664-7800
Principal: Stephen Lee
https://heights.madisonaz.org/

Madison Traditional Academy
Grades PreK-8
925 E. Maryland Avenue
Phoenix, AZ 85014
(602)745-4000
Principal: Brooke Sachak
https://mta.madisonaz.org/

Madison Meadows Middle School
Grades 5-8
225 W. Ocotillo Road
Phoenix, AZ 85013
(602)664-7600
Principal: Katy Clark
https://meadows.madisonaz.org/

Madison Park Middle School
Grades 5-8
1431 E. Campbell Avenue
Phoenix, AZ 85014
(602)664-7500
Principal: Priscilla Gossett
https://park.madisonaz.org/

Teacher websites can be accessed through the staff directory located on your child's school homepage.

ATHLETICS

Madison Elementary School District believes strongly in the value of extra-curricular activities. One of the most valuable outcomes is the mental, physical, and social development of the students who represent Madison Elementary School District through their participation in athletics and activities.

Participation in extracurricular activities is a privilege. It is important to have good representatives who are leaders both on campus and in the community. For specific information regarding athletics, please refer to the athletic handbook on the athletics page of your school website: https://www.madisonaz.org/families/family-resources/handbooks/district-handbooks.

ATTENDANCE MATTERS

Good attendance means coming to school on time and being present in class all day-every school day, which is key to every child's success. Excused and unexcused absences affect the achievement of your child. Students who are absent two (2) days a month end up missing 18 days (about 3 weeks) per school year. The Arizona Board of Education defines this as your child being chronically absent. Students who are chronically absent are more likely to not read at grade level, have lower test scores, fall behind on credits towards graduation, and drop out. Attending school every day is a priority unless your child is sick with a fever or vomiting. Some tips to reduce chronic absenteeism are scheduling doctor's appointments for after school or saving vacations for scheduled breaks.

Arizona State Law charges the parent or guardian with responsibility for the student's consistent school attendance. Attending school each day, being on time, and remaining for the entire day is very important for the total commitment to learning. Absences, tardiness, and early checkout disrupt the learning process. Students are expected to attend regularly (minimum of 90% of the school days) and be prompt arriving at school.

What Families Can Do

- Communicate with the School.
- Ensure that your child's school has the most updated contact information and knows how to reach you.
- Talk to teachers, administrators, and/or support staff if you notice sudden changes in your child's behavior; these could be related to something going on at school.
- Check your child's attendance in PowerSchool to ensure that absences are accurately recorded.

Make School Attendance a Priority

- Speak to your child about the importance of arriving at school on time daily and being punctual in all classes; make that the expectation.
- Help your child maintain daily routines, such as finishing homework and getting a good night's sleep.

Help Your Child Stay Engaged

- Find out if your child feels engaged in their classes and safe from student bullying, harassment and/or intimidation.
- Stay on top of academic progress and seek help from teachers or tutors, if necessary.
- Encourage meaningful after-school activities, including MAC, sports, and clubs.

Definitions

Tardy is defined as arriving after the start of the regular school day, at the assigned location ready for classroom activity. Tardiness is also defined as arriving after the start of the class period at the assigned location ready for classroom activity. The teacher must admit all tardy students upon arrival to class. Excessive tardies may result in disciplinary consequences.
Absence is defined as a student not being present in his/her assigned classroom during the assigned period.
Single Period Absence: No absence will be excused without the student first checking in with the office accompanied by a parent and/or written verification of an appointment.
Unexcused Absence is any absence from 1 or more class periods, which has not been excused by a parent according to the procedures listed below. ARS 15-901.A-2 mandates that 10 consecutive unexcused absences constitute a mandatory withdrawal from school retroactive to the last day attended.
Excused Absence is any absence from 1 or more class periods, which has been excused by a parent according to the procedures listed below. Excused absences shall also include any school sponsored event which causes students to miss class, such as field trips, early dismissals for athletics (if necessary), etc. No student may be excused from class by a parent and still remain on campus.
Truant: Unexcused absence of at least 1 class period.
Habitual Truancy: An habitually truant child is a child between the ages of six and sixteen who has 5 days of unexcused absences within a single school year (ARS 15-803). Arizona State Law states that it is unlawful for any child between the ages of six and sixteen to fail to attend school during the hours school is in session, unless exempt as defined by ARS 15-803.
Excessive Absences is when the student misses more than 10% (18 days) of the required number of school days per year whether the absences are excused or unexcused.
Withdrawals include students formally withdrawn from schools and students absent for 10 consecutive school days, except for excused absences as identified by the Department of Education. For computation purposes, the effective date of withdrawal shall be retroactive to the last day of actual attendance of the student.
Chronic illnesses. In cases where medical documentation can be provided that indicates a diagnosis and prognosis that the student has an illness, disease, or has had an injury that interferes with regular school attendance, parents/guardians shall be in contact with their school principal regarding the chronic health program.

Procedures for Absences

It is the obligation of the parent of an absent student to contact the school attendance office prior to or on the actual day of the absence. Parents are expected to call no later than 1 hour after the start of school. It is helpful to call the attendance line to report your child's absence. For your convenience, voicemail is available 24 hours a day to inform the school of an absence. If no contact is made to the school within 24 hours, the absence will be considered unexcused. At the time of call in, all parents are expected to verify the reasons for and the date(s) of absence. When a parent wishes to have a student excused before the close of the school day, the attendance office must be informed prior to the student's departure, and an administrator or designee must provide permission. School administration will be notified of excessive tardies and/or absences.

What Happens When Tardies/Attendance is a Concern:
We want to work with you to ensure your child attends school regularly. Here's how we address attendance concerns:

Initial Outreach: The process begins with a formal letter of awareness and a collaborative meeting to establish a supportive **Timely Attendance Action Plan**.

The 10% Benchmark: Once a student misses **10% of the school year**, the school initiates a direct intervention with **District Social Workers** to provide specialized family resources.

Administrative Review: Continued tardies/absences lead to a formal review of the Action Plan, including discussions regarding Open Enrollment status, if applicable, and potential legal notifications.

Legal & Enrollment Consequences: If prompt and regular attendance does not stabilize, the student is classified as having "excessive absences," resulting in a **Juvenile Court referral** or the potential revocation of Open Enrollment status, if applicable.

Make-Up Work

Student attendance in class is critical to high levels of student learning. A student who is absent for the following reasons will be permitted the same amount of time s/he was absent to complete make-up work. All work must be made up. All work will be assessed on the quality of work. Full credit will be given if full credit is earned based upon the content and the standards being assessed.

- Work missed due to excused absence.
- Work missed due to unexcused absence.
- Work missed due to suspension.

BUS SAFETY

MADISON SCHOOL DISTRICT POLICY EEAE-EA

Students are required to carry their District-issued Student ID cards on the bus and to use them to badge on and off the bus. Parents are encouraged to download Tyler Technologies My Ride K-12 app from the App Store / Play Store. Parents can link the app to their student's ID and view bus information including route, stops, ETA and view where students board and exit the bus. The District will notify parents via the app when there is a bus delay.

Arriving at pickup point

- Be on time. Be at the bus stop five minutes prior to the stop time.
- If you have to walk along the road to reach the bus stop, walk on the left side facing oncoming traffic.
- Walk on sidewalks or the shoulder of the road where possible.
- If other students are waiting at the bus stop, get in line without pushing or crowding and stay out of the roadway.

Board the bus

- Parents/Guardians or other non-students may not board a bus without District office permission.
- Line up in single file, with younger students in front, so they can board first.
- Wait until the bus comes to a complete stop before attempting to get on board.
- Board the bus quickly but without crowding or pushing.
- Never run on the bus, as the steps or floor may be slippery, especially in wintertime. Place your foot squarely on the step, not on the edge, and use the handrail.
- Be particularly careful if you are carrying books or parcels, as it is difficult to see the steps and to hold the handrail.
- Go directly to your seat and sit straight, well to the back of the seat, and face the front of the bus.

Conduct on the bus

- The bus will not move until all passengers are seated.
- Remain seated throughout the trip, and leave your seat only when the bus has reached its destination and comes to a complete stop.
- Keep your books and parcels on your lap or put them under the seat.
- Keep the aisle clear.
- Do not talk to the driver except in case of an emergency.
- Avoid doing anything that might disturb or interfere with the driver. Refrain from loud or boisterous talking or yelling.
- Never stick your hands, arms, head, or feet out of the windows of the bus.
- Do not open windows without the driver's permission.
- Do not throw anything within the bus or out of a window; you might injure a pedestrian or force a motorist to make a dangerous maneuver.
- Do not touch the emergency door or exit controls or any of the bus safety equipment.
- Do not discard garbage in the bus.
- Eat at home or school, but not on the bus.
- Obey promptly the directions and instructions of the school bus driver.

Prohibited items

- Glass, tobacco, alcohol, drugs, and/or drug paraphernalia are not allowed in a school bus.
- Insects, reptiles, or other animals shall not be transported in a school bus. [A.A.C. R17-9-104]
- No weapon, explosive device, harmful drug, or chemical shall be transported in a school bus.
- No skateboards, scooters, hoverboards, roller skates/rollerblades, Heelys, or any similar items are allowed on the bus.

Exit from the bus

- Remain seated until the bus has reached its destination and comes to a complete stop.
- Do not push or crowd when leaving the bus.

Crossing the road

- If you must cross the road, walk to a point about 10 feet in front of the bus but do not cross until you can see that the driver has indicated that it is safe to do so.
- As you cross the road, look continuously to the right and left. At an intersection, look in all directions.
- Cross at right angles. Never cross the highway diagonally.
- Walk briskly across the road, but do not run.
- Never cross the road behind the bus.

Accident or other emergency

- In case of an accident or emergency, older students should help the driver to maintain order and assist younger students.
- Stay in the bus unless otherwise directed by the driver.
- If you have to leave the bus, stay in a group and obey the driver's instructions.
- Do not expose yourself or others to needless hazards.

Procedures followed upon student misbehavior on school bus

- When a student misbehaves on a bus for the first time, the driver will explain to the offender the necessity for good behavior.

- If, after talks and warning, the rider continues to violate the rules, the driver will inform the student that the rule violation will be reported to the principal. This report will include the use of a written form that lists the offense and the action taken by the principal.
- When a student is not allowed transportation by school bus, the principal will inform the parents of the penalty, the reason for it, and how long the penalty will last. In such cases, the parents become responsible for seeing that their child gets to and from school safely.
- A student who is suspended from riding on one bus will be refused transportation by all drivers for the specified period of time.

BUS ROUTES

Bus routes for all Madison schools can be found at Bus Routes.

BUS & STOP EXPECTATIONS

Bus Transportation is a privilege, not a right. Please use the following as a guide.

SAFE

- Stay Seated
- Face Forward
- Keep hands, feet and objects to self
- Body parts and objects stay INSIDE the bus
- Use classroom voices
- Board and un-board bus with care
- Remain at designated stop until bus arrives
- Stay Seated

RESPONSIBLE

- Go straight to assigned seat
- Food and candy are not allowed
- Bottled water only
- Personal items stay in backpack
- Monitor your behavior while at bus stop

RESPECTFUL

- Follow driver/aide directions the first time
- Accept corrective feedback without argument
- Use polite words
- Interact with courtesy and consideration
- Observe the “Good Neighbor” policy
- Observe community property rights

TECHNOLOGY

- Students are not permitted to use an electronic device for filming or playing audio out loud, including but not limited to phones, computers, tablets, iPods and/or wireless speakers
- Students are not permitted to use the AirDrop feature on their device at any time
- Follow the District's code of conduct

DRESS CODE

Student dress and grooming are generally a matter of personal choice. However, we recognize there is a relationship between student dress and student success, school pride, the safety and general welfare of students and staff, and the accomplishments of the curriculum goals and educational objectives. Students who violate the dress code will be asked to go to the Health Office to change into dress code compliant clothing. The parent/guardian may be contacted by administration. Students may not call for clothing when they violate the dress code. Be sure to dress for success!

