

Capitol Elementary School

2026-2027

Family Handbook



Be on the pRRRowl!

Respectful
Responsible
Ready

The Cougar Way!

330 N. 16th Avenue
Phoenix, Arizona 85007
Office Phone Number: (602) 257-3835

Telephone Directory

Front office/Attendance	(602) 257-3835
Fax number	(602) 257-6397
Kerby Botts, Principal	(602) 257-3840
Eden Goding, IEIS (Assistant Principal)	(602) 257-3842
Zayda Rey, Family Engagement Specialist	(602) 257-5705
Jennifer Charette, Social Worker	(602) 523-5746
Guadalupe Bustamante, Psychologist	(602) 523-5756
Nurse Pam	(602) 257-3841

District Family Calendar

Inspiring Every Child to Achieve

PHOENIX#1

Elementary School District

July 2026 - June 2027

July 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
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26	27	28	29	30	31	

January 2027

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31						

Legend

- School Recess
- Staff Professional Development Day - No Students
- New Staff Welcome Week
- District Closed / No School
- Teacher Beginning and End Work Days
- Family / Student / Teacher Conferences
- Quarter Start
- Quarter End
- Early Release Day
- First and Last Day of Preschool
- First and Last Day of School (Kindergarten - 8th grade)
- 40th Day
- 100th Day
- Legal Holiday

August 2026

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30	31					

February 2027

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28						

September 2026

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March 2027

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October 2026

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April 2027

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November 2026

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May 2027

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30	31					

December 2026

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27	28	29	30	31		

June 2027

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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Family / Student / Teacher Conferences

October 22-23, 2026	April 1-2, 2027
January 28-29, 2027	

Weekly Early Release Schedule

August: 5, 12, 19, 26	January: 13, 27, 28, 29
September: 2, 9, 23, 30	February: 3, 10, 24
October: 21, 22, 23, 28	March: 3, 24, 31
November: 4, 18	April: 1, 2, 7, 14, 21, 28
December: 2, 9, 16	May: 5, 12, 19, 25

Quarters

Quarter 1: 8/26 - 10/1/26 (43 Days)	Quarter 3: 1/27 - 3/18/27 (45 Days)
Quarter 2: 10/2/26 - 12/18/26 (44 Days)	Quarter 4: 3/19/27 - 5/25/27 (48 Days)

Final Grade Submissions Window

1st Quarter Window: 9/23/26 - 10/1/26	3rd Quarter Window: 3/2/27 - 3/18/27
2nd Quarter Window: 12/10/26 - 12/18/26	4th Quarter Window: 5/1/27 - 5/25/27

Instructional Days

40th Day: Kindergarten - 8th (10/28/26)	Preschool (10/13/2026)
100th Day: Kindergarten - 8th (1/22/27)	Preschool (1/29/2027)
Days Taught: 180	

Federal Holidays

July 4, 2026 - Independence Day
September 7, 2026 - Labor Day
November 11, 2026 - Veterans Day
November 26, 2026 - Thanksgiving Day
December 25, 2026 - Christmas Day
January 18, 2027 - Martin Luther King Jr. Day
February 15, 2027 - Presidents' Day
May 31, 2027 - Memorial Day
June 19, 2027 - Juneteenth

Revised 10/28/2024

Our Mission

Capitol School is a learning community dedicated to the promise in every child. We work collaboratively to nurture thoughtful leaders, and life-long learners; through standards based instruction that is engaging, meaningful, interactive, and student-centered. We continually assess all of our student's rigorous work assignments, and communicate specific feedback to facilitate the highest level of achievement for each child.

Our Vision

At Capitol Elementary School, we create a healthy learning environment where students are given a quality education that includes the knowledge, skills, and attitudes to become lifelong learners and responsible citizens.

Welcome to the 2026-2027 School Year!

I am honored to continue serving as the principal of Capitol Elementary School! Over the past 13 years, it has been a privilege to be part of this incredible community, and I'm excited to begin my fifth year in this role. I take great pride in supporting our students, families, and staff as we grow, learn, and reach the goals we set together.

This year, we will continue to focus on student-centered learning in every classroom. Our team is committed to providing individualized support to meet each student's academic, social-emotional, and behavioral needs. We will also build on our robust 21st-century after-school programming and ensure all students receive high-quality Tier 1 instruction.

Our dedicated school teams will continue implementing trauma-informed practices and clear expectations that create a safe, supportive environment for all. We know that when families, students, and staff work together, we can meet even the most complex needs. At Capitol, we truly believe in the power of community—this school is a family.

My door is always open. I welcome your questions, ideas, and suggestions as we work together to continuously improve our school. I look forward to ongoing conversations throughout the year about how we can strengthen and grow our Capitol community.

Warmly,
Mrs. Kerby Botts
Principal, Capitol Elementary School

Capitol Elementary School: Rules and Expectations

At Capitol Elementary, student safety is a top priority. A secure and supportive environment is essential for effective learning and academic achievement. By setting clear, consistent expectations for behavior, we foster a peaceful, respectful school culture where all students can thrive.

Capitol is proud to be a PBIS (Positive Behavioral Interventions and Supports) school. PBIS is a school-wide framework aimed at improving climate, culture, and safety by ensuring that every student receives the behavioral support they need. This approach relies on data to guide decisions about which strategies are effective, both school-wide and for individual students.

PBIS is not about posters, prizes, or punishment. It's about teaching, reinforcing, and consistently applying expectations that reflect the values of our school community. At Capitol, students are:

1. Explicitly taught the behavior expectations aligned with our school values,
2. Recognized and acknowledged when they meet those expectations, and
3. Held accountable in a consistent, fair, and equitable manner when they do not.

We invite you to embrace this philosophy with us. Your support and involvement are vital to making our PBIS system a success.

Below, you'll find Capitol's PBIS Expectations. These behaviors are taught through direct instruction and reinforced through practice and feedback. Early intervention is key to preventing more serious behavior challenges. Because every child is unique, our approach includes a variety of behavior supports to meet diverse needs.



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Below you will find our PBIS Expectations Matrix. The purpose of a PBIS Behavior Matrix is to identify and display positive behaviors across all school contexts and settings. It is a reference that helps the school community consistently reinforce our set of key behavioral expectations during our students' daily routines.



Expectation	Classroom	Cafeteria	Bathrooms	Walkways/Hallways	School Grounds	Self Regulation	Staff Regulation
Respectful	Use kind words Follow directions the first time Observe personal space	Use kind words Follow directions the first time Wait your turn	Use kind words Allow privacy Wait your turn	Use kind words Follow directions the first time Observe personal space	Use kind words Follow directions the first time Show sportsmanship	Give others a chance Consider others' feelings Apologize for mistakes	Apply behavior flow chart Listen to understand Consider function of behavior
Responsible	Be prepared Actively participate Use materials appropriately	Always walk Remain seated until dismissed Use inside voices	Always walk Go, flush, wash Use inside voices	Always walk Carry a pass Go straight to destination	Report unsafe activity Solve problems Use equipment appropriately	Choose words and actions carefully Ask for help Manage my triggers	Supervise all areas Use techniques to remain calm Monitor biases
Ready	Keep hands, feet and objects to self Be prompt Keep area clean	Keep hands, feet and objects to self Keep food on tray Keep area clean	Keep hands, feet, objects to self Be prompt Keep area clean	Keep hands, feet and objects to self Face forward Keep area clean	Keep hands, feet and objects to self Line up at whistle Keep area clean	Manage feelings Be an upstander Use cool off strategies	Use body awareness Model regulated presence Regulate, Relate, Reason

