



Student/Parent Handbook

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PART I: Welcome

1.1 Who We Are

Welcome to the Herrera School for the Arts family! Situated in the vibrant heart of Downtown Phoenix, our K-8 campus is a dynamic community where academic excellence and creative expression go hand in hand. We believe that every child is an artist, a performer, and an innovator. By deeply integrating fine and performing arts into our robust curriculum, we provide students with unique, hands-on opportunities to discover their passions, build self-confidence, and view the world through a creative lens. From kindergarten through eighth grade, our students don't just learn about art—they live it every day.

As a community, we are dedicated to cultivating an inclusive, supportive environment where diverse perspectives are celebrated and collaborative learning thrives. Our passionate educators and arts specialists work side-by-side to inspire curiosity, critical thinking, and a lifelong love for learning. Whether your child is stepping onto the stage, pick up an instrument, or creating a visual masterpiece, they are developing the vital skills needed to succeed both academically and personally. Together with our families, we are proud to nurture the next generation of thinkers, creators, and compassionate leaders.

HERRERA'S MISSION

Herrera School for the Arts empowers students through rigorous artistic education and critical thinking, preparing them for future creative pursuits and a lifetime of artistic expression.

HERRERA'S VISION

Cultivating innovative artists and critical thinkers to enrich our cultural community.

MOTTO

Achieving Victory Together

HERRERA'S CORE VALUES

Unity

Respect

Adaptability

Communication

The Arts Program Description

Herrera School for the Arts program provides a comprehensive education that integrates rigorous academics with focused artistic and athletic training across the disciplines of the arts. This program includes visual arts, music, choir, dance, theater, and physical education that allows students from Kindergarten through 8th grade to develop their creative and physical abilities while maintaining a strong academic foundation, fostering self-expression, critical thinking, and a deep appreciation for the arts throughout their development.

Key elements of Herrera School for the Arts program:

- **Multidisciplinary Arts Instruction:**

K-4 grade students receive dedicated classes in the arts (drawing, painting, sculpture), general music, dance, drama, and physical education with opportunities to explore different art forms. 5-8 grade students will specialize in two areas (major and minor program) for the remainder of their elementary education.

- **Arts Integrated Curriculum:**

Artistic and physical education principles and abilities are integrated into academic subjects, enriching learning across various disciplines. This integration occurs through projects that link the arts and physical education with mathematics, science, history, and language arts.

- **Performances:**

Regular performances, exhibitions, and showcases offer students the opportunity to gain hands-on experience by demonstrating their artistic talents in front of an audience. Performances are a part of the students' grade for their specials/ electives classes.

- **Creative Exploration:**

Focusing on experimentation, spontaneity, and individual artistic expression motivates students to cultivate their distinct artistic identity.

- **Portfolio Development & 8th Grade Capstones:**

Students create art portfolios to track their artistic development, display their creations, and get ready for future artistic endeavors. Students in 8th grade will create a cumulative capstone project that will be presented at the end of the school year to showcase their progression of learning in their "Major" program/ courses.

- **Community Engagement:**

Students will work with local artists and community partners, engage in arts events in the community, and take part in artistic initiatives that benefit the broader community.

Audition Procedures:

Major:

- The main focus of study for the student while they are at Herrera School for the Arts
- Students will be allowed to switch their Major program one time between the 5th- 6th grade year.
- 5th Graders will be allowed to make a petition about why they should be allowed to change specials during their 5th-grade year before they enter their 6th-grade year. **IT IS NOT AUTOMATIC SWITCH OR A RIGHT. Students will need to show WHY they should be allowed to switch after they chose to audition for a different one the previous year.**

Minor:

- The secondary focus of study for the student while they are at Herrera School for the Arts
- Students will be allowed to make one petition between their 6th and 7th grade year. They will be required to audition for their new class and fill out a new application similar to what they did in 4th grade. Again, the switch is not automatic and students must have a successful audition to be considered for the switch.
- The only exception to the Major and Minor Program will be the transition from 6th to 7th grade for students who are interested in Tech Theater. Tech Theater is not offered before 7th grade. Between 6th and 7th grade any student will be allowed to petition however spots are extremely limited and priority will be given to students who have completed two previous years of drama.

1.2 FINE ARTS PROGRAM AND PERFORMANCE ETIQUETTE

Herrera has unique classrooms specifically designed for fine and performing arts. The Arts building includes space for dance, drama, music/ choir, band, and orchestra practice. The main school building also has two specialized rooms for the construction of props and sets for productions. The Auditorium contains seating for approximately 950 audience members with a stage and professional sound and lighting systems.

When a parent enrolls a child at Herrera they can expect their child to participate in the entire fine arts program. Students in K-4 participate in dance, drama, PE, general music and visual arts. Students in third grade participate in a recorders class. In 5th -8th grade, students have the option of participating in choir, orchestra, or band in addition to the other program offerings.