- Clothing shall cover undergarments at all times and shall not expose cleavage, abdomen, private area, or buttocks.
- Dress or accessories that advocate alcohol, drugs, obscenity, sex, vaping, tobacco, weapons or violence are prohibited. Dress or accessories that indicate or imply membership or affiliation with gangs/negative affiliations that initiate, advocate, or promote activities that threaten the safety or well-being of persons or property on school grounds or disrupt the school environment are prohibited. Dress or accessories that display speech or language that is offensive or inappropriate to the limited forum of the public school environment are prohibited (See Madison Elementary School District policies and regulations KFA, JICA, JICA-R, JICF, JICF-R). Dress or accessories that display these or are deemed to advocate or encourage any of these are counterproductive to Madison's curriculum goals and educational objectives.
- Shoes should be worn at all times. They should ensure that students are able to walk to class safely and participate in all classes. Students should also be able to walk up and down the stairs safely. Slippers are not permitted.
- Facial jewelry is not permitted.
- Hats are permitted on school grounds except they are not to be worn in any school building. This includes all headwear: hats, caps, bandanas, hoods.
- These rules, as well as all rules in this handbook, are subject to the discretion of school administration and take into account any religious or medical exemptions.

TECHNOLOGY DEVICES

The Madison School District (hereinafter referred to as “the District”) has linked student and staff computers to the Internet in order to promote educational excellence by facilitating resource sharing, innovation, research, and communication.

In a school setting, the Internet should be treated as a rich educational resource that allows students to reach beyond the classroom walls to enhance learning. However, there is potential for access to content deemed inappropriate. The District will provide students with appropriate instruction for using the Internet in an educational setting. The District will make every effort to prevent access to unacceptable sites on the Internet through the use of filtering devices that restrict access, including social media platforms that include websites, computer applications or other digital platforms that are used for social networking or creating digital content.

Please refer to the Electronic Information Services User Agreement below for rules of etiquette that students are expected to follow while using the internet.

ELECTRONIC INFORMATION SERVICES USER AGREEMENT

Details of the user agreement shall be discussed with each potential user of the Electronic Information Services (EIS). By agreeing to the terms laid out in this handbook, the student is permitted use of EIS resources.

Terms and Conditions

Acceptable Use

In order to access EIS resources, I acknowledge that I must:

- Use the EIS to support personal educational objectives consistent with the educational goals and objectives of the District.
- Agree not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually-oriented, threatening, racially offensive, or illegal material.
- Abide by all copyright and trademark laws and regulations.
- Not reveal home addresses, personal phone numbers, or personally identifiable data unless authorized to do so by designated school authorities.
- Understand that electronic mail or direct electronic communication is not private and may be read and monitored by District employees.
- Not use the network in any way that would disrupt the use of the network by others.
- Not use the EIS for commercial purposes.
- Follow the District's code of conduct.
- Not attempt to harm, modify, add or destroy software or hardware, nor interfere with system security.
- Understand that inappropriate use may result in revocation of permission to use the EIS and appropriate disciplinary action up to and including expulsion for students.

Personal Responsibility

I will report any misuse of the EIS to the administration or a school employee, as is appropriate.

I understand that many services and products are available for a fee and acknowledge my personal responsibility for any expenses incurred without District authorization.

Network Etiquette
I am expected to abide by the generally acceptable rules of network etiquette. Therefore, I will:

- Be polite and use appropriate language, and not send, or encourage others to send, abusive messages.
- Respect privacy, and not reveal any home addresses, personal phone numbers, or personally identifiable information.
- Avoid disruptions, and not use the network in any way that would disrupt use of the systems by others.
- Post only to known groups or persons.

Services
The District specifically denies any responsibility for the accuracy of information. While the District will make an effort to ensure access to proper materials, the user has the ultimate responsibility for how the EIS is used and bears the risk of reliance on the information obtained.

PERSONAL TECHNOLOGY DEVICES

Pursuant to Arizona Revised Statute 15-120.05, signed into law April 14, 2025, the Madison School District shall limit the use of wireless communication devices by students during the school day. The school day includes the time that students are at school, including meals, passing periods and recess and time spent before and after school at the Madison Adventure Club (MAC). Personal devices include cell phones, smart watches, and other wireless electronic personal devices.

The following present allowable uses of personal devices in the Madison School District.

- Use for educational purposes, as directed by the teacher.
- Use during an emergency.
- Use if a student needs a communication device due to a medical condition on file with the health office.

If such a circumstance listed above arises, the following provisions for using personal devices are required. Please read and discuss these provisions with your child. Please retain this information for your reference.

ACCEPTABLE USE OF PERSONAL TECHNOLOGY DEVICES IN THE MADISON SCHOOL DISTRICT

- The school and District are not liable for the loss, damage, misuse, or theft of personally owned devices brought to school.
- Connecting a personal device to the Internet via a personal data plan is prohibited and could result in loss of personal device privileges.
- The school and District are not liable for any loss of data.
- Students are not to call, text message, email, or electronically communicate with others from their personal device during the school day unless permission is given by the teacher.
- The school reserves the right to monitor, inspect, copy, and review a personally owned device when administration has a reasonable suspicion a violation has occurred.
- Students may not utilize any technology to harass, threaten, demean, humiliate, intimidate, embarrass, or annoy their classmates or others in the District community. This is unacceptable student behavior known as cyber-bullying and will not be tolerated. Any cyber-bullying is subject to disciplinary action.
- Students are not permitted to use any electronic device to record audio, video, or photographs of any student or staff member without their permission. The distribution of any unauthorized media may result in disciplinary action.

EVERY STUDENT SUCCEEDS ACT (ESSA)/Teacher Qualifications

Teacher Qualifications

The federal government provides assistance to schools serving students from high-poverty backgrounds through the Title I program. Madison School District has a number of schools served through the Title I program. Parents of students attending Title I schools may request information about the professional qualifications of their child's classroom teacher. Specifically, parents may request information about:

- Whether the teacher has met criteria for the grade levels and subject areas taught;
- Whether the teacher is teaching under an emergency credential or license, or other provisional status;
- The baccalaureate degree major of the teacher and any graduate degree held by the teacher, and the field of discipline of that degree; and
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.

If you would like to know the qualifications of your child's teacher or paraprofessional, please contact **602-664-7900**.

FERPA ANNUAL NOTIFICATION OF PARENT RIGHTS

The Family Educational Rights and Privacy Act (FERPA) affords parents certain rights with respect to their student's education records. These rights are:

- The right to inspect and review your child's educational record.
- The right to request the amendment of your child's educational record if you feel the educational record is misleading, inaccurate, or in violation of the student's rights.
- The right to give written consent before any personally identifiable information is released about your child, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA if you have been unable to resolve those differences at the school district level.

Procedures to Obtain Educational Records

To request records of students currently enrolled in the district, please contact the school principal and inform him/her that you would like a copy of your child's educational record. The school will respond to any request without unnecessary delay, and within forty-five (45) days of receiving the request. The district reserves the right to charge a small fee for copying; however, for most standard requests this fee is waived.

To request records of former students who have withdrawn or been promoted from the district, please contact our student records office at 602-664-7958 or email records@madisoned.org. Student records requests are processed as quickly as possible and in the order in which they are received. Former students over the age of 18 must request their own records.

Procedures for Requesting a Change in Your Child's Education Record

Parents who wish to ask the school to amend their child's education record should, in a written letter to the school principal, clearly identify the part of the record they want changed and indicate why the parent believes the record is misleading, inaccurate, or a violation of a student's rights. Within 10 working days the school will notify the parent of the school's decision to uphold or amend the student's records. If the school decides not to amend the record as requested by the parent, the school will notify the parent of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent when notified of the right to a hearing.

These rights as outlined above are transferred from the parent or legal guardian to the student when he or she turns 18 years of age.

For more information about FERPA and answers to frequently asked questions, please see the U.S. Department of Education website at studentprivacy.ed.gov/ferpa

---

Madison food & nutrition

Our school cafés offer nutritious breakfasts and lunches. Students may purchase school meals daily or on an as needed basis. Free and Reduced Meal Applications will be available at all sites and online. If you feel your child qualifies for free or reduced lunches, we encourage families to fill out an application so that our district may receive funding for additional programs. If your child has accrued debt on their account, we would like to ask parents and guardians to please add payments onto their child's account. Please also note that A La Carte purchases will require payment since they are not part of the reimbursable meal. We welcome your child to join us for breakfast and lunch! *

Meal Charge Policy

Should a student come through the line with a meal, but does not have cash or account funds to cover the meal, the following charge procedure is in place:

- Elementary and Middle School students can receive up to five charged meals.

Payments/Meal Balances

- You can make payments to your child's account at: **https://linqconnect.com**. Click on "enroll now" and create an account for your child(ren). You'll need to enter your child's school, grade, birth date, student ID number, and your credit or debit account information.
- The cashier is available in the mornings before schools begin to receive payments for meals by cash/check. Parents/Guardians may come in person to make payments OR send payments in with their students.
- All meal payments must be made daily before 9:00 a.m. in order to minimize delays as students are traveling through lunch lines.

- **Prepaid Balances:** Parents are encouraged to pre-pay 10 days' worth of meals. **Meal balances follow the student their whole career at Madison. Refunds should be requested through the cafeteria prior to leaving the Madison School District.**
- **Low/No balance: When a student's meal balance is low or out of funds, the cashier will contact the parent/guardian by phone or letter.**



Applications for free or reduced priced meals are available in the school office, the cafeteria *OR* you can also complete one online at: https://linqconnect.com.

Menus

Menus are able to be viewed online:
https://www.madisonaz.org/foodandnutrition
OR https://www.linqconnect.com

Breakfast choices include a daily entrée; cereals; fat free milk; 100% juice; and fruit. **Breakfast is served daily before school begins**. Students eating breakfast at school must go directly to the cafeteria when they arrive on campus. Students must eat in the cafeteria and then walk to their assigned playground/classroom.

Lunch includes a choice of daily entrees, fresh fruits, fresh vegetables, 100% juice, and a variety of flavors of fat free milk.

A La Carte Purchases

Students may have the option to purchase a la carte items available at breakfast and at lunch depending on their school. These items cost an additional price with many options like water bottles, milk, juice, and other snacks. Please call your cafeteria to inquire about the selection of items and the price of these items. All of these items meet the Healthy, Hunger-Free Kids Act of 2010 Smart Snack nutritional regulations and requirements based on ingredients, calorie, total fat, saturated fat, trans fat, sodium, and sugar limits. Parents have the option to call their school cafeteria to set up a block on these A La Carte purchases for their child, so that their child will not be allowed to take these items.

Lunch Times

All grade levels are assigned specific lunch periods. Please check with your student's teacher and/or the school office if you need information about your child's lunch period. ***Please note that parents/guardians who plan to join their students for lunch and/or bring lunch to their student must sign in at the front office and adhere to the grade-level assigned times for lunch*.** Parents who are bringing 'special meals' for students need to arrive at least 10 minutes before the assigned lunch time.

- VISITORS –Breakfast and/or Lunch: Parents, guardians, or grandparents are welcome to join their students. Refer to the Cafeteria Guidelines under the Visitors section of this handbook for specific information. Please view the current adult meal price for breakfast and lunch online at: **https://www.madisonaz.org/foodandnutrition**.

Food Allergy Policy

Please review the current food allergy policy online at: **https://www.madisonaz.org/foodandnutrition** . Also, please inform your school nurse of your student's food allergies, and if they change at any time throughout the school year.

Lunches from Home

Home lunches may come to school in paper/plastic sacks or a container especially designed for lunches. All home lunches should be marked with the student's name and homeroom teacher's name. Lunches from home cannot be refrigerated; please pack food items that do not spoil easily and/or are cooled by lunch-sized 'ice' packets. Students are responsible for knowing if they have a home lunch, and whether they need to purchase a beverage from school. When sending home lunches, please send them to school with your students. Late home lunch deliveries are disruptive to the learning environment.

- Lunch from home should include a well-balanced nutritional meal (protein, fruit, vegetables, and a beverage).