Capitol Cougars' Behavior Referral Flowchart



Staff Managed Behaviors	Observe Problem Behavior		Office Managed Behaviors
	←Minor	Major→	
<u>Redirection</u> Use eye contact, proximity, reminders, private conversation, build a relationship Check for self and student dysregulation. Apply Connect to Redirect (Regulate, Relate, Reason)	Profanity and/or inappropriate language Name Calling Disruption (<i>ex: talking out, running around the room, arguing, playing around with items</i>) Chewing gum Misuse of technology Dress code violation Disrespect (<i>ex: not following directions, name calling, teasing</i>) Defiance (<i>ex: doing the opposite of what is asked, refusing to follow directions</i>) Cheating on in-class assignments Not completing classwork Not keeping hands, feet, and objects to self Theft or destruction of property valued below \$5	Drugs (using/possession, paraphernalia) Weapons (using/possession) Action resulting in physical harm (<i>ex: hitting, kicking, throwing</i>) Fighting (physical or verbal) Defiance that creates an unsafe learning environment Sexual harassment/assault Theft or destruction of property valued more than \$5 Vandalism/Graffiti Repeated bullying Threats/Intimidation Racial Slurs Inappropriate language/profanity directed at staff member Ditching class	<u>Referral Process</u> Inform BIS and/or Admin Staff member completes ODR and submits by end of day Attach minor behavior tracking form if repeated minor behavior <u>Intervention 1</u> Conference with administration Lunch Detention Parent Call <u>Intervention 2</u> Conference with administration Conflict Resolution Lunch Detention Behavior Plan/CICO Parent Call <u>Intervention 3</u> Behavior Contract In School Suspension <u>Intervention 4</u> Out of School Suspension Parent Call Re-entry meeting with teacher and administration
<u>Intervention 1</u> Redirect (RRR) Reteach the expectation (<i>ex: how can we be respectful, responsible, and ready?</i>) Document on tracking form			
<u>Intervention 2</u> Redirect (RRR) Reteach the expectation Reflection sheet to be completed in a buddy room (15 min max) Review reflection sheet with the student and staple to tracking form Document on tracking form			
<u>Intervention 3</u> Redirect (RRR) Reteach the expectation, <u>call home</u>, and then choose one: -Timeout -Detention (with the teacher) -Conflict Resolution Document on tracking form			
<u>Intervention 4</u> Complete Office Discipline Referral (ODR) Process If a student refuses to comply with interventions, and causes disruption, it can be moved into a major offense.	-Redirect students daily, but after redirection, classroom interventions are sequential and <u>reset every 5 instructional days</u>. -Intervention documentation must be provided for all minor behaviors resulting in an ODR. -Repetitive minor offenses, previously documented, can be started on higher intervention steps.		Students being referred for major incidents can go directly to Major Intervention Steps 3 or 4. This is a decision made by the Behavior Intervention Specialist and Administration.

Consequences for Inappropriate Behavior While on Campus

Teachers will teach their students about the classroom and school wide rules during the first few weeks of school. These concepts will be reviewed throughout the year in order to ensure student/parent understanding.

Implementation of PBIS includes the development of a standardized discipline system based on a Major and Minor Discipline Flow Chart. A Major/Minor Flowchart includes the identification of “Minor” behaviors that are handled in the classroom by the classroom teacher. Examples of minor behaviors may include disruption, defiance, calling out, or tardies. More serious behaviors, “Major” behaviors, are referred directly to the administration. Examples of “Major” behaviors may include fighting, inappropriate language, or bullying. If a student consistently violates school expectations a conference with the student, the parents/guardians, administrators, and other school personnel will be held to develop a plan for changing the student's behavior.

Students will be held accountable for misconduct, especially behaviors that threaten the safety and security of students and staff members. A student who is determined by the administration to have threatened an educational institution shall be recommended to the Governing Board for the appropriate actions based on the behavior.

FIREARM SAFETY

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

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

Phoenix #1 also educates and empowers our students through proven prevention programs to connect with each other, minimize social isolation, and create an inclusive school community. By having trained trusted adults, students are taught to recognize warning signs of someone in crisis and immediately “say something” to our adult staff. When trusted adults and students connect and know the warning signs of pending violence, then the school community is engaged and school safety, and academic learning increases. For more information, please reference specific Safer Schools proven prevention programs at Sandyhookpromise.org.

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

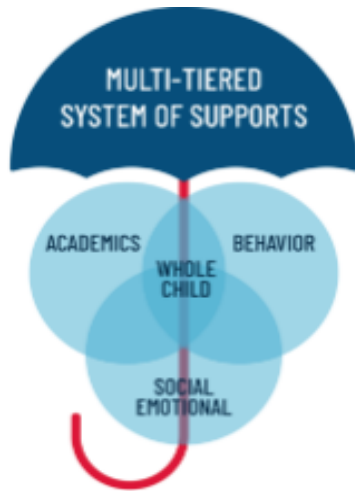
Phoenix Elementary School District Student Code of Conduct Guidelines and Interventions

**ALL CHILDREN
CAN & WILL LEARN
NO EXCEPTIONS!**
PARENTS WANT & DESERVE THE
**BEST EDUCATION
FOR THEIR CHILDREN**
**EDUCATION IS THE KEY TO
OPPORTUNITY AND SUCCESS**
EDUCATION HAS THE OPPORTUNITY TO
CULTIVATE ALL ASPECTS
OF A CHILD'S
LEARNING **DIVERSITY**
ENRICHES US ALL
THE EDUCATION OF
OUR CHILDREN IS A
SHARED RESPONSIBILITY
AMONG OUR COMMUNITY
WE ARE ALL LEARNERS
FACTORS SUCH AS
RACE OR SOCIO-
ECONOMIC STATUS
DO NOT PREDICT
**STUDENT
ACHIEVEMENT**
**WE LIVE ON THIS
EARTH, NOT TO SEE
THROUGH ONE
ANOTHER, BUT RATHER
TO SEE ONE
ANOTHER
THROUGH**

Inspiring Every Child to Achieve

PHOENIX#1
Elementary School District

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



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

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

Phoenix #1 Definition of Equity

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

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



Goal 1: Positive Outcomes for All

- Eliminate achievement gaps
- Reduce disproportionality
- Achieve Arizona standards



Goal 2: Equitable Access & Inclusion

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



Goal 3: Equitable Treatment

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



Goal 4: Equitable Resource Distribution

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



Goal 5: Opportunities to Learn

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



Goal 6: Equitable Shared Accountability

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

Inspiring Every Child to Achieve

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Elementary School District

Action Levels

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

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

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

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

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

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

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

Level 1	<i>Before referring a matter to school administration, classroom teachers are expected to employ at least <u>three</u> classroom-level interventions every quarter – with appropriate documentation – for a Level 1 offense.</i> • Parent/Guardian Notification and Conference Request • Student Conference • Restorative Conference and/or Restorative Circle • Verbal/Written Apology • Reflective Essay • Warning • Detention (before/after school/lunch) • Saturday School • Delayed Departure from School • Time Out (not to exceed 30 minutes) • Reassignment to Different Class • Suspended Privileges • Community Service (not work detail) • Restitution • Teen Court • Referred to Outside Agency • Meeting with Social Worker • Peer Mediation • Functional Behavioral Assessment • Behavior Contract • Behavior Intervention Group • Behavior Learning Packets • Behavior Intervention Plan • Other Action (consistent with other level 1 interactions) <i>*Some actions may not be available at all schools</i>
Level 2	Any Action from the prior level(s) may also be imposed. • Restorative Conference and/or Restorative Circle • Social Skills Groups and/or Mentoring may be facilitated by a social worker, or other qualified staff.
Level 3	Any Action from the prior level(s) may also be imposed. • Restorative Conference and/or Restorative Circle • In School Suspension/Intervention or Out-Of-School Suspension and/or Abeyance (Short Term 1-10 Days) but only where student misbehavior is ongoing and escalating, and only after the school has first attempted and documented the types of intervention(s) used in PBIS or Restorative Practices. Suspensions greater than 3 school days require the approval of the Chief Academic Officer.
Level 4	Any Action from the prior level(s) may also be imposed. • Restorative Conference and/or Restorative Circle (upon re-entry to school) • Out-of-School Suspension and/or Abeyance - Long-term (11-30 Days) (except for violations listed below) Fighting* <i>First offense</i>—Three day suspension with two days waived if student participates in mediation. <i>Second offense</i>—Ten day suspension with seven days held in abeyance if student participates in mediation. *Administrators may assign a two-day “cooling off period” where safety is a concern and after consulting Chief Academic Officer. Possession or Use of Drugs or Alcohol** <i>First offense</i>—Three day suspension with two days waived if a student agrees to attend a substance abuse workshop. <i>Second offense</i>—Ten day suspension with seven days held in abeyance if a student agrees to attend a substance abuse workshop. **In both cases, upon return to school, the student must agree to an intake interview and to be searched for drugs or alcohol.
Level 5	Any Action from the prior level(s) may also be imposed. • Out-of-School Suspension and/or Abeyance - Long-term (11-180 Days) • Restorative Conference and/or Restorative Circle (upon re-entry to school) • Expulsion (181+ Days) Expulsion is the permanent withdrawal of the privilege of attending any school in the District unless the Governing Board reinstates the privilege.