Students in K-8 have many opportunities to perform during the school year. Fine arts teachers send out flyers and schedules of the performances. Family and friends are invited to attend and enjoy the performances by the students and staff. When attending the performance, we ask that parents adhere to the following guidelines so that everyone can enjoy the program:

1. Place cell phones on vibrate
2. Enter and exit through the front Auditorium doors
3. Select a seat and remain seated until the end of the performance
4. Limited talking during performances
5. After the performance, encourage your child and let them know how well they performed

1.3 Letter to Our Families

Welcome to Herrera School for the Arts!

I am Dr. Alicia Clynick, proud principal of Herrera School for the Arts where creativity, curiosity, and academic excellence come together. At Herrera, we believe every child has unique talents and a voice worth hearing. Our vision is to be a leading institution in the arts, cultivating innovative artists and critical thinkers who contribute to the creative and cultural enrichment of our community.

As a school dedicated to the arts, we offer students the opportunity to explore music, dance, visual arts, and performance as part of their everyday education. These artistic experiences are woven into a strong academic foundation that challenges and supports students at every level. Our passionate teachers and staff work closely with families to create a nurturing community where every student can thrive.

We are so excited to have you as part of the Herrera family. Together, we'll make this school year one full of discovery, growth, and joyful learning!

Dr. Alicia Clynick
School Principal
Herrera School for the Arts

1.4 SCHOOL CONTACT INFORMATION

Main Office: (602)257-3885
Office Hours: 7:45 am- 3:30 pm

Instructional Schedules

School will start at 8:15 a.m. and will dismiss at 3:15 p.m. Breakfast will be available in the Cafeteria from 7:45-8:00 am. Students will line up to enter the building at 8:10 am. Parents may pick up their children at 3:15 p.m. in the parking lot in front of the main Office Building on Fillmore Street on the North Side of the school. If students are still on campus at 3:30 pm, a parent/ guardian must sign the student out at the Front Office. All students are expected to leave campus immediately after they have been dismissed unless they are involved with after-school activities. Once a student leaves campus at the end of the school day, they are not permitted to return for clubs.

Students that take the school bus will be escorted to the Bus Bay in the parking lot on 7th Street on the West Side of the school. ***Parents should not drop students off in this parking lot to avoid traffic challenges during bus drop off/ pick up.*** See our school website to request bus transportation based on your home address.

If students arrive at school after 8:15 am, a parent is required to sign the student in at the Front Office and provide the reason for the tardy.

Wednesday Early Dismissal at 1:15pm - *See District Calendar for Early Dismissal Dates*

District Calendar

<https://www.phxschools.org/calendar#calendar1/20230627/month>

1.5 PARENTAL ROLE

In this handbook, the term parent refers not only to a child's natural or adopted parent, but to a student's non-parent legal guardian or to any person authorized to act in place of parents. Herrera respects the role of parents as the primary educators of their children. Since school is a continuation of the education children are receiving at home, the staff of Herrera demonstrate respect and support for the parents in their important and challenging task. Parents are expected to support the school's mission and objectives as well as to support the school policies. After-school performances and sporting events contribute to the students' overall grades. It is highly encouraged for parents to attend events and provide support to our school and staff.

Parents will model and demonstrate our Panther Values: mutual respect, responsibility and upholding a safe community. Mutual respect incorporates communicating in a positive way with appropriate language towards students, staff and administrators. Responsibility means having accountability for your child's success in education which involves bringing your child to school everyday on time and picking up your child on time at dismissal. It also includes helping your child with homework and learning at home. Upholding a safe community enables the students, staff, administrators and parents to be in a safe environment without disruptions, without displaying inappropriate language or conduct. If not followed, the school may take corrective action. Said corrective action may include, but is not limited to, at the discretion of the Principal, the following: • Imposition of particular rules or procedures the parent must follow in interacting with the school and its students and/or staff • Restriction or termination of the parent's access to the school property • Dismissal of the parent's child(ren). The school may impose other appropriate corrective action, without prior recourse, based upon the nature of the parent's conduct and the surrounding circumstances.

1.6 FAMILY RESOURCES

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 effective programming, as well as resources, and support. Phoenix #1 inspires every child to achieve their full potential!

Ms. Adriana Ramirez is Herrera's Family and Community Engagement Specialist (FACE). Parents are welcome to volunteer in many ways, including school beautification, supporting teachers, and hosting events and activities for students. Herrera also offers several parent workshops throughout the month to keep you involved in both the decision-making and the many exciting events happening at your child's school.

- | | |
|--------------------------------------|--------------------------------------|
| * Volunteer program and support | * Creating Connections |
| * Family academy: courses & training | * Making new projects |
| * Parent Family resource center | * Coffee with the Principal meetings |
| * Collaborating with the community | * Providing Information |
| * Support students' success | |

If interested in volunteering on campus, please reach out to Adriana Ramirez at adriana.ramirez@phxschools.org.

PART II: COMMUNICATION AND PROGRESS

2.1 INFORMATION FROM HOME

Please inform your child's teacher and the office anytime a significant change (i.e., phone number change, a parent away from home, death in the family, death of a pet, illness in the family or student, new family member, etc.) occurs at home. We will inform you of any changes in the school environment that may affect your child. If there is a home address change, the parent/ guardian should provide proof of the new address to the front office as soon as possible.