Cafeteria Rules

All campus rules apply in *addition* to the following cafeteria specific rules:

- Sharing of food is not permitted. Breakfast and lunch purchased for a student from the cafeteria may not be shared with parents or siblings.
- Eat your own food
- Say and do nothing that will hurt another.
- No playing in the cafeteria or cafeteria bathrooms.
- Keep all food on the table within your assigned space; all breakfasts and lunches must be eaten in the cafeteria. Food not finished by a student is not to be taken out of the cafeteria.
- Once seated, students may not get up for any reason; students must raise their hands and wait for a lunch aide's assistance.
- Students must receive permission to leave the lunch table to use the cafeteria bathroom.
- Listen to and treat cafeteria duty adults with respect.
- Walk at all times.
- Talk in classroom voices.

Birthday in a Box

The Madison Food & Nutrition Services Department would love to help you celebrate your child's special day by offering birthday snacks for the entire class. Please contact the Cafeteria Manager at the school site no later than 7 days in advance for ordering. We can accept orders for the entire school year as early as the first day of school. Parents please don't forget!

USDA Smart Snacks in Schools & the Arizona Nutrition Standards

The Arizona Nutrition Standards have been revised to incorporate the new USDA Smart Snack in Schools requirements. They apply to ***all foods sold or served on campus during the school day***. The school day is defined as the period from midnight before to 30 minutes after the end of the official school day. The intent of the standards is to ensure consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. Madison staff, if you would like to order snacks for an entire grade level or school, please contact the Madison Food & Nutrition Services Department secretary at 602-664-7919 to set this up. We have a list of snacks that meet all of the Smart Snack nutritional requirements. In addition, A La Carte snacks meeting the standards will be available for purchase at breakfast and lunch. **Food sales of any kind, outside of those for sale in the cafeteria, are prohibited by the Madison School District Wellness Policy from the midnight before, to 30 minutes after the end of the official school day.**

Madison School District is in compliance with the Arizona Healthy Schools Act which prohibits any items sold or served by school employees with the following ingredients: Potassium Bromate, Propylparaben, Titanium Dioxide, Brominated Vegetable Oil, Yellow Dye 5, Yellow Dye 6, Blue Dye 1, Blue Dye 2, Green Dye 3, Red Dye 3, Red Dye 40.

Please visit **https://www.madisonaz.org/foodandnutrition** for more information.

Food & Nutrition Services Department Social Media

We would love to connect with our families on our department's social media accounts. Please follow us on Facebook (@MadisonAZFoodServices) and Instagram (@MadisonAZ_FS) to see the yummy menu offerings, department events, and more.

If you have questions or concerns you may contact:
Food & Nutrition Services at 602-664-7919



HAZING

MADISON SCHOOL DISTRICT POLICY JICFA

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

"Hazing" means an act in violation of section §13-1215 or 13-1216.

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

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

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

A. Customary athletic events, contests or competitions that are sponsored by an educational institution.

B. Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate extracurricular program, or a legitimate military training program.

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

Students and others may report hazing to any professional staff member.

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

To assure that students and staff are aware of its content and intent, a notice of this policy and procedure shall be posted conspicuously in each school building and shall be made a part of the rights and responsibilities section of the student handbook. Forms for submitting complaints are to be available to students and staff in the school offices.

Disposition of all reports/complaints shall be reported to the Superintendent. The Superintendent will determine if the policies of the District have been appropriately implemented and will make such reports and/or referrals to the Board as may be necessary.

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

Adopted: November 8, 2022

LEGAL REF.: A.R.S. 13-1215, 13-1216, 15-341, 15-2301,

CROSS REF.: GBEB - Staff Conduct; JIC - Student Conduct; JII - Student Concerns, Complaints and Grievances; JK - Student Discipline; JKD - Student Suspension; JKE - Student Expulsion; JICF - Secret Societies/Gang Activities; KFA - Public Conduct on School Property

HEALTH OFFICE

The health offices may be staffed with either a RN/Nurse or an unlicensed health associate. In the event of illness or accident during the school day, the student will be referred to the health office. The parent/guardian can be contacted during the school day. A member of the emergency contact list must be available to be reached via phone. If a child becomes sick during the day, the school nurse or health associate will evaluate the student and may need additional information or assistance. Parents/guardians must make arrangements to have either a parent, relative, or friend available at all times and on the Emergency Contact Information to pick up a child who is ill.

Any student with a temperature of 100 degrees or more may not attend school. If a student is sent home from school with a fever, he/she may not return to school until they are fever free for 24 hours.

DO NOT send your child to school if your child:

- Complains of a severe headache
- Has a fever, diarrhea or vomiting in the last 24 hours
- Has yellow or green nasal discharge
- Has red or inflamed eyes, or pink-eye
- Has any skin rash unless it has been diagnosed by a physician as noninfectious in writing
- Has head lice
- COVID GUIDELINES: If your child has Covid, they will be out of school for 24 hours and may return to school if they have no fever without the use of medications/fever reducers. Students may still attend school if they were exposed to Covid, but they themselves are symptom free.

State law requires that a student be excluded from school if they are suspected of having a communicable disease. In the event of a disease outbreak such as measles, all students not in compliance with their immunizations and all exempt students must be excluded for 21 days as per the Arizona Department of Health.

Madison District follows the guidelines of the Arizona Department of Health regarding immunizations and all communicable diseases.

ARIZONA SCHOOL IMMUNIZATION REQUIREMENTS

Kindergarten - 12th Grade

- Students must have proof of all required immunizations, or a valid exemption, in order to attend school. Arizona law allows exemptions for medical reasons, lab evidence of immunity, and personal beliefs. Students may be sent home from school if proof of immunizations or exemption has not been submitted.
- Immunization Exemption forms are available from schools and at http://azdhs.gov/phs/immunization/school-childcare/requirements.htm. Homeless students are allowed a 5-day grace period to submit proof of immunization records.
- The immunization record for each vaccine dose must include the *complete* date and the doctor or clinic name.
- The statutes and rules governing school immunization requirements are:
    - Arizona Revised Statutes 15-871-874; and Arizona Administrative Code, R9-6-701-708

Please review the Arizona Immunization Handbook for Schools and Child Care Programs along with the Vaccine Flowchart Resource. Check requirements for each child's age and grade level in the chart found in the ARIZONA GUIDE TO IMMUNIZATIONS REQUIRED FOR ENTRY Grades K-12).

The ADHS School Immunization Toolkit can be found at ADHS - Arizona Immunization Program - Vaccines for Children (VFC) - Home.

CHRONIC HEALTH CONDITIONS

Students identified by a licensed physician or nurse practitioner as having a chronic health condition that will affect regular school attendance shall have homework made available in a timely manner. To ensure that such students have the opportunity to successfully keep up with assignments, teacher(s) shall have the responsibility to provide, in a timely manner, homework for students designated as having chronic health conditions.

A student who has been examined by a licensed physician or nurse practitioner and who is certified by that doctor or nurse practitioner as being unable to attend regular classes for a period of not less than 3 school months or for intermittent periods of 3 months may qualify for homebound instruction.

Further, students with chronic health conditions shall be provided flexibility in physical education activity requirements so that they may participate in the regular physical education program to the extent their health permits. Parents are allowed to write a note excusing their child from physical education for up to 3 days. If a child needs to be excused from physical education for more than 3 days, a doctor's note is required. Staff members responsible for physical education activities shall develop and implement such guidelines (A.R.S. 15-346, 15-843 (B)(1), 15-902(C)).

MEDICATION

Under certain circumstances, when it is necessary for a student to take medicine during school hours, the District will cooperate with the family physician and the parents if the following requirements must be met:

- There must be written permission from the parent to allow the school to administer the medicine. Appropriate forms are available in the school office.

- Parents/Guardians must bring the medicine to the school health office in the prescription container which has the students name, medication, dosage, when to administer and the prescribing physician, or, if it is over-the-counter medication, in the original container with all warnings and directions intact.
- The parent/guardian should indicate permission to use or not use over-the-counter medications.
- It is important that the student's parent/guardian's current home and work numbers are kept on file in the nurses and school offices in case of a medical emergency. Please provide cell phone numbers if available.
- Students may not carry medication with them to take during the school day unless authorized. Failure to follow this policy may result in disciplinary actions.

Exceptions

- Students who have been diagnosed with anaphylaxis may carry and self-administer emergency medications, including auto-injectable epinephrine provided the pupil's name is on the prescription label on the medication container or device and annual written documentation from the pupil's parent or guardian is provided that authorizes possession and self-administration. The student shall notify school staff as soon as possible following the use of the medication.
- For breathing disorders, handheld inhaler devices may be carried for self-administration provided the pupil's name is on the prescription label on the medication container or on the handheld inhaler device and annual written documentation from the pupil's parent or guardian is provided that authorizes possession and self-administration.
- Students with diabetes who have a diabetes medical management plan provided by the student's parent or guardian, signed by a licensed health professional or nurse practitioner as specified by A.R.S. 15-344.01, may carry appropriate medications and monitoring equipment and self-administer the medication.

MCKINNEY-VENTO HOMELESS EDUCATION ASSISTANCE FOR STUDENTS

Students are considered homeless if they are:

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

If children are homeless, they have certain rights and protections under the McKinney-Vento Homeless Education Assistance Act. These protections include the right to the following:

- Go to school, no matter where they live or how long they have lived there
- Be enrolled immediately without birth certificates, immunizations, or school records
- Attend school while the school arranges for the transfer of school and immunization records or any other required documents
- Enroll in school without giving a permanent address
- Schools cannot delay enrollment
- Continue in the school they attended before becoming homeless or the school they last attended
- Receive transportation to and from the school of their attendance area or the school they last attended, if requested.

If you have questions or concerns, please contact your school office.

PERSONAL TRANSPORTATION DEVICES

Schools will not store skateboards, scooters, rollerblades, etc. in the office or classroom areas. If a student chooses to use this mode of transportation to/from school, the item must be able to be secured with a locking mechanism in the bike rack area. Bicycles must also be secured in the bike area. The school will not be responsible for the loss or theft of any of these items. Students are expected to follow all local laws when traveling to and from school and are encouraged to wear appropriate safety equipment. Bicycles and scooters must be walked in crosswalks and once on the school grounds. Skateboards, rollerblades, etc. must be similarly carried.

Motorized vehicles, including scooters and hoverboards, are not allowed at any time per Municipal Code 36-64. Phoenix, AZ, prohibits electric scooters on sidewalks (PCC 36-304) and requires riders to be at least 16 years old (PCC 36-308), according to regulations updated in 2024 and 2025. Riders must follow the same traffic laws as bicyclists, ride at reasonable speeds, and avoid impeding pedestrian access. [1, 2, 3, 4, 5]

Key Phoenix E-Scooter Regulations (Code 36, Article VII):

- Sidewalk Prohibition: E-scooters are prohibited on sidewalks, based on City Code Section 36-304.
- Age Restriction: Operators must be at least 16 years old, per City Code Section 36-308.

SPECIAL EDUCATION

CHILD FIND NOTICE

It is the Madison School District's 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 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, 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.

If you have any concerns about a child you know, please contact Madison School District's Special Education Department at (602) 664-7927 for school-aged students, (602) 664-7935 for preschool aged students, or the school site in the boundaries you reside.

TITLE IX SEXUAL DISCRIMINATION

MADISON SCHOOL DISTRICT POLICY ACAA

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

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

A. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;

B. Unwelcome conduct determined by a reasonable person to be so severe or pervasive that it effectively

denies a person equal access to the District's education program or activity; or

C. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

D. Hostile Environment Harassment.

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

The District shall designate and authorize an employee as the "Title IX Coordinator" to comply with its responsibilities pertaining to sexual harassment under Title IX. Inquiries about the application of Title IX may be referred to the District's Title IX Coordinator.

Any person may report sex discrimination, including sexual harassment, regardless of whether the person reporting is the person alleged to be the victim of the reported conduct or not. A report may be made in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address listed for the Title IX Coordinator. The District shall notify students, parents or legal guardians of students, employees, applicants for employment, and all unions or professional organizations holding collective bargaining or professional agreements with the District, of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator.