Violation Charts

AGGRESSION		
Violation		Action Level
Provocation (verbal or nonverbal)	Using offensive language or gestures that may incite another person to fight.	1
Recklessness	Engaging in unintentional, careless behavior that may pose a safety or health risk for yourself or for others.	1
Minor Aggressive Act	Engaging in intentional, non-serious but inappropriate physical contact such as, but not limited to: hitting, poking, pulling, pushing, tripping, pulling a chair out from underneath another person, or other behaviors that demonstrate low level hostile conduct.	2
Endangerment	Recklessly putting self or another person at substantial risk of imminent death or serious physical injury through acts such as, but not limited to: rock throwing, skateboarding on campus, etc.	3
Physical Conflict		
Other Aggression Using other acts of aggression not specifically listed within the Aggression section including, but not limited to, intentional, serious and inappropriate physical contact including, but not limited to, any example listed under "Minor Aggressive Act" that may result in a serious physical injury. Examples: hair pulling, pushing, slapping, etc.	Fighting A fight is defined as a physical altercation in which both parties are willing participants who had one or more opportunities to de-escalate the situation, leave the situation, or notify a school official of the potential fight prior to making the decision to participate, and where the circumstances present a threat to safety because of the number of participants or the intensity and violence of the conduct.	Assault Intentionally, knowingly, or recklessly causing any serious physical injury to another person; knowingly touching another person with the intent to injure, insult, or provoke such person.
3	4*	4
Involves serious and inappropriate physical contact. Includes "fighting" where the circumstances do not present a threat to safety. Similar conduct not meeting the definition of Other Aggression shall be treated as the level 2 offense of "Minor Aggressive Act."	*Due to the mutual involvement of participants, principals/assistant principals will grant an automatic waiver of the mandatory minimum, ten-day long- term suspension normally used at this level for a first offense. See guidelines for fighting on page 3, Level 4, above. Similar conduct not meeting the definition of Fighting shall be treated as the level 3 offense of "Other Aggression."	Involves one person acting against another. Similar conduct between mutual participants shall be treated as the level 4* offense of "Fighting."

Aggravated Assault	1. Causing serious physical injury to another. 2. Using a deadly weapon or dangerous instrument. 3. Committing the assault by any means of force that causes temporary but substantial disfigurement, temporary but substantial loss or impairment of any body organ or part, or a fracture of any body part. 4. Committing the assault while the victim is bound or otherwise physically restrained or while the victim's capacity to resist is substantially impaired. 5. Committing assault and the person is in violation of an order of protection. 6. Committing the assault knowing or having reason to know that the victim is any of the following: teacher or any school employee on school grounds, law enforcement officer, prosecutor, firefighter, EMT/Paramedic engaged in official duties, on grounds adjacent to the school or in any part of a building or vehicle used for school purposes, teacher or school nurse visiting a private home in the course of the teacher's or nurse's professional duties or any teacher engaged in any authorized and organized classroom activity held on other than school grounds.	5 Mandatory report to law enforcement
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Interventions for Aggression Violations	Restorative Conference/Mediation, Mandated Intervention, Behavior Contract, Skill-based Intervention Group, Support Group, Regional Intervention Program, Intensive Therapeutic Intervention (ITI) program*, referral to school based Threat Assessment Team (TAT)**.
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* The ITI program understands that a student's misbehavior can be attributed to a lack of motivation, a performance deficit or a skill deficit. We strive to create a predictable structure in which motivating consequences are contingent on behavioral performance. Thus, it is important to explicitly teach students the social skills and coping strategies necessary for success in a generalized environment.

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

ALCOHOL, TOBACCO AND OTHER DRUG VIOLATIONS

Definitions

Drug Violation	Unlawful use, distribution, sale, purchase, possession, transportation or importation of any controlled drug or narcotic substance or equipment, and devices used for preparing or taking drugs or narcotics. Includes being under the influence of drugs at school, school-sponsored events, and on school-sponsored transportation. Includes over-the-counter medications if abused by the student.
Possession	Knowing exercise of dominion or control over an item.
Use	The act of using or being under the influence.
Sale	To transfer or exchange an item to another person for anything of value or advantage, present or prospective.
Share	To allow another person to use or enjoy something that one possesses.
	*Principals/Assistant Principals may grant an automatic waiver of the mandatory, minimum ten-day long-term suspension normally used at this level for first time offenders for possession or use of drugs or alcohol. See specific guidelines for appropriate consequences on page 3, Level 4, above.

Violation	Action Level
Inappropriate Use of Over-the-Counter Drugs	Medicines that may be purchased directly without a prescription from a health care professional. Inappropriate use includes any use other than that described on the packaging or recommended by a health care professional.
Tobacco Violation	The possession, use, distribution, or sale of tobacco products on school grounds (including any device or substance that delivers nicotine such as e-cigarettes, nicotine patches, vapes or vape pens, and hookah sticks), at school-sponsored events, and on school-sponsored transportation.
Possession of Drug Paraphernalia	Drug paraphernalia means all equipment, products, and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling or otherwise introducing into the human body a drug in violation of this chapter. Possession or Use Sale or Share
	2 3

Alcohol Violation	The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or use of intoxicating alcoholic beverages or substances represented as alcohol. This includes being intoxicated at school, school-sponsored events and on school-sponsored transportation.	
Inhalants	Inhalants include medications, anesthetics, and other compounds in vapor or aerosol form, taken by inhalation. This does NOT include e-cigarettes or hookah sticks, or items such as markers, glue, etc.	
Unknown Drug	If a drug is identified, after an investigation, a different violation may be identified.	
Substance Represented as an Illicit Drug	A substance that is not an illicit drug but that is represented as, and could be perceived as being, an illicit drug. Possession or Use Sale or Share	4* 5
Inappropriate Use of Prescription Drugs Illicit Drug	Medicines obtained with the lawful prescription of a health care professional. Inappropriate use includes any use other than that described by the prescription. Illicit drugs include dangerous drugs, narcotic drugs, marijuana (or derivative thereof), and peyote as defined by A.R.S. § 13-3401, and appearing in any form, including seeds, plants, cultivated product, powder, liquid, pills, tablets, etc. (including any device or substance that delivers an illicit drug such as e-cigarettes, vapes or vape pens, wax pens, and edibles).	Mandatory report to law enforcement

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

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

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

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

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TRESPASSING; VANDALISM OR CRIMINAL DAMAGE

Definitions

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

SEXUAL OFFENSES		
Violation		Action Level
Harassment, Sexual	Making unwelcome sexual advances, requests for sexual favors, and other verbal, graphic, written, or physical conduct of a sexual nature where such conduct has the purpose or effect of creating an intimidating, hostile, or offensive educational environment. Sexual harassment can include nonverbal forms (e.g., “sexting,” tweeting, or otherwise sending messages through networking sites and/or telecommunication devices).	3
Pornography	Possessing or providing sexually explicit and obscene depictions of persons, in words, or images. Examples: viewing and/or sharing nude or sexually-charged images (non-art, non-educational) of people in books, magazines, electronic devices, or on the internet; using an electronic device to send or receive nude images, partially-nude images, or images that are sexual in nature (“i.e. sexting”), or drawing nude images, partially-nude images, or images that are sexual in nature that have no redeeming educational value.	3
Harassment, Sexual with Contact	Committing sexual harassment that includes physical contact.	4

Indecent Exposure or Public Sexual Indecency	Engaging in sexual acts or public sexual indecency. Examples: Public urination, streaking, masturbation, “peeping tom” (including taking photos or videotaping), exposing another student’s private parts, or engaging in intercourse or oral sex.	4
Sexual Assault or Rape	Intentionally or knowingly engaging in sexual intercourse or oral sexual contact with any person without consent of such person.	5 Mandatory report to law enforcement
Interventions for Sexual Offense Violation	Restorative Conference/Mediation, Mandated Intervention, Behavior Contract, Skill-based Intervention Group, Support Group, Regional Intervention Program, Intensive Therapeutic Intervention (ITI) program, referral to school based Threat Assessment Team (TAT).	