The District will respond promptly when any school employee has notice of sex discrimination, including of sexual harassment. Upon receipt of notice of sexual harassment, the District shall notify students, parents or legal guardians of students, employees, applicants for employment, and all unions or professional organizations holding collective bargaining or professional agreements with the District, of the District's grievance procedures and grievance process, including how to report or file a complaint of sex discrimination, how to report or file a complaint of sexual harassment, and how the District shall respond. The District is committed to investigating each complaint submitted and to taking appropriate action on all confirmed violations of policy. The District shall follow grievance procedures that provide for the prompt and equitable resolution of complaints from students and employees alleging sexual harassment.

The District will make reasonable efforts to keep confidential the identity of any individual who has made a report or filed a complaint of sexual harassment, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as is necessary to carry out the grievance process and as may otherwise be permitted by law.

Title IX sex discrimination complaints, including sexual harassment complaints may include violations covered by Arizona's mandatory reporting statute, A.R.S. §13-3620. Any abuses classified by statute as "reportable offenses" must be reported as such to the authorities because not reporting a reportable offense is classified as a Class 6 Felony.

Retaliation Prohibited

Neither the District nor any person may intimidate, threaten, coerce, or discriminate against any individual for

the purpose of interfering with any right or privilege secured by Title IX, or because the individual has in good faith made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing. Intimidation, threats, coercion, or discrimination, including charges against an individual for violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination or sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

Complaints Involving Students

Name/Title:	Barbara Marshall Deputy Superintendent for Educational Services
Address:	5601 N. 16th Street Phoenix, AZ 85016
E-mail:	TitleIX@madisoned.org
Telephone:	(602) 664-7929

Complaints Involving Staff

Name/Title:	Dr. Ramona Lomelí Assistant Superintendent for Human Resources
Address:	5601 N. 16th Street Phoenix, AZ 85016
E-mail:	HR@madisoned.org
Telephone:	(602) 664-7900

STUDENT CONCERNS, COMPLAINTS, AND GRIEVANCES

MADISON SCHOOL DISTRICT POLICY JII-EB

Madison Elementary School District does not discriminate on the basis of race, color, national origin, sex, disability, religion, or age in its programs or activities.

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

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

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

Provided that:

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

The guidelines to be followed are:

- The accusation must be made within 30 calendar days of the time the student knew or should have known that there were grounds for the complaint/grievance.

- The complaint/grievance shall be made only to a school administrator or a school staff member.
- The person receiving the complaint will gather information for the complaint form.
- All allegations shall be reported on forms with the necessary particulars as determined by the Superintendent. Forms are available in the school office.
- The person receiving the complaint shall preserve the confidentiality of the subject, disclosing it only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law.

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

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

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

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

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

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

STUDENT BULLYING / HARASSMENT / INTIMIDATION

MADISON SCHOOL DISTRICT POLICY JICK-EB

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

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

***Bullying*:** Bullying is any unwanted aggressive behavior(s) by another youth or group of youths, who are not siblings or current dating partners, that involves an observed or perceived power imbalance, and is repeated multiple times or is highly likely to be repeated;

Bullying inflicts harm or distress on the targeted youth including physical, psychological, social, or educational harm. (CDC)

Types of Bullying (Arizona Department of Education):
Verbal Bullying: saying or writing things that could be mean or hurtful. Things like: name-calling, threats,

taunting, teasing, and inappropriate sexual comments.

Social Bullying: Involves hurting someone's reputation or relationships. Making someone feel like they don't belong to a group. Some examples: leaving someone out on purpose, spreading rumors, embarrassing someone in public, or preventing someone from being friends with someone else.

Physical Bullying: Involves hurting a person's body or things that belong to them. Physical bullying includes: hitting, kicking, punching, spitting, pinching, pushing, damaging someone's belongings, or making rude gestures.

Cyberbullying: Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.

***Harassment*:** Harass means conduct that is directed at a specific person and that would cause a reasonable person to be seriously alarmed, annoyed, humiliated or mentally distressed and the conduct in fact seriously alarms, annoys, humiliates or mentally distresses the person (A.R.S 13-2921). Harassment may be related, but not limited to, race, religious orientation, sexual orientation, gender expression, gender identity, cultural background, economic status, size, or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.

***Intimidation*:** A person commits intimidation if the person intimidates by word or conduct:

1. To cause physical injury to another person or serious damage to the property of another; or
2. To cause, or in reckless disregard to causing, serious public inconvenience including, but not limited to, evacuation of a building, place of assembly or transportation facility; or
3. To cause physical injury to another person or damage to the property of another in order to promote, further or assist in the interests of or to cause, induce, or solicit another person to participate in a criminal street gang, a criminal syndicate, or a racketeering enterprise.

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

Students who believe they are experiencing being bullied, harassed, or intimidated or suspect another student is bullied, harassed, or intimidated should report their concern to any staff member of the School District. School personnel are to maintain appropriate confidentiality of the reported information.

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

Students found to be bullying, harassing, or intimidating others will be disciplined.

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

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

STUDENT BULLYING / HARASSMENT / INTIMIDATION

MADISON SCHOOL DISTRICT EXHIBIT JICK-EA

COMPLAINT FORM

(To be filed with any School District employee who will forward this document to the principal or the principal's designee)

Please print:

Name_____Date_____

Address_____

Telephone_____Another phone where you can be reached_____

During the hours of_____

E-mail address_____

I wish to complain against:

Name of person(s)_____

Specify your complaint by stating the problem as you see it. Describe the incident, the participants, the background to the incident, and any attempts you have made to solve the problem. Be sure to include all relevant dates, times, and places. Additional pages may be attached if necessary.

_____

_____

_____

Page 1 of 2

STUDENT BULLYING / HARASSMENT / INTIMIDATION

MADISON SCHOOL DISTRICT EXHIBIT JICK-EA

If there is anyone who could provide more information regarding this complaint, please list name(s), address(es), and telephone number(s).

Name Address Telephone Number

_____

_____

_____

_____

The projected solution:

Indicate what you think can and should be done to solve the problem. Be as specific as possible.

_____

_____

_____

_____

_____

_____

_____

I certify this information is correct to the best of my knowledge.

Signature of Complainant_____Date_____

Document received by_____Date_____

Investigating official_____Date_____

Page 2 of 2

STUDENT RECORDS and PUBLIC NOTICE FOR DESTRUCTION OF RECORDS

The Madison Elementary School District retains student records for four years after the student's promotion or withdrawal from the District. Following a student's 8th grade promotion from the District or when a withdrawn student turns 16 years old, permanent student records are archived.

Only basic identifying information (student name, date of birth, student number), immunization records, grade reports, and State standardized test results are permanently archived, when applicable.

All cumulative student records (except for permanently archived records) will be destroyed four years after the school year of last attendance. Special Education records are retained for five years after the student is withdrawn or dismissed from Special Education. Special Education records are not permanently archived.

Before any records are destroyed, parents have the right to review and obtain copies of their child's records. Please contact Madison School District, Student Records Department at 602-664-7958 or email records@madisoned.org. If the student is a minor (17 years of age or younger), parent(s) or legal guardian must provide all legal documentation verifying relationship AND government issued picture ID. Former students over the age of 18 must request their own records.

Student records requests are processed as quickly as possible and in the order in which they are received. Please be advised that our student records department experiences a surge in requests each August as the District enrolls new students; you may experience a delay in processing during this time. Per 20 U.S.C. 1232g, school districts have 45 days to fulfill student records requests.

STUDENT RIGHTS & SUPPORTS

Madison District has a commitment to eliminating barriers to learning and enabling every student to successfully reach their full potential. To do this, Madison has adopted a Multi-Tiered System of Supports (MTSS) framework, which is focused on prevention and problem-solving for all students, using data-based decision-making. MTSS uses evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support based on their level of need. Attention is focused on creating and sustaining supports for academic and social-emotional/behavior: Tier 1 universal, Tier 2 targeted additional support and Tier 3 intensive support.

The following basic guidelines of rights and responsibilities shall not be construed to be all-inclusive. Each student is obligated to respect the rights of classmates, teachers, and other school personnel. Students shall exercise their rights responsibly, with due regard for the equal rights of others and in compliance with the rules and regulations established for the orderly conduct of the educational mission of the District. Students who violate the rights of others or who violate rules and regulations of the District or of their school are subject to appropriate disciplinary measures.

Rights

- Students have the right to a meaningful education.
- Students have the right to physical safety.
- Students have the right to consultation with teachers, social workers or counselors, administrators, and anyone else connected with the school if they so desire, without fear of reprisal.
- Students shall not be subjected to unreasonable or excessive punishment.
- Students have the right to be involved in school activities provided they meet the reasonable qualifications of sponsoring organizations and school requirements.
- Students may present a complaint or grievance regarding a violation of their constitutional rights, equal access to programs, discrimination, or personal safety.

Supports for Students

If you have questions or concerns about your child's emotional well-being, please contact their school.

Students receive the support of teachers, principals, social workers or counselors, health offices, psychologists, community and parent liaisons and all Madison staff.

A Positive Behavioral Interventions and Supports (PBIS) framework will be implemented to maintain a safe and positive school culture within the District. PBIS is used to improve academic and behavioral outcomes, ensuring that all students have access to the most effective behavioral practices and interventions possible. All students will be provided with the school procedures for the accountability of all students (District and school rules are published in the Parent/Student Handbook). Parents and students will notify school administrators of any safety concerns to ensure safety of all.

Support services available to students in need may include but are not limited to the following. Please contact your building administration for support services.

- School Social Worker or Counselor
- School Psychologist
- School Nurse / Health Associate
- Tiered Behavioral Intervention Support

Madison uses the RULER framework. RULER has been designated by CASEL as a program that demonstrates evidence of effectiveness at improving student outcomes at the highest level, and approach strategies to support the school community by:

- Understanding the value of emotions
- Building the skills of emotional intelligence
- Creating and maintaining positive school climates

RULER skill development relies on the four core tools:

- **Charter**: Builds and sustains positive emotional climates by creating agreed-upon norms for how people want to feel and how they can help each other to experience those feelings.
- **Mood Meter**: Enhances self and social awareness and supports the development of emotions vocabulary
- **Meta-Moment:** Provides a process for responding to emotional situations that align with one's best self and that support healthy relationships and personal well-being.
- **Blueprint**: Supports the development of empathy and conflict resolution skills by serving as a guide for reflecting on conflict and restoring affected communities.

PBIS/Positive Behavior is used to improve academic and behavioral outcomes, ensuring that all students have access to the most effective behavioral practices and interventions possible. Visit each school's website to learn more about their PBIS Program.

Student Strengths Screener

Madison uses an eight question screening assessment called DESSA-mini to identify students' strengths. Students are screened three times a year by their teacher using the DESSA-mini. The full DESSA (a 40-question assessment)is given to students if a DESSA-mini score indicates possible areas of need.

Students in 6th through 8th grade will have the opportunity to take the SSR (Student Self Report). The SSR is a nationally standardized strength based assessment. Parents and guardians will be required to opt in for permission for their child to take the SSR.

In addition to identifying potential areas for growth, the DESSA is a strength-based assessment that helps identify students' strengths in social and emotional competencies in order to support access to academic success. DESSA forms are available from your school social worker or counselor. If you wish to opt your child out of the DESSA-mini please sign the opt-out form located on madisonaz.org.

Madison District CARE Team

Madison's Strategic Plan emphasizes establishing and maintaining a climate of physical and emotional safety. The CARE Team supports this work from a District level.

What is the CARE Team?

CARE stands for **C**risis **A**lert, **R**esponse, and **E**ducation. It's a group of caring and trained school staff with differing areas of expertise. Our goal is to be proactive in supporting the emotional well-being of our students and school community.

How Does the CARE Team Help in a Crisis?

While we hope to avoid a crisis, it's important to be prepared. The CARE Team plays a vital role in our district's response to any significant challenging event that might impact our school community.

Our approach to crisis response is based on the **PREPaRE model** developed by the National Association of School Psychologists (NASP). This model provides a comprehensive framework that helps us:

- **Prevent** and prepare for crises
- **Reaffirm** physical health & welfare, and perceptions of safety & security
- **Evaluate** psychological trauma risk
- **Provide** interventions
- **a**nd
- **Respond** to mental health needs
- **Examine** the effectiveness of crisis preparedness

In a crisis, the CARE Team works together to:

Provide Support: We offer emotional support to students, staff, and families who may be affected. This can include individual check-ins, small group support, and connecting families with outside resources if needed.

Our CARE Team is committed to fostering a safe, supportive, and resilient school community. By aligning ourselves with best practices like the PREPaRE 2 model, we strive to be well-prepared to support the Madison community through any challenge, ensuring their social and emotional well-being remains a top priority.

CARE Team Contact: careteam@madisoned.org

Student Wellness

Madison School District Wellness Committee (DWC)

The primary purpose of the District Wellness Committee (DWC) is to involve parents, students, staff, and the community in a collaborative approach to developing the goals for nutrition education, nutrition promotion, physical activity, other school-based activities, and public updates. We are looking for enthusiastic and passionate Madison parents, Madison students (4th grade and older), and staff (including, but not limited to food service, nurses, PE teachers, MAC club leaders, teachers, principals, school board members, social workers, counselors, and psychologists) to join the DWC to promote physical, social, and mental health for our students and staff. View committee meeting times, accomplishments, and updates from the DWC, please visit our website at: https://madisonaz.org/wellness/ For more information, or if you would like to join us for a meeting, please contact the wellness coordinator at 602-664-7953.

VISITORS

No person may enter onto school premises, including visits or audits to a classroom or other school activity,

without approval by the principal. Neither will any person be allowed to conduct or attempt to conduct any activity on school premises that has not had prior approval by the principal.

A visitor is an individual who attends a school on occasion and for small increments of time. A visitor typically visits a school to meet with staff, pick up students during the school day or perform temporary, contractual and/or substitute service. Examples of a visitor include, but are not limited to, a District employee from another location, substitute and temporary employees, third-party contracted personnel, parents picking up students or meeting with a teacher, persons providing service and repair to facilities, vendors, and community members meeting with school personnel.

All visitors and volunteers must sign in at the school office and get a visitor's badge at the beginning of *any* visit, no matter how brief. You may pre-arrange to visit during class time by contacting your child's teacher or the school office. Children who are not enrolled at the school are not permitted on school grounds during the school day without direct parental supervision. Children not enrolled in the school may not be on the playground during the school day. Visitors are not permitted to photograph and/or record any students other than any student(s) of which they are legal guardians.

VISITOR GUIDELINES

- Visitors must follow all school rules and stay in designated areas as determined by school.
- Parents/guardians may bring non-school-aged children to campus when attending school events as spectators or guests, such as graduations, performances, assemblies, fun runs, and similar activities.
- Non-school-aged children may not accompany parents/guardians while participating in volunteer activities, including classroom volunteering, field trips, class parties, or other school-sponsored volunteer opportunities.
- The principal may suspend or revoke the privileges of any visitors for failure to comply with the school rules or the requests of school personnel.
- Principals will determine when visitors are allowed for school activities.
- Cafeteria guidelines are outlined below.

Visitors wishing to come on an elementary or K-8 campus prior to the start of the school day, may accompany their child to the playground from 7:20 am until the first bell rings. Visitors are restricted to the playgrounds and may not enter the buildings. Visitors must realize that staff will be supervising students during recess and will be unable to converse at any length with visitors. Visitors are expected to leave campus promptly when the first bell rings. They may not follow students into classrooms.

Visitors wishing to come on a middle school campus prior to the start of the school day may accompany their child to the gates or cafeteria doors until the first bell rings. Visitors are expected to leave campus promptly when the first bell rings.

Cafeteria Guidelines

Upon arrival at the school, all visitors must report to the main office. Office personnel will facilitate the process for visitor registration. Visitors will be required to provide a valid government-issued ID/correspondence that will be entered into the Raptor Visitor Management System. Visitors will be issued a temporary ID badge that is to be worn while at the school.

- Once successfully checked in, proceed to the seating area located outside the cafeteria.

- Your student will meet you as their class enters the cafeteria.
- We ask that you sit at the designated tables marked "visitor seating" with your student.
- After lunch, please come directly to the office, sign-out, and return your visitor's badge.

There are a limited number of dates throughout the school year when lunch visitors are not allowed. Please plan your lunch visits on days other than those listed below:

- First week of school
- Early Release Days (TCT Wednesdays)
- Half Days
- Parent Conference Days
- State Testing (the last week of March and the first 3 weeks in April)
- Last two weeks of school

Visitors during School Breakfast
Breakfast visitors must be on the student's approved check out list as submitted by the custodial parent or legal guardian. All visitors must sign in at the school office and get a visitor badge before going to the cafeteria. Office personnel will facilitate the process for visitor registration. Visitors will be required to provide a valid government-issued ID/correspondence that will be entered into the Raptor Visitor Management System. Visitors will be issued a temporary ID badge that is to be worn while at the school. Breakfast visits are limited to two visitors per child. No siblings are permitted during any breakfast visits. The school principal or their designee, at their discretion, will have the authority to cancel breakfast visits based on any issues they feel could impact their ability to provide a proper environment. School rules to guide breakfast visitors will be followed. These will include no photographs or social media postings of other children. The principal will have the authority to suspend or revoke breakfast visit privileges at their discretion.

Visitors during School Lunch
Lunch visitors must be on the student's approved check out list as submitted by the custodial parent or legal guardian. The custodial parent or legal guardian must notify the school office by 9:00 AM on the day they, or any visitor on the student's check out list, is planning to attend lunch. Lunch Notification Forms (available from the school) should be submitted no more than one week in advance. Lunch visits are limited to two visitors per child. No siblings are permitted during any lunch visits. The school principal or their designee, at their discretion, will have the authority to cancel lunch visits based on any issues they feel could impact their ability to provide a proper environment. School rules to guide lunch visitors will be followed. These will include designated wait areas, instructions for meeting your student, no photographs or social media postings of other children. The principal will have the authority to suspend or revoke lunch visit privileges at their discretion.

VOLUNTEERS

In keeping with the mission statement of the District, the major goal of the volunteer program is to assist schools in providing extraordinary learning for each student. The services of volunteers are utilized in schools to accomplish the following objectives:

- Assist teacher support personnel with non-instructional tasks
- Provide teachers with more time to work with students
- Enrich the curriculum and students' learning opportunities
- Provide individual attention to those children needing additional assistance

- Promote a school-home-community partnership for quality education

Volunteerism is encouraged and supported (A.R.S. 15-102). Volunteers make valuable contributions to educational programs and staff support. The volunteer's role is an important one. For the purpose of these guidelines and procedures, volunteers are defined as those people who donate time in schools or with students on a regular, recurring basis, or serve as a chaperone.

The Madison Volunteer Handbook can be found at http://madisonaz.org/community/volunteer/

STUDENT DISCIPLINE

Positive conduct in the schools is of primary importance to both school staff members and to parents/guardians. Orderly conduct of students is necessary in every school situation so as to ensure the safety and health of all and to maximize learning. Effective discipline is necessary for quality education.

Please refer to the Student Discipline Matrix on pages 34 – 62 of this handbook. The District's threat management process (detailed below) will be employed as needed to determine appropriate interventions and responses.

BEHAVIORAL THREAT ASSESSMENT PROCESS

The Madison Elementary School District constitutes a comprehensive and systematic approach to investigate and assess students who are engaged in or exhibiting behaviors implying aggression or violence directed at other people. It is not designed for the use with students who are suicidal, exhibiting behaviors that are sexual in nature, or setting fires, unless they are doing so as an act of violence intended to cause serious or lethal injury to others. The behavioral threat assessment process was developed by a Madison team of school and district administrators, mental health professionals, and law enforcement, and the process is aligned with the Arizona Department of Education and federal recommendations.

This system combines the use of investigative information gathering strategies with "targeted violence" related questions. The purpose is to collect data to help make an informed judgment about a student's level of safety towards others and to identify risk factors surrounding a student's behavior. The data collected guides the development and implementation of a Student Safety Management Plan.

The behavioral threat assessment identifies the level of intervention and supervision necessary to mitigate safety/risk factors. It also allows teams to collect information to make decisions regarding student safety and assists teams in implementing interventions with the purpose of reducing risk.

Goals

- To provide a protocol to assess threats of potentially harmful behaviors, risk factors, and action required to support school safety.
- To provide a multi-level system that can mobilize broader community responses and resources to help facilitate the development and implementation of safety monitoring and management plans.
- To develop and maintain a sense of safety among students, teachers, staff and parents/guardians.

Discipline and Safety

Due to safety and rule violations, behaviors that are associated with potential or actual violence may lead to a disciplinary action involving either suspension or expulsion. Discipline and assessment are parallel processes with different, but equally important purposes. Discipline is designed to support the order and stability of the school and to provide the opportunity to teach prosocial behavioral skills.

IMMINENT DANGER RESPONSE

The behavioral threat assessment process is not designed to provide an immediate safety crisis response. If there is imminent danger, the procedure is to call law enforcement and follow school emergency procedures. After containment, if further information is needed to help assess threat potential, proceed with this system.

DISCIPLINE MATRIX

This handbook serves as the due process notice for behavior standards in the Madison Elementary School District. The infractions and violations listed are aligned with Arizona Safe Schools, the Arizona State Reporting System, and Madison Elementary School District policies. Under state law, school officials must follow additional protocol prior to issuing an out of school suspension of more than two days or expulsion for students up to age seven in grades K-4. Reasonable attempts are made to notify parents of all disciplinary referrals. Parent notification will take place for infractions receiving administrative consequences.

Administration may exercise discretion when determining interventions and/or responses depending on severity of the infraction. If the infraction occurs on the bus, a suspension or termination of bus-riding privileges may be assigned in lieu of or in addition to the consequences outlined in the matrix for that infraction.

The principal is the highest level of appeal for a suspension of 10 days or less.

DISCIPLINE MATRIX

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

1. **A reasonable effort to contact the parent/guardian either verbally or in writing to discuss the behavior incident and anticipated next steps. (e.g. gather additional information, assign intervention(s) and/or response(s)).**
2. **Appropriate and timely intervention(s) and/or response(s) assigned with the goal to change the behavior and address the impact. Intervention(s) and response(s) are assigned based upon the outcome of the investigation.**
3. **In the event that the behavioral incident(s) is deemed high impact (severe, multiple) to the school community, a more serious response may be assigned.**
4. **A notification to the Parent/Guardian of any additional information and intervention(s) and or response(s) assigned.**

SCHOOL INCIDENTS

ATTENDANCE

Definitions/Descriptions	Interventions	Responses
Leaving School Grounds Without Permission: Leaving school grounds or being in an "out-of-bounds" area during regular school hours without permission of the principal or principal designee. Students who leave without permission create a serious safety concern.	• Conference • Skill Building lesson • Behavior agreement • Referral for intervention	• Temporary loss of privilege • On campus detention • Suspension (Develop a back to school plan)
Tardy: Arriving at school or class after the scheduled start time.	• Conference	• Restitution
Truancy: The state of Arizona requirement for school attendance and definitions for truancy are as follows: **A.R.S. §15-803.** A. It is unlawful for any child between six and sixteen years of age to fail to attend school during the hours school is in session, unless either: 1. The child is excused pursuant to A.R.S -802, subsection D or A.R.S. § 15-901, subsection A, paragraph 6, subdivision (c). 2. The child is accompanied by a parent or a person authorized by a parent. 3. The child is provided with instruction in a home school.	• Conference • Individualized interventions based on attendance.	• Follow truancy procedures