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

HARASSMENT AND THREAT, INTIMIDATION		
Violation		Action Level
Threat or Intimidation	Indicating, by words or conduct, the intent to cause physical injury or serious damage to a person or property, or intentionally placing another person in reasonable apprehension of imminent physical injury. This may include threats or intimidation that occur online or through a telecommunication device.	3
Bullying	Intimidating students by the real or threatened infliction of repeated physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another, or when such act(s) interfere with the authority of the school system to maintain order. It may include, but not be limited to actions such as verbal taunts, name-calling and put-downs, including ethnically based or sex or gender-based verbal put-downs, and extortion of money and/ or possessions. Bullying can be physical in form (e.g., pushing, hitting, kicking, spitting, stealing); verbal (e.g., making threats, taunting, teasing, name-calling); non-verbal/ cyber-bullying (e.g., text messages, email, social networking-such as, but not limited to "Twitter"); or psychological (e.g., social exclusion, spreading rumors, manipulating social relationships). Knowingly submitting a false report of bullying shall subject the student to discipline.	3
Harassment, Nonsexual	1. Anonymously or otherwise communicates or causes a communication with another person by verbal, electronic, mechanical, telegraphic, telephonic, or written means in a manner that harasses. 2. Repeatedly commits an act or acts that harass another person. 3. Surveils or causes another person to surveil a person for no legitimate purpose. 4. On more than one occasion makes a false report to a law enforcement, credit, or social service agency. 5. Stalking/following another person in or about a public place for no legitimate purpose after being asked to desist. <i>NOTE: Bullying and sexual harassment are types of harassment. Indicate harassment, nonsexual if the violation is not specifically bullying or sexual harassment, or if the specific type of harassment is not known.</i>	3
Hazing	Committing an act against another student, in which <u>both</u> of the following apply: 1. The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any organization (athletic team, association, club, or other similar group that is affiliated with the school and whose membership consists primarily of students enrolled at the school that is affiliated with an educational institution) affiliated with an educational institution. 2. The act contributes a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation. <i>* Principals/Assistant Principals may treat incidents of hazing at a Level 4 in consultation with the Chief Academic Officer.</i>	3
Interventions for Harassment and Threat, Intimidation Violation	Restorative Conference/Mediation, Mandated Intervention, Behavior Contract, Skill-based Intervention Group, Support Group, Regional Intervention Program, Intensive Therapeutic Intervention (ITI) program*, referral to school based Threat Assessment Team (TAT)**.	

* [insert description of ITI]

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

SCHOOL THREAT OR INTERFERENCE		
Definitions		
	A School Threat occurs where a student uses words or actions to place students, staff, or school property guests in apprehension of harm, or to interfere with or disrupt an educational institution.	
Violation		Action Level
Fire Alarm Misuse	Intentionally ringing a fire alarm when there is no fire, or misuse of a fire extinguisher.	4
Other School Threat (Verbal)	Making a verbal School Threat.	4
Bomb Threat	Threatening to cause harm by using or threatening to use a bomb, or arson-causing device.	5 Expulsion required by law
Chemical or Biological Threat	Threatening to cause harm using dangerous chemicals or biological agents.	
Other School Threat	Making a School Threat that might reasonably lead to the evacuation or closure of a school property or to the postponement, cancellation, or suspension of any class or other school activity (though actual evacuation, closure, postponement, cancellation, or suspension is not required).	
Interventions for School Threat or Interference Violation	Restorative Conference/Mediation, Mandated Intervention, Behavior Contract, Skill-based Intervention Group, Support Group, Regional Intervention Program, Intensive Therapeutic Intervention (ITI) program, referral to school based Threat Assessment Team (TAT).	

THEFT		
Violation		Action Level
Petty Theft	Stealing cash, or property, valued under \$100.	2
Theft - School Property or Non-School Property	Knowingly: 1. Controls property of another with the intent to deprive the other person of such property; or 2. Converts for an unauthorized term or use services or property of another entrusted to the student or placed in the student's possession for a limited, authorized term or use; or 3. Obtains services or property of another by means of any material misrepresentation with intent to deprive the other person of such property or services; or 4. Comes into control of lost, mislaid, or misdelivered property of another under circumstances providing means of inquiry as to the true owner and appropriates such property to the person's own or another's use without reasonable efforts to notify the true owner; or 5. Controls property of another knowing or having reason to know that the property was stolen; or 6. Obtains services known to the student to be available only for compensation without paying or an agreement to pay the compensation or diverts another's services to the person's own or another's benefit without authority to do so.	3
Burglary or Breaking and Entering	Entering or remaining unlawfully in or on the personal property of another, a classroom, a residential structure or yard, or a nonresidential structure, or in a fenced commercial property with the intent to commit any theft or any felony therein.	4

Extortion	Knowingly obtaining or seeking to obtain property or services by means of a threat to do in the future any of the following: 1. Cause physical injury to anyone by means of a deadly weapon or dangerous instrument. 2. Cause physical injury to anyone. 3. Cause damage to property. 4. Engage in other conduct constituting an offense. 5. Accuse anyone of a crime or bring criminal charges against anyone. 6. Expose a secret or an asserted fact, whether true or false, tending to subject anyone to hatred, contempt, or ridicule or to impair the person's credit or business. 7. Take or withhold action or cause a public servant to take or withhold action. 8. Cause anyone to part with any property.	4
Robbery	Taking any property of another from their person or immediate presence and against their will; threatens or uses force against any person with intent either to coerce surrender of property or to prevent resistance to such person taking or retaining property.	4
Armed Robbery	Committing robbery (see definition above) where such person or an accomplice: (1) Is armed with a deadly weapon or a simulated deadly weapon; or (2) Uses or threatens to use a deadly weapon or dangerous instrument or a simulated deadly weapon.	5 Mandatory report to law enforcement
Burglary First Degree	Entering or remaining unlawfully in or on a residential structure or yard, or a nonresidential structure, or in a fenced commercial property with the intent to commit any theft or any felony therein. Knowingly possessing explosives, a deadly weapon, or a dangerous instrument in the course of committing any theft or any felony.	5 Mandatory report to law enforcement
Interventions for Theft	Restorative Conference/Mediation, Mandated Intervention, Service Learning, Behavior Contract, Skill-based Intervention Group, Restitution	

WEAPONS AND DANGEROUS ITEMS, POSSESSION OF SEE POLICY JICI FOR MORE DETAILS ON WEAPONS IN SCHOOL		
Violation		Action Level
Dangerous Items	Possessing a knife with a blade length of less than 2.5 inches, air soft gun, bb gun, laser pointer, letter opener, mace/pepper spray, paintball gun, pellet gun, razor blade/box cutter, simulated knife, tear gas, firecrackers, smoke or stink bombs, gas, lighter fluid, or other dangerous items (anything that under the circumstances in which it is used, attempted to be used, or threatened to be used is readily capable of causing death or serious physical injury). Mandatory report to law enforcement if under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury.	3
Simulated Firearm	Possessing a simulated firearm made of plastic, wood, metal, or any other material which is a replica, facsimile, or toy version of a firearm. If the simulated firearm is used to threaten or intimidate, the violation will be considered a level 4.	3
Other Weapons	Possessing a billy club, brass knuckles, knife with a blade length of at least 2.5 inches, nunchakus, taser, or stun gun. Mandatory report to law enforcement if under the circumstances in which it is used, attempted to be used or threatened to be used the item is readily capable of causing death or serious physical injury.	4

Firearms	No student shall knowingly carry or possess on their person, within their immediate control, or in or on a means of transportation a firearm without authorization by a school Principal/ Assistant Principal. “Firearm” means any loaded or unloaded handgun, pistol, revolver, rifle, shotgun or other weapon that will expel, is designed to expel or may readily be converted to expel a projectile by the action of an explosive. Firearm does not include a firearm in permanently inoperable condition. “Other Firearms” Firearms other than handguns, rifles, or shotguns including:—any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any weapon described above; Any firearm muffler or firearm silencer; Any destructive device, which includes: Any explosive, incendiary, or poison gas: Bomb; Grenade; Rocket having a propellant charge of more than four ounces; Missile having an explosive or incendiary charge of more than one-quarter ounce, Mine or similar device. Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive, or other propellant, and which has any barrel with a bore of more than one-half inch in diameter. Any combination or parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled. <i>NOTE: This definition does not apply to items such as toy guns, colorful plastic water guns, cap guns, bb guns, or pellet guns.</i>	5 Expulsion required by law Mandatory report to law enforcement
Interventions for Possession of Weapons and Danger Violations	Restorative Conference/Mediation, Mandated Intervention, Behavior Contract, Skill-based Intervention Group, Regional Intervention Program, Intensive Therapeutic Intervention (ITI) program, referral to school based Threat Assessment Team (TAT).	

BULLYING, HARASSMENT, AND INTIMIDATION

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

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

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

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

Bullying Definition

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

- a. Has the effect of physically or emotionally harming a student, damaging a student's property, or placing a student in reasonable fear of **harm** or damage to property,

- b. Is sufficiently severe, persistent, **repeated** or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm,
- c. Occurs when there is a real or perceived **imbalance of power** or strength,
- or d. May constitute a violation of law.

Student Rights and Services

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

- [Online Bullying Forms](#)
- Bullying can also be reported through the main office. Anyone can report a bullying incident through the use of our online or paper bullying form.
- Parent/guardian or person filing the report will receive written notice of the report and findings within 48 hrs. of the report.
- Parents will also receive a copy of a closure letter once the investigation has been completed.

Protections

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

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

Services

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

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

Cell phones and other electronic devices

In order for students to focus on learning, we aim to lessen disruptions to all instructional time. Based on the significance of this instructional time, phones and personal electronic signaling devices will not be visible or used on school grounds. Every student is obligated to follow the

below guidelines concerning cell phones and other personal electronic signaling devices. Students should adhere to school/classroom policies on the usage of any personal electronic devices.

When can cell phones and personal electronic signaling devices be used?

- before or after school.
- resulting from a school state of emergency; administration may authorize parent contact
- if a teacher/coach approves during sporting events.

When can cell phones and personal electronic signaling devices NOT be used?

- during instructional classroom time, assemblies or other activities that occur throughout the academic day to include field trips.
- during passing periods, lunch periods.
- to take pictures, posting online, or videos at any time that violate personal privacy.
- for cheating.
- to record any class events or presentations

***Administration may override cell phone use for any of the above for specific dire situations only. School policy is that students keep their cell phones in backpacks. If the device is seen by a teacher, they may confiscate it for the remainder of the school day. If the student continues cell phone use during the instructional day, the parent/guardian will need to pick it up from the main office.

“Away for the Day”

Cell Phone and Mobile Device Guidelines

Phoenix Elementary School District #1

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

- **Turn it off.** Personal cell phones and mobile devices shall be “Turned Off” when entering the school campus.
- **Pack it away.** Personal cell phones and all mobile devices shall be kept in a student’s backpack or locker--not in clothing pockets during the school day.

- **Phone limits.** Personal cell phones and mobile devices shall not be used in the classroom, library, restrooms, or common areas unless approved by a teacher/staff member.
- **Keep it quiet.** Personal cell phones and mobile devices shall not be used during transition times or between classes without teacher/staff approval.
- **Need to call home?** If a student needs to make an emergency call during the day, they may do so in the front office with teacher approval.
- **After school.** Personal cell phones and mobile devices may be turned back on at the end of the school day to facilitate direct communication with family/friends who are assisting with transportation.

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

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

School Schedule

All students will attend classes according to the following schedule:

- Kindergarten – Eighth Grade: 8:15 A.M.-3:15 P.M.

Early Release Days

Throughout the school year, Wednesdays are designated as “Early Release Days”. Those days are used for professional development for district employees and parent/teacher conferences.

Early Release Schedule

- Kindergarten - Eighth Grade: 8:15 A.M.-1:15 P.M.

*NOTE: Please be timely when picking your child up from school. Our staff participates in mandatory meetings/workshops and may need to leave campus on these days.

Supervision Before School Hours

Supervision begins at 8:00 A.M. We ask that students do not arrive on campus prior to 8:00 A.M. due to safety reasons. Thank you for your cooperation.

Breakfast Schedule

Breakfast will be served to our students in classrooms beginning at 8:00 A.M.

Lunch/Recess Schedule

- Kindergarten - Second Grade: 11:40-12:15
- Third Grade-Fourth Grade: 11:00-11:35
- Fifth Grade-Sixth Grade: 12:05-12:45
- Seventh Grade - Eighth Grade: 11:15-11:55

Attendance and Tardies

Parents/Guardians help their children succeed in school by building the habit of good attendance. School starts promptly every day at 8:15 am. Students should arrive by 8:00 am if they will be eating breakfast on campus. Please do not drop students off prior to 8:00 am, as gates will be locked and there will be no supervision provided.

Per state law, attendance is mandatory for all students aged 6-16. Students and parents can be cited for attendance violations and receive consequences such as but not limited to community service hours, monetary fines, jail time, etc.

If there is a reason it is difficult to get your child to school on time, please reach out. Our social worker and family engagement specialist are here to support you and connect you with community resources. Regular and timely attendance is critical for your child's success.

Reporting Absences

When an absence occurs, please call the school before 9:30 a.m. at (602) 257-3835 or (602) 257-3838 the morning of the absence. After 9:30, you will receive an automated message via phone regarding your child's absence.

If you have not contacted the school, your child needs to bring an absence note from home the next school day they are present which explains the reason for the absence. You can always call the front office if there is a mistake regarding your child's absences.

Attendance Definitions

- **Tardy** – When a student comes after 8:15, they will be marked late by their teacher. Students arriving after 9:15 am, must be accompanied by a

parent/guardian to sign them in at the front office. If a student comes unaccompanied by parent/guardian, the front office will contact the parent.

- **Partial Day Attendance** – When a student arrives at school late, after 9:15 am, or leaves school early, before 2:15 pm., it is counted as a partial day. This adds to the total number of full days absent on a student's attendance record. This behavior disrupts the learning in the classroom for both the absent student and his or her classmates.
- **Excused Absence** – When a student is absent from school due to illness, death in the family, religious observance and other exceptional circumstances. For an absence to be excused, parents and legal guardians must call into school on the day of the absence.
- **Unexcused Absence** – When a student is absent from school, but a parent or legal guardian does not contact the school within 24 hours of the start of the absence.
- **Truancy** – When a student is absent from school without the prior knowledge and consent of the parent or guardian. An unexcused absence is considered a truant day.
- **Habitually Truant** – When a student has five (5) or more unexcused absences from school, or is absent more than ten percent of the required school days per year, whether the absence is excused or unexcused.

Chronic Absenteeism

For students who are chronically absent (missing 10%, 18 days, or more of the current school year) schools will take the following steps:

- School staff will reach out to families whose child has been absent for 10% of the current school year to determine how they can support them to ensure the student is attending daily.
- School staff may conduct home visits and interviews to determine what resources a caregiver may need or to better understand the challenges to a student's attendance.
- Students who are at risk of chronic absenteeism may be assigned an "Attendance Mentor" at the school site or join a skills based support group.
- Caregivers will be provided with official notification at least quarterly of students who are or at risk of being chronically absent. Arizona state statute states that students who miss 10% or more of the school year may be retained

and caregivers will be notified in writing if their student will be retained due to chronic absenteeism.

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

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

EVERY DAY COUNTS...

<u>If your child misses just...</u>	<u>That equals...</u>	<u>Which is...</u>	<u>And over 13 years of schooling that's...</u>
1 day every 2 weeks	20 days per year	4 weeks per year	Nearly 1.5 years
1 day per week	40 days year	8 weeks per year	Over 2.5 years
2 days per week	80 days per year	16 weeks per year	Over 5 years
3 days per week	120 days per year	24 weeks per year	Nearly 8 years

EVERY MINUTE COUNTS...