B. A child who is habitually truant or who has excessive absences may be adjudicated an incorrigible child as defined in **A.R.S. § 8-20**1. Absences may be considered excessive when the number of absent days exceeds ten percent of the number of required attendance days prescribed in **A.R.S. §15-802**, subsection B, paragraph 1. C. As used in this section: 1. "Habitually truant" means a truant child who is truant for at least five school days within a school year. 2. "Truant" means an unexcused absence for at least one class period during the day. 3."Truant child" means a child who is between six and sixteen years of age and who is not in attendance at a public or private school during the hours that school is in session, unless excused as provided by this section.		
Unexcused Absence: Any absence from 1 or more class periods, which has not been excused by a parent.	• Conference	• ARS 15-901.A-2 mandates that 10 consecutive unexcused absences constitute a mandatory withdrawal from school
Skipping Class: A given period of time when a student is not in class due to an unauthorized departure (leaving early), arriving late to class beyond the tardiness threshold, or being in a location on campus without permission (bathroom, hallways, playground, etc.).	• Conference • Mediation • Service learning • Reflection • Skill building lesson • Referral for intervention	• Restitution • Temporary loss of privilege • Temporary removal from classroom • On campus detention • Suspension up to 3 days (Develop return to school plan)

SCHOOL INCIDENTS
ACADEMIC MISCONDUCT

Definitions/Descriptions	Interventions	Responses
Cheating: Depriving of something valuable by the use of deceit or fraud and/or influencing or leading by deceit or trick; an act of dishonest or unfairness in order to gain an advantage, specifically school related or in an examination or to misrepresent one' s actual knowledge or abilities; or representing someone else's work as the work of the student or allowing another to do so.	• Conference • Mediation • Service learning • Reflection • Skill building lesson • Referral for intervention	• Restitution • Temporary loss of privilege • On campus detention • Loss of credit
Lying: 1. To make an untrue statement with intent to deceive. 2. To create a false or misleading impression.	• Conference • Mediation • Service learning • Reflection • Skill building lesson • Referral for intervention	• Temporary loss of privilege • Temporary removal from classroom • On campus detention
Forgery: Falsely and fraudulently making or altering a document.	• Conference • Mediation • Service learning • Reflection • Skill building lesson • Referral for intervention	• Temporary loss of privilege • On campus detention
Plagiarism: To steal and pass off the ideas or words of another as one's own	• Conference • Mediation • Service learning • Reflection • Skill building lesson • Referral for intervention	• Restitution • Temporary loss of privilege • On campus detention • Loss of credit

SCHOOL INCIDENTS
SCHOOL POLICIES/OTHER VIOLATIONS

Definitions/Descriptions	Interventions	Responses
Bus Violation: Any violation that occurs while a child is riding district transportation.	• Conference • Mediation • Reflection • Skill building lesson • Referral for intervention	• Restitution • Temporary loss of privilege • On campus detention • Bus suspension
Defiance/Disrespect Towards Authority & Non-Compliance: Refusal to follow directions, talking back or delivering socially rude interactions.	• Conference • Mediation • Service learning • Reflection • Skill building lesson • Referral for intervention	• Restitution • Temporary loss of privilege • Temporary removal from classroom • On campus detention • Suspension up to 3 days (Develop return to school plan)
Disruption: Engaging in behavior that causes an interruption of the learning environment. Disruption includes sustained loud talk, yelling or screaming; noise with materials; horseplay or roughhousing; or sustained out-of seat behavior.	• Conference • Mediation • Service learning • Safety plan • Reflection • Skill building lesson • Referral for intervention	• Restitution • Temporary loss of privilege • Temporary removal from classroom • On campus detention • Suspension up to 3 days (Develop return to school plan)
Dress Code Violation: Clothing that does not fit within the dress code guidelines stated by school or district policy.	• Conference	• Temporary removal from classroom to change into items acceptable by student dress code policy.
Gambling: To play games of chance for money or to bet a sum of money.	• Conference • Service learning • Reflection • Skill building lesson • Referral for intervention	• Restitution • Temporary loss of privilege • On campus detention

SCHOOL INCIDENTS
SCHOOL POLICIES/OTHER VIOLATION

Definitions/Descriptions	Interventions	Responses
Inappropriate Language (Verbal/Profanity/Obscenity): Engaging in the use of profane, vulgar, abusive, or obscene language or gestures in oral, visual, or written form or disturbing material including, but not limited to, using offensive terms based on someone's race, ethnicity, gender, or sexual orientation.	• Conference • Mediation • Behavior agreement • Service learning • Safety plan • Reflection • Skill building lesson • Referral for intervention	• Temporary loss of privilege • Temporary removal from classroom • On campus detention
Inappropriate Language to an Adult (Verbal/Profanity/Obscenity): The use of profanity, swearing or any derogatory language written or stated publicly to an adult **(A.R.S. §15-50).**	• Conference • Mediation • Behavior agreement • Service learning • Safety plan • Reflection • Skill building lesson • Referral for intervention	• Temporary loss of privilege • Temporary removal from classroom • On campus detention • Suspension up to 3 days (Develop return to school plan)
Public Display of Affection: Holding hands, kissing, sexual touching, or other displays of affection in violation of school policy.	• Conference • Behavior agreement • Skill building lesson	• Temporary loss of privilege • On campus detention

SCHOOL INCIDENTS

TECHNOLOGY

Definitions/Descriptions	Interventions	Responses
Computer Network Infraction: Improper use of technology is the failure to use hardware, software, electronic devices, web pages, and network for the intended educational use.	• Conference • Service learning • Reflection • Skill building lesson • Referral for intervention	• Restitution • Temporary loss of privilege • Temporary removal from classroom • On campus detention
Telecommunication Device/Other Technology: Defined by Bring Your Own Device policy.	• Conference • Service learning • Reflection • Skill building lesson • Referral for intervention	• Restitution • Confiscation • Temporary loss of privilege • Temporary removal from classroom • On campus detention
Technology Misuse: Misuse of personal technology.	• Conference • Service learning • Reflection • Skill building lesson • Referral for intervention	• Restitution • Confiscation • Temporary loss of privilege • Temporary removal from classroom • On campus detention

PROPERTY INCIDENTS

THEFT

Definitions/Descriptions	Interventions	Responses
Petty Theft: Taking or attempting to take money or property belonging to another person or the school with the intent to permanently deprive the victim of his or her possession. (Petty theft is less than $100)	• Conference • Mediation • Service learning • Reflection • Skill building lesson • Referral for intervention	• Restitution • Temporary loss of privilege • Temporary removal from classroom • On campus detention
Theft: Taking or attempting to take money or property belonging to another person or the school with the intent to permanently deprive the victim of his or her possession. (Theft is more than $100) A.R.S §13-1802.	• Conference • Mediation • Service learning • Safety plan • Reflection • Skill building lesson • Referral for intervention	• Restitution • Temporary loss of privilege • Temporary removal from classroom • On campus detention • Suspension up to 9 days (Develop return to school plan) • Long term suspension
Extortion:* ARS §13-1804. A. A person commits theft by extortion by knowingly obtaining or seeking to obtain property or services by means of a threat to do in the future any of the following: 1. Cause physical injury to anyone by means of a deadly weapon or dangerous instrument; 2. Cause physical injury to anyone except as provided in paragraph 1 of this subsection; 3. Cause damage to property; 4. Engage in other conduct constituting an offense; 5. Accuse anyone of a crime or bring criminal charges against anyone; 6. Expose a secret or an asserted fact, whether true or false, tending to subject anyone to hatred, contempt, or ridicule or impair the person's credit or business; 7. Take or withhold action as a public servant or cause a public servant to take or withhold actions.	• Referral for intervention	• Expulsion (includes a 9 day suspension pending the expulsion hearing)

Robbery:* Using force or threatening to use force to commit a theft or while attempting to commit a crime. ARS §13-1902.	• Conference • Safety plan • Skill building lesson • Referral for intervention	• Restitution • Suspension up to 9 days (Develop return to school plan) • Long term suspension • Expulsion
Armed Robbery:** A.R.S. 13-1904: Armed Robbery 1. Is armed with a deadly weapon or a simulated deadly weapon; 2. Uses or threatens to use a deadly weapon or dangerous instruments or a simulated deadly weapon	• Referral for intervention	• Restitution • Suspension up to 9 days (Develop return to school plan) • Long term suspension • Expulsion • **Notification to law enforcement required**

TRESPASSING

Definitions/Descriptions	Interventions	Responses
Trespassing: To enter or remain on a public school campus or school board facility without authorization or invitation and with no lawful purpose for entry. This includes students under suspension or expulsion and unauthorized persons who enter or remain on a campus or school board facility after being directed to leave by the chief administrator or designee of the facility, campus or function. (SDFS Terms and Definitions) A.R.S. §13-1503. Criminal trespass in the second degree; A person commits criminal trespass in the second degree by knowingly entering or remaining unlawfully in or on any nonresidential structure or in any fenced commercial yard.	• Conference • Service learning • Safety plan • Reflection • Skill building lesson • Referral for intervention	• Restitution • Temporary loss of privilege • Temporary removal from classroom • On campus detention • Suspension up to 3 days (Develop return to school plan)

PROPERTY INCIDENTS
VANDALISM

Definitions/Descriptions	Interventions	Responses
Graffiti or Tagging: Recklessly drawing or inscribing a message, slogan, sign or symbol that is made on any public or private building, structure or surface, except the ground, and that is made without permission of the owner. **ARS 13-602-5**	• Conference • Service learning • Safety plan • Reflection • Skill building lesson • Referral for intervention	• Restitution • Temporary loss of privilege • Temporary removal from classroom • On campus detention
Vandalism or Criminal Damage of Personal or School Property:* Willful damage, destruction or defacement of personal or school property.	• Conference • Service learning • Safety plan • Reflection • Skill building lesson • Referral for intervention	• Restitution • On campus detention • Off campus suspension up to 9 days (Develop return to school plan) • Long term suspension • Expulsion

ALCOHOL, TOBACCO & OTHER DRUGS

Definitions/Descriptions	Interventions	Responses
Alcohol: Possession, Sale or Distribution, Share or Use: 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.	• Conference • Service learning • Safety plan • Skill building lesson • Referral for intervention	• Confiscation • On campus detention • Suspension up to 9 Days (Develop return to school plan) • Long term suspension • Expulsion
Tobacco: Possession, Sale or Distribution, Share or Use: The possession, use, distribution or sale of tobacco products on school grounds, at school-sponsored events and on school-sponsored transportation. (Paraphrased from: **A.R.S. §36-798.03)**	• Conference • Service learning • Safety plan • Skill building lesson • Referral for intervention	• Confiscation • On campus detention • Suspension up to 9 days (Develop return to school plan) • Long term suspension • Expulsion
Drug: Possession, Sale or Distribution, Share or Use:** The unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, transportation or importation of any controlled drug or narcotic substance or equipment and devices used for preparing or taking drugs or narcotics. Includes being under the influence of drugs at school, school- sponsored events and on school-sponsored transportation. Category includes over-the-counter medications. This category does not include tobacco or alcohol. “Drug” means any narcotic drug, dangerous drug, marijuana or peyote. **(A.R.S. §13-3415)**	• Conference • Service learning • Safety plan • Skill building lesson • Referral for Intervention	• Confiscation • Off campus suspension up to 9 days (Develop return to school plan) • Long term suspension • Expulsion • **Notification to law enforcement required for prescription and illicit drugs**

ALCOHOL, TOBACCO & OTHER DRUGS

Drug/Tobacco Paraphernalia: Possession, Sale or Distribution, Share or Use: "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 or tobacco in violation of this chapter. (Ex. vape devices or parts of vape devices, rolling paper, pipes, etc.) **(A.R.S. §13-3415 F. 1.)**	• Conference • Service learning • Safety plan • Skill building lesson • Referral for intervention	• Confiscation • On campus detention • Suspension up to 9 days (Develop return to school plan) • Long term suspension • Expulsion