If your child misses just...	That equals...	Which is...	And over 13 years of schooling that's...
10 minutes per day	50 minutes per week	Nearly 1.5 weeks per year	Nearly half a year
20 minutes per day	Over 1.5 hours per week	Over 2.5 weeks per year	Nearly 1 year
Half an hour per day	Half a day per week	4 weeks per year	Nearly 1.5 years
1 hour per day	1 day per week	8 weeks per year	Over 2.5 years

Health Services

Our school nurse is available five days a week to provide services. Parents / Guardian are encouraged to notify the nurse of any disability or special health needs that may require accommodations at school.

First Aid-Emergency Care

The nurse will provide first aid and emergency care for students who become ill or injured during the school day. If your child is too ill to remain in school, parents will be expected to make arrangements to pick up the student. Staff members are not permitted to transport students. In case of a serious illness or injury, an ambulance will be called to transport the student to the nearest hospital.

When to Keep Your Child Home

It is important to maintain a healthy environment in the classroom to protect students. A child will be readmitted to school after obtaining appropriate therapy for the following conditions:

- Strep throat, scarlet fever, impetigo, ringworm, pinworm, conjunctivitis (pink eye).
- Chicken Pox
- Hepatitis A, Hepatitis B and Meningitis: A physician's note is required to return to school.
- Head Lice

COVID-19: We also want to remind families to do self-checks on your children each day before school. If your child shows any illness symptoms including fever, cough, shortness of breath, runny nose, sore throat, headache, chills, muscle aches, vomiting, diarrhea, or loss of smell or taste, please keep your child home and consult your doctor.

Medications

Whenever possible, all medication required by students should be administered at home. The school nurse may administer medication only when a physician's written order and parent's written permission are supplied. The medication in its original labeled container must be delivered by the parent/guardian to the principal or school nurse. Medication, including cough drops must not be sent to school in a student's backpack. Medication authorization forms can be obtained from the school nurse.

Allergies to Insects/Foods

Parents /guardians of students with known bee allergies or life threatening food allergies should alert the school nurse, provide necessary medication, and have a physician complete a medication authorization form with instructions for emergency treatment.

Asthma Inhalers & EpiPens

Medication authorization forms must be completed and kept on file in the nurse's office. The physician should indicate on the form if the child may carry the medication and self administer. Self administration of medication is permitted for emergency medication only.

School Dress Code – Mandatory Uniform Policy

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

To assist in creating a positive educational environment, as well as to help promote campus safety and school unity and pride, Capitol Elementary School has adopted a mandatory uniform dress code.

All Capitol Elementary students can wear a combination of the following:

- Shirts: Navy or White
- Pants/shorts/jumpers or skirts: Khaki or navy blue
- Closed Toe Shoes
- Shades and Hats are permitted depending on weather (but must be taken off indoors).
- Sweaters or jackets are always permitted indoors. During the summer/hot months, or days over 90 degrees, sweaters and jackets must be left in the classroom during recess or any outside time.

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

If a student arrives at campus out of uniform, they will be provided a loaner item. If this is an ongoing issue, the administration team will meet with the family to identify the needs and provide support.

We adhere to Phoenix Elementary School District dress code policy. If you would like more information please visit the district website,

<https://policy.azsba.org/asba/browse/phoenix/phoenix/JICA>.

School Dress Code – Free Dress Day/Dress Down Day Policy

Twice a month, students have the opportunity to participate in an Earned Free Dress Day on the last Friday of each month. This is earned through attendance, academic work completion, and behavior throughout the month. There is also an opportunity for students to use Cougar Bucks and purchase a Dress Down Day pass for the designated day partway through each month. Below is the dress code for Free Dress or Dress Down Days.

- **Pants/Shorts:** Any pants or shorts with any rips **MUST** have tights underneath. Shorts must be no higher than 2” above the knee. (no elastic shorts or pants will be allowed, such as basketball shorts or sweatpants.)
- **Socks:** Socks must be worn.
- **Shoes:** Well secured and flat - **MUST** be suitable for PE and lunch time activities- closed toe shoes with backs.
- **Skirts/Dresses:** Must be no higher than 2” above knee; no mini or shirt skirts/dresses allowed

The following may not be worn:

- Sandals, high/stacked heels, shoes without backstraps, etc.
- Frayed or torn clothing unless they have a shirt or tights underneath
- Low cut or open back dresses or tops
- Strapless, halter, tank, tube tops
- Bare midriff style tops/crop tops
- Oversized shorts/pants worn low on hips
- Hats, except outside
- Excessive and/or large jewelry/makeup
- No advertising and/or inappropriate language or pictures
- sweatpants

School Bus/Safety tips

As a parent, you can help ensure our students arrive to and from school safely each day by practicing the following school safety tips:

- Be sure your child arrives at the bus stop 5-10 minutes before the bus is scheduled to arrive.

- When the bus approaches, remind your child to stand at least 5 giant steps (ten feet) away from the curb and line up away from the bus.
- Do not run after the school bus if it has already left the bus stop.
- Do not run in front or behind the school bus to pick up something that your child dropped or forgot.
- Make sure you tell your child never to get on the bus until it has completely stopped.
- After the bus stops and the door opens, take firm hold of the handrail and get onto the bus.
- Never push another student while getting on or off the bus.
- All students riding the bus should go directly to a seat and sit quietly; this allows the bus driver to concentrate on driving safely.
- Students should never place any part of their bodies through the bus window.
- When outside of the bus, make sure your child is aware of the danger zones and is always within sight of the bus driver. The *Danger Zone* is a 10-foot wide area on all sides of a school bus – an area where children are in the most danger of being hit.

Behavior on Buses and other District Vehicles

Students are expected to follow all District policies for riding school transportation. Students may lose bus-riding privileges after repeated minor safety and behavior violations, or after a major disciplinary problem while riding the school bus. Students who live outside the boundaries of the Phoenix Elementary School District #1 are not provided with District sponsored transportation. Out of district students must have transportation arranged and managed by their parents/guardians.

NOTE –All District students who have lost their bus riding privileges must make their own arrangements for transportation.

Before and After School Care

In partnership with the Valley of the Sun YMCA, we are pleased to offer before and after school programs. This program provides a safe and supportive environment for students, offering enrichment through homework help, physical recreation, and various educational activities.

Families can complete the registration process for the YMCA program online by visiting:
https://phoenix.recliquecore.com/programs/1100005/before-after-school-programs/#division_2000670.

Should you have any questions, please reach out to Sara Sims, Executive Director of Strategic Initiatives, at (602) 523-8988, or Curtis Johnson, Before and After School Coordinator, at (602) 257-4055.

When picking up or dropping off your child from the YMCA program, please use the entrance located in the front parking lot.

- Capitol also offers after care in partnership with the Boys & Girls Club of the Valley. Scholarships for the Boys & Girls Club of the Valley are provided for interested families. To begin the application process, please reach out to the appropriate club branch.
Operating Hours:
 - Programming begins at dismissal and concludes at 7:00 p.m.
 - The I.G. Homes branch observeS the Phoenix #1 District calendar.
- I.G. Homes Branch (Located at 1601 W. Sherman St. | Phone: 602-254-5814)
 - This site serves students from Capitol, Bethune, Lowell, Kenilworth, and Magnet Traditional; transportation via bus is provided to this location.
 - Program Rates:
 - Children (Ages 5–12): \$30 for annual membership and a \$40 monthly fee for after-school care.
 - Teens (Ages 13–17): \$30 for annual membership, with the after-school program provided at no extra charge.
 - Activities include: Homework help, Sports, Games, Art, STEM, Teen Center, and Leadership Training. Registration opens on July 1, 2026:
[Register for Boys & Girls Club programs](#)

Cougar Crew- 21st century after school program

Students enrolled in our extended day academy are invited to participate in a variety of academic and enrichment sessions. These offerings include focused tutoring in literacy and mathematics, as well as engaging clubs such as chess, art, and robotics or STEM-based activities. Details regarding the registration process for Cougar Crew will be provided to all families as they become available.