BULLYING, HARASSMENT & INTIMIDATION

Definitions/Descriptions	Interventions	Responses
Bullying: Bullying is any unwanted aggressive behavior(s) by another youth or group of youths, who are not siblings or current dating partners, that involves an observed or perceived power imbalance, and is repeated multiple times or is highly likely to be repeated; Bullying inflicts harm or distress on the targeted youth including physical, psychological, social, or educational harm. **(CDC)** **TYPES OF BULLYING: (Arizona Department of Ed.)** **Verbal Bullying**: Saying or writing things that could be mean or hurtful. **Things like**: name-calling, threats, taunting, teasing, and inappropriate sexual comments. **Social Bullying:** Involves hurting someone's reputation or relationships. Making someone feel like they don't belong to a group. **Some Examples**: leaving someone out on purpose, spreading rumors, embarrassing someone in public, or preventing someone from being friends with someone else. **Physical Bullying:** Involves hurting a person's body or things that belong to them. **Physical bullying includes**: hitting, kicking, punching, spitting, pinching, pushing, damaging someone's belongings, or making rude gestures. **Cyberbullying:** Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. **Cyberbullying includes** sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior. **For situations involving dating partners, please see definition of dating violence under sex-based harassment.**	• Conference • Behavior agreement • No contact agreement • Service learning • Safety plan • Reflection • Skill building lesson • Referral for intervention	• Temporary loss of privilege • Temporary removal from classroom • On campus detention • Suspension up to 9 Days (Develop return to school plan) • Long term suspension

Harassment (Non-Sexual): Harass means conduct that is directed at a specific person and that would cause a reasonable person to be seriously alarmed, annoyed, humiliated or mentally distressed and the conduct in fact seriously alarms, annoys, humiliates or mentally distresses the person (A.R.S 13-2921). Harassment may be related, but not limited to, race, religious orientation, sexual orientation, gender expression, gender identity, cultural background, economic status, size, or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.	• Conference • Behavior agreement • No contact agreement • Service learning • Safety plan • Reflection • Skill building lesson • Referral for Intervention	• Temporary loss of privilege • Temporary removal from classroom • On campus detention • Suspension up to 9 Days (Develop return to school plan) • Long term suspension • Expulsion
Threat or Intimidation: When a person indicates by word or conduct the intent to cause physical injury or serious damage to a person or property. (Paraphrased from A.R.S. 13-1202) **A.R.S. 13-1202**. Threatening or intimidating definitions: A. A person commits threatening or intimidating if the person threatens by word or conduct. 1) To cause physical injury to another person or serious damage to the property of another, or 2) To cause or in reckless disregard to causing, serious public inconvenience including, but not limited to, evacuation of a building, place of assembly or transportation facility, or 3) To cause physical injury to another person or damage to the property of another in order to promote, further or assist in the interest of or to cause, induce, or solicit another person to participate in a criminal street gang, a criminal syndicate or a racketeering enterprise. B. Threatening or intimidating pursuant to subsection A,paragraph 1 or 2 is a class 1 misdemeanor, except that it is a class 6 felony if the offense is committed in retaliation for a victim's either reporting criminal activity or being involved in an organization, other than a law enforcement agency, that is established for the purpose of reporting or preventing criminal activity. Threatening or intimidating pursuant to subsection A, paragraph 3 is a class 4 felony.	• Conference • Behavior agreement • No contact agreement • Service learning • Safety plan • Reflection • Skill building lesson • Referral for Intervention	• Restitution • Temporary removal from classroom • On campus detention • Suspension up to 9 Days (Develop return to school plan) • Long term suspension • Expulsion

HAZING

Definitions/Descriptions	Interventions	Responses
Hazing: **A.R.S. 15-2301.** Hazing prevention policies: definition A. Violations of hazing prevention policies adopted pursuant to this section do not include either of the following: 1) Customary athletic events, contests, or competition that are sponsored by an educational institution; 2) Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate extracurricular program or a legitimate military training program; B. For purpose of this section: 2. "Hazing" means any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student, and in which both of the following apply: (a) The act was committed in connection with an initiation into an affiliation with or maintenance of membership in any organization that is affiliated with an educational institution. (b) The act contributes to a substantial risk of potential physical injury, mental harm or degradation or causes physical injury, mental harm or personal degradation. 3) "Organization" means an athletic team, order, society, corps, cooperative, club, or other similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.	• Conference • Behavior agreement • No contact agreement • Service learning • Safety plan • Reflection • Skill building lesson • Referral for Intervention	• Temporary removal from classroom • On campus detention • Suspension up to 9 days (Develop return to school plan) • Long term Suspension

SEXUAL OFFENSES

Definitions/Descriptions	Interventions	Responses
Harassment & Sexual Misconduct, Sexual Materials: Includes pictures, devices or electronic images that contain nudity or represent sexual activity that is offensive or disturbs the educational environment. This includes the possession or distribution of pornographic materials, which are defined as the sexually explicit depiction of persons, in words or images, created with the primary, proximate aim, and reasonable hope, of eliciting significant sexual arousal on the part of the consumer of such materials. (VanDeBeer, Donald. 1992. "Pornography." Encyclopedia of Ethics. New York: Garland Publishing.)	• Conference • Behavior agreement • No contact agreement • Service learning • Safety plan • Reflection • Skill building lesson • Referral for Intervention	• Confiscation • Temporary loss of privilege • Temporary removal from classroom • On campus detention • Suspension up to 9 days (Develop return to school plan) • Long term Suspension • Expulsion
Indecent Exposure or Public Sexual Indecency: **A.R.S 13-1402**. Indecent exposure; exception; classification A. A person commits indecent exposure if he or she exposes his or her genitals or anus or she exposes the areola or nipple of her breast or breasts and another person is present, and the defendant is reckless about whether the other person as a reasonable person, would be offended or alarmed whether the other person, Public sexual indecency; public sexual indecency to a minor; classification. A. A person commits public sexual indecency by intentionally or knowingly engaging in any of the following acts, if another person is present, and the defendant is reckless about whether such other person, as a reasonable person, would be offended or alarmed by the act: 1. An act of sexual contact; 2. An act of oral sexual contact; 3. An act of sexual intercourse; 4. An act of bestiality.	• Conference • Behavior agreement • No contact agreement • Service learning • Safety plan • Reflection • Skill building lesson • Referral for intervention	• Temporary loss of privilege • Temporary removal from classroom • On campus detention • Suspension up to 9 Days (Develop return to school plan) • Long term Suspension • Expulsion

SEXUAL OFFENSES

Definitions/Descriptions	Interventions	Responses
Sex-based Harassment: The Madison Elementary School District does not discriminate on the basis of sex and prohibits sex discrimination in any program or activity it operates as required by Title IX of the Education Amendments of 1972 as amended. Sex discrimination includes sexual harassment which is unwelcome conduct of a sexual nature that denies or limits a student's ability to participate in or to receive benefits, services, or opportunities in the school's program. Title IX prohibits sexual harassment and other harassment on the basis of sex including conduct on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity including: (1) Quid pro quo harassment. An employee, agent, or other person authorized by the recipient to provide an aid, benefit, or service under the recipient's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct; and (2) Hostile environment harassment. Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the recipient's education program or activity; and (3) Specific offenses including sexual assault, dating violence, stalking and/or domestic violence.	• Conference • Behavior agreement • No contact agreement • Service learning • Safety plan • Reflection • Skill building lesson • Referral for intervention	• Temporary loss of privilege • Temporary removal from classroom • On campus detention • Suspension up to 9 Days (Develop return to school plan) • Long term Suspension • Expulsion

To report information about conduct involving a Madison District employee/s that may constitute sex discrimination under Title IX or ask questions about Title IX, contact the District's Title IX Coordinator, Dr. Ramona Lomeli, at hr@madisoned.org or 602-664-7900 or the United States Department of Education's Office for Civil Rights or both. To report information about conduct involving students that may constitute sex discrimination under Title IX or ask questions about Title IX, contact the District's Title IX Coordinator, Barbara Marshall, at TitleIX@madisoned.org or 602-664-7929 or the United States Department of Education's Office for Civil Rights or both. The District's nondiscrimination policy and grievance procedure are contained in Governing Board Policy ACAA and regulation ACAA-R.		

Definitions/Descriptions	Interventions	Responses
Sexual Abuse or Sexual Conduct with a Minor or Child Molestation:** **A.R.S. 13-1404**: Sexual abuse: Classification A. A person commits sexual abuse by intentionally or knowingly engaging in sexual contact with any person fifteen or more years of age without consent of that person or with any person who is under fifteen years if the sexual contact involves only the female breast. **A.R.S 13-1405**. Sexual Conduct with a Minor A. A person commits sexual conduct with a minor by intentionally or knowingly engaging in sexual intercourse or oral sexual contact with any person who is under eighteen years of age. **A.R.S. 13-1410.** Molestation of child A. A person commits molestation of a child by intentionally or knowingly engaging in or causing a person to engage in sexual contact, except sexual contact with the female breast, with a child under fifteen years of age.	• Referral for intervention	• Long term suspension (includes a 9 day suspension pending the long term suspension hearing) • Expulsion (includes a 9 day suspension pending the expulsion hearing) • **Notification to law enforcement required**

SEXUAL ASSAULT

Definitions/Descriptions	Interventions	Responses
Sexual Assault/Rape:** A.R.S. 13-1406. Sexual Assault: increased punishment A. A person commits sexual assault by intentionally or knowingly engaging in sexual intercourse or oral sexual contact with any person without consent or such person	• Referral for intervention	• Long term suspension (includes a 9 day suspension pending the long term suspension hearing) • Expulsion (includes a 9 day suspension pending the expulsion hearing) • **Notification to law enforcement required**

AGGRESSION, ASSAULT, AND AGGRAVATED ASSAULT

AGGRESSION

Definitions/Descriptions	Interventions	Responses
Verbal Provocation: Use of language or gestures that may incite another person or other people to fight.	• Conference • Mediation • Behavior agreement • No contact agreement • Service learning • Safety plan • Reflection • Skill building lesson • Referral for intervention	• Temporary loss of privilege • Temporary removal from classroom • On campus detention • Suspension up to 9 Days (Develop return to school plan) • Long term suspension
Minor Aggressive Act: Non-serious but inappropriate physical contact (hitting, poking, pulling, pushing). Other behaviors that may be considered under this violation are running in the building, hallways, or corridors, pulling a chair out from underneath another person, or other behaviors that demonstrate low level hostile behaviors.	• Conference • Mediation • Behavior agreement • No contact agreement • Service learning • Reflection • Skill building lesson • Referral for intervention	• Restitution • Temporary loss of privilege • Detention • Temporary removal from classroom • On campus detention

AGGRESSION, ASSAULT, AND AGGRAVATED ASSAULT

AGGRESSION

Definitions/Descriptions	Interventions	Responses
Disorderly Conduct A.R.S. 13-2904. Disorderly Conduct Disorderly Conduct: Physical or disruptive behavior that moves beyond interference with the teaching and learning process or the orderly process of the school environment because it could escalate to a potential threat of violence against staff or other students. A.R.S. 13-2904. Disorderly Conduct A. A person commits disorderly conduct if, with intent to disturb the peace, or quiet of a neighborhood, family or person, or with knowledge of doing so, such person: 1. Engages in fighting, violent, or seriously disruptive behaviors; or 2. Makes unreasonable noises, 3. Use abusive or offensive language or gestures to any person present in a manner likely to provoke immediate physical retaliation by such person; or 4. Makes any protracted commotion, utterance or display with the intent to prevent the transaction of the business of a lawful meeting, gathering or procession, 5. Refuses to obey a lawful order to disperse issued to maintain public safety in dangerous proximity to a fire, a hazard or any other emergency. 6. Recklessly handles, displays or discharges a deadly weapon or dangerous instrument.	• Conference • Mediation • Behavior agreement • Service learning • Safety plan • Reflection • Skill building lesson • Referral for intervention	• On campus detention • Suspension up to 9 Days (Develop return to school plan) • Long term suspension • Expulsion
Recklessness Unintentional, careless behavior that may pose a safety or health risk for others.	• Conference • Mediation • Behavior agreement • Service learning • Safety plan • Reflection • Skill building lesson • Referral for intervention	• Temporary loss of privilege • Temporary removal from classroom • On campus detention • Suspension up to 5 days (Develop return to school plan)