Extracurricular Activities

Beyond the instructional day, extracurricular programming provides students the chance to investigate new interests in a secure and supportive campus environment. These activities are designed to promote individual growth and self-expression.

Participation in these programs may require specific parent or guardian authorization.

For a comprehensive list of extracurricular options, please consult our school website at www.phxschools.org or contact the main office.

Eligibility: Involvement in school-sponsored activities is considered a privilege at Phoenix #1. Students maintain this privilege by upholding high standards for academic achievement. While we encourage students to enjoy these opportunities, academic responsibilities remain the primary focus of the educational experience.

To qualify for and remain in extracurricular programs, students must:

- Maintain passing grades across all subject areas.
- Remain on track for timely promotion to the next grade level or graduation.
- Families will be officially notified if a student's academic performance falls below the established eligibility requirements.
- Appropriate behavioral conduct is also a requirement. Should a student's behavior disrupt the learning community or violate school discipline policies, they may be suspended from activities until their conduct improves.
- Academic and behavioral standing will be monitored throughout the duration of a student's involvement in extracurricular activities.
- While these general standards apply to all, eligibility for students receiving special education services will be reviewed on an individual basis, consistent with their established education programs.

Parking

Use the main office parking lot located in front of the school off of 16th Ave. and Vanburen.

Visitors

All adults entering the building, including parents and visitors, must use the front door, sign in and sign out in the office and wear a visitor badge. The purpose for this registration is to maintain the safety and security of our students and staff and also to be able to locate visitors if it is necessary. We lock all our doors except the front entrance. Classroom visitors are

permitted in the school. However, permission must be received from the principal and the teacher prior to the day of the visit.

Custodial and Non-Custodial Parents

Capitol Elementary School will remain neutral (will not choose sides) between parents who are involved in a legal action affecting the family, unless otherwise directed by a court order. It is the responsibility of a student's parent to notify us of any court order. If there are restrictions regarding visitation or exchange of information by the noncustodial parent, we need a certified copy of current court orders on file in the office. Please be sure all legal paperwork is current before you ask for restrictions to be placed on the non-custodial parent. For the safety of the student, we ask for written permission from the custodial parent in order for a student to be released from school to the non-custodial/joint custodial parent.

Lost and Found

Capitol Elementary School cannot be responsible for money or valuable items (ex: cell phone, airpods, fidget spinners, slime, game systems, toys etc.) that are lost or damaged. Students should not bring such items to school. We encourage you to clearly mark with your child's first and last name their clothing, footwear and possessions. Unclaimed clothing, lunchboxes, etc. will be placed in the lost and found in the front Office. Parents and students are encouraged to check the box periodically. Items not claimed will be donated to outside agencies.

If students choose to bring electronic devices (Cell phones, game or music devices) the school will not be held accountable if lost or stolen. Use of these items during school hours will result in staff confiscation and a parent or guardian will have to come pick up the item. If infractions continue to occur the administration will set up a conference with the student, the parents/guardians, administrators, and other school personnel will be held to develop a plan for supporting the student's behavior.

School Counselor and Social Worker

Our social workers work with all students, school staff, families, and community members as an important part of the education program. School counseling is an essential component of Capitol Elementary's program, supporting academic success for each student. It is based on the

belief that each student possesses intrinsic worth and specific rights, and is capable of personal growth, lifelong learning and self-direction.

Suicide Prevention

Protecting the health and well being of all students is of utmost importance to Phoenix #1. The school board has adopted a suicide prevention policy ,IHAMD ©

INSTRUCTION AND TRAINING IN SUICIDE PREVENTION, which will help to protect students through the following steps:

- Staff will learn about recognizing and responding to warning signs of suicide in students, accessing and utilizing systems of support and seeking help for students. Staff that work with students grades 6-8 will attend an evidenced based professional development at minimum every three years.
- Phoenix #1 has designated a suicide prevention coordinator, the Coordinator of Social Services & Wellness as a point of contact for district coordination. The school social worker/counselor and psychologist serve as a point of contact for students in crisis and refer students to appropriate resources.
- When a student is identified as being at-risk, a risk assessment will be completed by a trained mental health district staff member, a school social worker/ counselor or psychologist. As soon as safety is established with the student the parent/ guardian/ caretaker will be contacted. The school social worker/ counselor or psychologist will work with the student and family to ensure a safety plan is in place as well as help connect them to appropriate local resources.
- Students and families will have access to national and local resources that they can contact for additional support, such as:
 - 988, Suicide and Crisis Lifeline
 - Crisis Text Line: Text TALK to 741-741
 - Teen Lifeline, 602-248-8336 (TEEN), text or call
 - Local Crisis Response Hotline, 602-222-9444

All school staff and students will be expected to help create a school culture of respect and support, in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they or a friend are feeling suicidal, or are in need of help.

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

Assessment

100% student attendance is expected during benchmark and state mandated testing days. All testing information will be communicated with families in a timely manner.

Curriculum

Our students will develop and enhance their skills in reading, mathematics, science, social studies, health, spelling, writing, and social emotional well being. Our school curriculum follows a plan developed by teachers and administrators district wide and aligns to Arizona State Standards. Our goal is to ensure all students have comparable preparation to be successful in both elementary/middle school and in high school. All children participate in physical education, music, technology integration, and art throughout the week.

The classroom curriculum is supported and extended through whole class enrichment projects. Small group and one-on-one enrichment opportunities are also scheduled and further challenge students identified by the classroom teacher.

Children in need of support to assist them in their learning may have scheduled time with our special educator, educational resource instructor or speech/language pathologist. Instructional Assistants (IA) may also work with students to meet their needs. Every effort is made to provide instruction within the classroom setting, but some instruction may take place in another location.

Students Placement/Assignments

Students are assigned particular classroom teachers based upon what is thought to be an appropriate placement by school officials. Parents wishing to request a change in a student's placement must be in writing and given to the principal. The request will be reviewed by administration and parents will be notified of the decision for/against the change.

Promotion and Retention (Policy IKE)

Year to year promotion of a student in grades one (1) through eight (8) will be based upon standards for each basic subject area as identified in the course of study.

Working in close collaboration between the school and families, students must demonstrate a mastery of the standards in reading, written communication, mathematics, science, and social studies adopted by the State Board of Education.

The promotion of a student from grade three (3) is dependent on state legislation Move on When Ready (MOWR) and is based on student assessment scores in literacy.

In addition to these standards, test scores, grades, teacher-principal recommendations, and other pertinent data will be used to determine promotion.

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

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

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

Field Trips

Parents are to receive written notification of any trip their child's classroom is sponsoring. Parent permission forms for field trips must also be returned to the school before the scheduled field trip. No child may attend any trip for which his/her form has not been returned. Parents/Guardians are encouraged to chaperone when available.

Recess

Children focus better and learn more effectively when offered regular breaks and the opportunity for physical exercise. All children are expected to go outside during their scheduled recess except in inclement weather when all pupils remain inside. Please ensure that your child is dressed appropriately for the weather conditions. It is our policy that if a child is well enough to attend school, the child is well enough to play outside at recess. Should a parent request that a child remain inside for health reasons, the parent is expected to present the school with a statement from the child's doctor.

Food & Drink Policy

Students are permitted to bring their own lunch to school, but it must be eaten only in the cafeteria during their lunch period. Snacks are not permitted in the classroom unless directly stated by the teacher. Students are allowed to bring water to school, but all other beverages are not permitted during the school day. Failure to comply with this policy will result in disciplinary actions.

Exceptional Student Services

Capitol Elementary offers a wide range of special education services for students who are identified as having a disability. Service includes special education academic instruction and Speech/Language therapy. Capitol's special education team consists of 2 special education teachers, a Speech/Language Pathologist, a Nurse, a school psychologist, and 2 social workers.

SOAR

The Phoenix Elementary School District's SOAR program caters to the needs of our gifted and talented students. The SOAR programs offer opportunities for all students to broaden their

learning experience. Students will be identified through the procedures outlined in the Phoenix Elementary Website. If you do not have access to a computer, please contact the staff of Capitol Elementary for details.