Endangerment A.R.S. 13-1201. Endangerment A. A person commits endangerment by recklessly endangering another person with substantial risk of imminent death or physical injury. B. Endangerment involving a substantial risk of imminent death is a class 6 felony. In all other cases, it is a class 1 misdemeanor.	• Conference • Mediation • Behavior agreement • Service learning • Safety plan • Reflection • Skill building lesson • Referral for intervention	• Temporary loss of privilege • Temporary removal from classroom • On campus detention • Suspension up to 9 days (Develop return to school plan) • Long term suspension • Expulsion
Fighting Mutual participation in an incident involving physical violence, where there is no major injury. (U.S. Department of Education, Office of Safe and Drug-Free Schools Uniform Management Information and Reporting Systems guidelines, 10/06) Verbal confrontation alone does not constitute fighting.	• Conference • Mediation • Behavior Agreement • No contact agreement • Service learning • Safety plan • Reflection • Skill building lesson • Referral for intervention	• Temporary loss of privilege • Temporary removal from classroom • On campus detention • Suspension up to 9 days (Develop return to school plan) • Long term suspension

AGGRESSION, ASSAULT & AGGRAVATED ASSAULT

ASSAULT - AGGRAVATED ASSAULT

Definitions/Descriptions	Interventions	Responses
Assault A.R.S. 13-1203. Assault. A person commits assault by 1. Intentionally, knowingly or recklessly causing any physical injury to another person; or 2. Intentionally placing another person in reasonable apprehension of imminent physical injury; or 3. Knowingly touching another person with the intent to injure, insult or provoke such a person. Intentionally spitting at and/or on another person to incite.	• Conference • Mediation • Behavior Agreement • No contact agreement • Service learning • Safety plan • Reflection • Skill building lesson • Referral for intervention	• Temporary loss of privilege • Temporary removal from classroom • On campus detention • Suspension up to 9 days (Develop return to school plan) • Long term suspension • Expulsion
Aggravated Assault:** A.R.S. 13-1204: Aggravated Assault. A person commits aggravated assault if the person commits assault as defined in section 13-1203 under any of the following circumstances: 1. If the person causes serious physical injury to another. 2. If the person uses a deadly weapon or dangerous instrument. 3. If the person commits the assault after entering the private home of another with the intent to commit the assault. 4. If the person is eighteen years of age or older and commits the assault upon a child the age of fifteen years or under. 5. If the person commits an assault knowing or having reason to know that the victim is a peace officer, or a person summoned and directed by the officer while engaged in the execution of any official duties. 6. If the person commits the assault knowing of having reason to know the victim is a teacher or other person employed by any school and the teacher or other employee is upon the grounds of a school or grounds adjacent to the school or is in any part of a building or vehicle used for school purposes, or any teacher or school nurse visiting a private home in the course of the teacher's or nurse's professional duties, or any teacher engaged in any authorized and organized classroom activity held on other than school ground.	• Conference • Behavior Agreement • No contact agreement • Service learning • Safety plan • Reflection • Skill building lesson • Referral for intervention	• Suspension up to 9 days (Develop return to school plan) • Long term suspension • Expulsion • **Notification to law enforcement required**

ARSON, DANGEROUS ITEMS, SCHOOL THREATS & WEAPONS

ARSON

Definitions/Descriptions	Interventions	Responses
Arson of a Structure or Property A.R.S. 13-1703: Arson of structure or property A person commits arson of a structure or property by knowingly and unlawfully damaging a structure or property by knowingly causing a fire or explosion.	• Referral for intervention	• Restitution • Suspension up to 9 days (Develop return to school plan) • Long term suspension • Expulsion
Arson of an Occupied Structure** A.R.S. 13-1704: Arson of occupied structure: A person commits arson of an occupied structure by knowingly and unlawfully damaging an occupied structure by knowingly causing a fire or explosion. A.R.S. 13-1701.2: Occupied Structure means any structure as defined in paragraph 4 in which one or more human beings gather.	• Referral for intervention	• Restitution • Suspension up to 9 days • Long term suspension • Expulsion • **Notification to law enforcement required**

SCHOOL THREATS

Definitions/Descriptions	Interventions	Responses
Bomb Threat** Threatening to cause harm using a bomb, dynamite, explosive, or arson-causing device.	• Safety plan • Referral for intervention	• Suspension up to 9 days (Develop return to school plan) • Long term suspension • Expulsion • **Notification to law enforcement required**
Chemical or Biological Threat** Threatening to cause harm using dangerous chemicals or biological agents.	• Safety plan • Referral for intervention	• Suspension up to 9 days (Develop return to school plan) • Long term suspension • Expulsion • **Notification to law enforcement required**
Other School Threat The incident cannot be coded in one of the above categories but did involve a school threat.	• Conference • Behavior agreement • No contact agreement • Safety plan • Reflection • Skill building lesson • Referral for intervention	• On campus detention • Suspension up to 9 days (Develop return to school plan) • Long term suspension • Expulsion
Fire Alarm Misuse** Intentionally ringing the fire alarm when there is no fire.	• Conference • Behavior Agreement • Service learning • Safety plan • Reflection • Skill building lesson • Referral for intervention	• On campus detention • Suspension up to 9 days (Develop return to school plan) • Long term suspension • **Notification to law enforcement required**

DANGEROUS ITEMS

Definitions/Descriptions	Interventions	Responses
Dangerous Items Dangerous items include but are not limited to AirSoft guns, B.B. guns, knives with blade length less than 2.5 inches, laser pointer, letter opener, mace, paintball gun, razor, or box cutter, simulated knife, Taser or stun gun, tear gas, other dangerous items.	• Conference • Behavior Agreement • Service learning • Safety plan • Reflection • Skill building lesson • Referral for intervention	• Confiscation • Temporary loss of privilege • Temporary removal from class • On campus detention • Suspension up to 9 days (Develop return to school plan) • Long term suspension
Simulated Firearm Any simulated firearm made of plastic, wood, metal or any other material which is a replica, facsimile, or toy version of a firearm.	• Conference • Behavior Agreement • Service learning • Safety plan • Reflection • Skill building lesson • Referral for intervention	• Confiscation • Temporary loss of privilege • Temporary removal from class • On campus detention • Suspension up to 9 days (Develop return to school plan) • Long term suspension
Combustible: Student in possession of substance or object that is readily capable of causing bodily harm or property damage i.e. matches, lighters, firecrackers, gasoline, and lighter fluid.	• Conference • Behavior agreement • Service learning • Reflection • Skill building lesson • Referral for intervention	• Restitution • Temporary loss of privilege • On campus detention • Suspension up to 9 days (Develop return to school plan)

WEAPONS

Definitions/Descriptions	Interventions	Responses
Firearms, Including Destructive Devices** **Firearm**: 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. **Destructive Device:** Any category of firearm that included an explosive, combustible, or poisonous gas. This includes bombs, grenades, mines, and rockets. Any type of weapon (other than a shotgun or a shotgun shell which is generally recognized as particularly suitable for sporting purposes) 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, and any combination of parts either designed or intended for use in converting any device into a destructive device or form which as destructive device may be readily assembled. The term "destructive device" shall not include any device which is designed or redesigned for use as a weapon.		• Expulsion (includes a 9 day suspension pending the expulsion hearing) • **Notification to law enforcement required**
Other Weapons** Other weapons include, but are not limited to, Billy club, brass knuckles, knife with blade length at least 2.5 inches, nunchakus.	• Conference • Behavior Agreement • Service learning • Safety plan • Reflection • Skill building lesson • Referral for Intervention	• Confiscation • Suspension up to 9 days (Develop return to school plan) • Long term Suspension • Expulsion • **Notification to law enforcement required**

****Required to be reported to local law enforcement**

DRAFT Glossary

Intervention(s)

1. **Behavior Agreement**: A formal agreement developed with a student and often a parent/guardian that outlines specific goals (skills/expectations) and what the appropriate response or
2. **Conference:** A conference with staff, student(s) and parents/guardians to collaborate to solve a problem, inform parents and/or guardians aware of early stage interventions that have been used, ask for their insight on behavior, and involve them in the discussion of interventions.
3. **Confiscation**: The item is taken from the student with no intent to return, except to the parent/guardian.
4. **Conflict:** A conflict is a disagreement between two or more people. All parties involved have some responsibility for the encounter. Conflicts are based on a disagreement and can usually be remedied with mediation.
5. **Mediation**: A tool that creates pathways for reflecting on and resolving conflicts. The mediation can be facilitated by a neutral person (social worker, counselor, principal, assistant principal). May be peer to peer or student to teacher mediation.
6. **No-Contact Agreement**: An agreement that provides a layer of support for two or more individuals that may need additional support in staying separated from one another. The agreement is created with input from the staff, students involved, and parent/guardian.
7. **Referral for Intervention**: Through the Multi-Tiered Systems of support that are in place on a school campus, a school may request, with parent permission, to provide additional behavior, social, or emotional support for the child.
8. **Reflection**: An intentional process to engage the student in thinking about specific incidents to identify the root cause of their feeling and the choice they made. The outcome of the reflection would be to brainstorm replacement behaviors in the event the student is placed in a similar situation.
9. **Return to School Plan**: Supports a student to return onto campus after they have been separated from their community for a given amount of time for a variety of reasons.
10. **Safety Plan:** A plan that provides special protection for a student either during an investigation and/or after discipline. Staff, parent/guardian and the student will provide input in creating the safety plan.
11. **Service Learning**: Learning that actively involves students in a wide range of experiences, which often benefit others and the community; Community-based service activities are paired with structured preparation.
12. **Skill Building Lesson**: When an individual or more than one individual meets to focus on a specific lagging skill with the intent of providing the individual with positive strategies to move forward.

Response(s)

13. **Expulsion**: Expulsion is the permanent exclusion of a student from school and school activities. State law allows schools to refuse students who have been expelled from another school or are in the process of being expelled.
14. **Loss of Credit:** When an individual loses credit for an assignment.
15. **Long-term Suspension (Suspension for over ten days)**: Suspension refers to the temporary removal of a student from his or her regular educational setting for a violation of school policies or rules. During suspension, a student is not allowed to attend school or attend school activities for a set length of time. If the offense is one that could result in a suspension of over ten (10) days, a formal hearing will be arranged and conducted by a hearing officer. This length of time can vary from more than ten (10) days, a semester, the remainder of the school year, a calendar year, up to the remainder of the student's eighth grade year, depending on the violation.
16. **Notification to Law Enforcement:** Arizona law requires school officials to notify law enforcement in certain instances, including, but not limited to: (1) as defined by ARS 15-341(2); (2) any violation of ARS 13-3102 (A) (12) (Possessing a deadly weapon on school grounds); (3) any violation of A.R.S. 13- 3111 (a minor in possession of a firearm); (4) any possession, use, sale or transfer of marijuana, peyote, prescription drugs, dangerous drugs or narcotic drugs or manufacture of dangerous drugs in a drug free school zone to local law enforcement as defined by ARS 13-3411(F); or (5) any situation in which school personnel reasonably believe that a minor is or has been a victim of physical injury, abuse, child abuse, a reportable offense or neglect that appears to have been inflicted by other than accidental means or that is not explained by the available medical history as defined by A.R.S. 13-3620.
17. **On Campus Detention:** Removal of a student from their regular educational schedule, for a given amount of time, for temporary placement in an alternative setting inside the school building. It can be used as an opportunity to address the cause of a student's behavior, build social and emotional skills, and repair relationships with staff and/or peers.
18. **Restitution**: The return to an original physical condition; reparation made by giving an equivalent or compensation for loss; righting a wrong.
19. **Supportive Measures:** Individualized supports that can be offered for the student as appropriate.
20. **Suspension:** Suspension refers to the temporary removal of a student from his or her regular educational setting for a violation of school policies or rules. During suspension, a student is not allowed to attend school or attend school activities for a set length of time. A student may be removed from contact with other students as a temporary measure. The site administration has the authority to suspend a student for up to ten days.
21. **Temporary Loss of Privilege**: When a privilege is removed from the child with a given amount of time with an intent to reinstate the privilege.
22. **Temporary Removal from Classroom**: Removal from classroom with a given amount of time with intent to reintegrate. If the temporary removal would be or becomes longer than a full class period, e.g., up to 50 minutes, another intervention or consequence should be used.
23. **Temporary Loss of Technology:** When school based technology is removed from the child for a given amount of time with an intent to reinstate the technology use.