Vision for Family Engagement

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

Family & community engagement

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

- • Set a positive tone with an annual meeting, usually during Back-to-School Night or Open
- Open house at the beginning of the school year.
- Families will be informed about Title I requirements and guidelines as well as student
- achievement results for the previous year.
- Host family-teacher conferences to engage in collaborative conversations.
- Partner with families to host fun and interactive family nights.

Expectations of our learning community

The relationship between parents, students, teachers, and administration is a partnership. In order to ensure that all of our students will be successful

All Parents/Guardians are expected to:

1. Recognize that the education of their child (ren) is a joint responsibility of the parents/guardian and the school community.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.

4. Insist their children be dressed and groomed in a manner consistent with the student dress code.
5. Help their children understand that appropriate rules are required to maintain a safe and orderly environment.
6. Know school rules and help their children understand them.
7. Convey to their children a supportive attitude toward education and the Phoenix Elementary School District #1.
8. Build positive relationships with teachers, other parents, and their children's friends.
9. Help their children deal effectively with peer pressure.
10. Inform school officials of changes in the home situation that may affect student conduct and performance.
11. Provide a place for study and ensure homework assignments are completed.
12. Initiate parent conferences, as necessary, as a way to resolve problems.

Students are expected to:

1. Work hard toward personal growth.
2. Be honest with themselves and others.
3. Show respect for fellow students, teachers and all staff.
4. Perform all assignments to the best of their ability.
5. Consider their education as preparation for the future.
6. Obey school rules and regulations.
7. Respect public and private property.
8. Attend school regularly and on time.
9. Develop high moral standards and the courage to live by them.

10. Strive for mutually respectful relationships with teachers and comply with the requests of teachers, administrators, and other District staff.
11. Take full advantage of educational opportunities available at school.
12. Learn and practice civic responsibility.

PATHWAY FOR COMMUNICATION & CONCERNS

We want to create a clear pathway for families to communicate and/or share concerns with Capitol School so to reach a resolution in a candid, cooperative and timely manner.

Guiding Principles regarding communications and concerns:

- Communications are brought forth and dealt with in a courteous, respectful and constructive manner by all parties
- The best communications come from families and students working together collaboratively with the Capitol School staff
- Concerns and complaints are best addressed at the earliest signs of a problem and best resolved in a timely manner with individuals who are as close to the source of the concern or complaint as possible
- Concerns and complaints are best addressed in a **scheduled** in-person meeting, telephone call or video call where possible. The process can begin with an email/Class Dojo message at the appropriate contact level. (see table below)
- In keeping with the Family Educational Rights and Privacy Act (FERPA), staff members are unable to share any personal information about students or an individual's behaviors at school with anyone other than their parents or legal guardians.
- The identity of those who have brought forth any concerns or complaints will always be kept confidential from students, parents and outside community members. However, certain topics may require collaboration or support. Disclosure to other employees, the admin team and or the District Office will be at the professional discretion of the staff members involved.
- Your concern will be given respectful attention while also considering the needs of the students, the needs of the school community as a whole, and while upholding the integrity of Capitol School's vision and mission.

Every effort should be made by all parties to communicate and resolve any concerns at the first level of the process.

Level 1	School Employee	When you have a concern or complaint, the first step is to raise the issue with the school employee that is closest to the matter. The employee involved shall make every effort to follow up with the individual regarding the concern or complaint in a timely manner. Please allow the school up to 48 hours on school/business days for a response. (Please note that school staff are not available on weekends or school holidays/breaks)
Level 2	Front Office or Administrator	If a resolution is not reached at Level 1, you may then direct your concern to the school administrator and request a phone call or meeting with an administrator AND the employee closest to the issue.
Level 3	Administrator or District Office Designee	If still not resolved, a private meeting with the principal and a district designee (if applicable) can be arranged. We ask that this request is made in writing and includes the steps taken prior to try and resolve the issue prior to the request for a meeting with a district designee.

Parent Involvement Policy

At Capitol Elementary we want each child to have a successful learning experience. For this to happen, it is important that the school staff, the community, and families work together.

Parents and the school have agreed on and developed the following Parent Involvement Policy for Capitol School. It will be posted in the school office as well as on the school website. A copy of this policy will be included in the school handbook. Any additional suggestions will be considered for future revisions.

To build a strong partnership between home and school, Capitol School will provide the following:

- An annual Open House where parents will meet teachers and also an annual Title I parent meeting where program requirements and opportunities to become more involved are shared.
- Additional meetings throughout the year to provide assistance to parents in understanding the State's academic standards and assessments. Meetings will also focus on how parents and teachers can work together to monitor children's progress in order to improve student achievement. Particular topics and needs from parents will be addressed through timely meetings.
- Materials and specific training to help parents work with their children at home, for example: Literacy Night, Math Night, Science Night. Parent classes will also be scheduled. Also, breakfast with the Principal meetings will be held on a monthly basis.
- At least two scheduled parent-teacher conferences. This is when the progress of the student will be discussed and explained, as well as the expectations for the grade level, school curriculum, academic assessment, state's academic content and achievement standards, and any other concerns that the teacher or parent may have.
- Newsletters and notices sent home to inform parents of activities, events, and programs that are being held at the school. Advanced notice of upcoming events will be provided through the use of the outdoor marquee. Many teachers also use Class Dojo to communicate regularly.
- A survey for all parents of participating students to express opinions about the current Title I program and to provide input for improvement and topics for meetings that will meet the needs of parents. The parent survey results will be used to help develop parent workshops and trainings to support student learning in the home.
- Parent and community leaders are always welcome at Capitol School. Every effort will be made to communicate with parents in an understandable format and language. By making suggestions to improve our school and by working together we can make a difference at Capitol School.

Escuela Capitol

Póliza para la Participación de Padres de Capitol

En la Escuela Capitol queremos que cada estudiante tenga una experiencia de aprendizaje exitosa. Para que esto pase, es importante que el personal de la escuela, la comunidad y las familias trabajen conjuntamente.

Los Padres y la escuela han acordado en desarrollar la póliza para la participación de los padres de familia de la escuela Capitol. Estará publicada en la oficina así como en la página de Internet de la escuela. Una copia de esta póliza estará incluida en el manual del estudiante. Sugerencias adicionales serán consideradas para revisión en el futuro.

Para que tengamos una sociedad eficiente entre la escuela y el hogar, le proveeremos con lo siguiente:

- Un Open House ('Casa Abierta' para conocer a los maestros) anual donde los padres conozcan a los maestros, que aprendan acerca de los requisitos de un programa de *Título I*, y se les dará la oportunidad de participar en la educación de sus hijos.
- Serán programadas juntas adicionales durante todo el año para proporcionar ayuda a los padres en entender los procedimientos de evaluación académica del estado. Las juntas también se enfocarán en buscar como padres y maestros pueden trabajar juntos para vigilar el progreso de los estudiantes para que se mejore su éxito. Asuntos particulares y necesidades de los padres también se mencionarán durante las juntas programadas.
- Materiales y entrenamiento enfocados en ayudar a los padres con sus hijos. Por ejemplo: Noche de Literatura y Noche de Matemáticas, Noche de Ciencia, y Café con el director mensualmente.
- Por lo menos dos conferencias de padres y maestros donde se discuta y explique el progreso de los estudiantes, así como las expectativas para ese grado, el plan de la escuela, las evaluaciones, académicas, el contenido académico y estándares del estado, y cualquier otra preocupación que puedan tener los padres o el maestro.
- Los periódicos escolares y volantes informando a los padres de las actividades y programas, además del anuncio afuera proporcionando información adelantada de actividades programadas.
- Una encuesta para todos los padres de estudiantes para expresar su opinión acerca de los programas, así como también una lista de ideas para mejorarlos, y temas para las juntas para lograr las necesidades de los padres.

- Los padres y los líderes de la comunidad son siempre bienvenidos en Capitol. Haremos cualquier esfuerzo para comunicarnos con los padres en un formato y lenguajes comprensibles. Haciendo sugerencias para mejorar nuestra escuela y trabajando juntos podemos hacer la diferencia en la Escuela Capitol.

Respectful, Responsible, Ready

The Cougar Way!

Received

I have read and understand the Rules of Capitol School.

Student Print Name

Parent Print Name

Student Signature

Parent Signature

Date:_____