2.2 INFORMATION FROM SCHOOL

We make every effort to communicate school-wide information to parents effectively, quickly and diversely. We understand that each person is unique in how they like to and are able to receive information. Generally, to conserve resources, the administration communicates most information electronically. Herrera emphasizes the

use of Class Dojo to send out texts with quick, general reminders. Please ensure all phone numbers, email addresses, and home addresses are kept up-to-date with the school to make sure you receive all important updates and reminders.

2.3 PARENT PARTICIPATION

Parent participation is an extremely important part of the child's school experience. Parent help is a welcome resource for the school. If you have a cultural experience or musical instrument you can share, these are also enjoyed by the children. We always welcome donations of school supplies as requested by the classroom teacher. If you would like to volunteer, please contact our Family and Community Engagement Specialist, Adriana Ramirez. Our FACE Specialist works with parents and teachers to set up a rotation and school for volunteering on campus. Parent volunteers must sign in at the school office. We do ask that parents refrain from volunteering during the first two weeks of school as this is an important time in establishing classroom routines and helping children overcome separation anxiety.

2.4 PARENT-ADMINISTRATION COMMUNICATION

Communication from the Administration will be in the form of writing or a telephone call unless an in-person meeting is required. If parents wish to speak with the Principal or Intervention and Enrichment Instructional Specialist (IEIS/ Assistant Principal), please call the school office during regular school hours to make an appointment. Afternoon release may be a time to discuss a minor concern with the administration or staff, however, for a major concern, we ask that you make an appointment so we can give you our undivided attention.

2.5 GRADING SCALE

The A–F grading scale is our method used to assess student performance and understanding of academic subjects. In an elementary school context, the scale is often used in conjunction with teacher comments, classroom observations, and portfolio assessments to provide a complete picture of each student's progress.

Grade Scale and Descriptions:

- **A (Excellent / 90–100%)**
The student demonstrates a strong understanding of grade-level concepts and consistently exceeds expectations. Work is thorough, accurate, and completed with a high level of independence.
- **B (Good / 80–89%)**
The student shows a solid understanding of the material and meets grade-level expectations. Work is mostly accurate and shows good effort and progress.
- **C (Satisfactory / 70–79%)**
The student demonstrates a basic understanding of concepts and meets most expectations. Some support may be needed, but the student is progressing appropriately.
- **D (Needs Improvement / 60–69%)**
The student is struggling with grade-level content and does not consistently meet expectations. Additional support is needed to develop understanding and skills.
- **F (Unsatisfactory / Below 60%)**
The student does not demonstrate adequate understanding of the content and is performing below grade

level. Significant intervention may be necessary.

2.6 STUDENT-LED CONFERENCES

Herrera students are expected to lead their own conferences in partnership with their teacher two times a year in October and March. An additional *Conference of Concern* may be held in January to communicate additional information on the child's progress. Student-led Conferences provide a differentiated, holistic, and coherent view of the whole child and is a different way of looking at your child's development. Your child will be collecting samples of his or her work during the year including teacher feedback about what the teacher sees in your child's work.

Information about how your child is learning, growing, and developing in academics, Fine Arts, and Social Emotional Skills will be collected and presented by your child in order to paint a more holistic portrait of his or her strengths as a learner. This method of authentic assessment will show your child's growth over time based on real, authentic performance. It focuses on what your child *is* doing rather than what he or she *is not* doing. This process also helps your child's teacher plan for instruction to better meet your child's individual learning needs by helping him/her develop strategies to help harness their strengths and fulfill their personal and academic goals throughout the year.

Your help is important in assessing your child. To best support your student, please attend at least two parent/teacher conferences each school year to partner with your child's teacher to best support academic and social needs.

Resource: <https://www.edutopia.org/practice/student-led-conferences-empowerment-and-ownership>

PART III: ADMINISTRATIVE POLICIES AND REQUIREMENTS

SCHOOL HOURS

The school day for Herrera students will be from 8:15 a.m. to 3:15 p.m. for all students **except on Wednesdays when children will be released at 1:15 p.m.** Beginning at 7:45 a.m., students will be able to enter the cafeteria for breakfast. Breakfast will be served until 8:00 am. Students must be finished eating and cleaned up by 8:10 am to meet their class outside. The academic day will begin promptly at 8:15 a.m. after students are picked up from their assigned line up area by their teachers. If a student arrives at school after 8:15 am they are considered tardy. This will be reflected in their attendance profile as missed instructional minutes.

ATTENDANCE

Parents/Guardians help their children succeed in school by building the habit of good attendance.

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.

EVERY DAY COUNTS...

If your child misses just...	That equals...	Which is...	And over 13 years of schooling that's...
1 day every 2 weeks	20 days per year	4 weeks per year	Nearly 1.5 years
1 day per week	40 days per 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

Reporting Absences

When an absence occurs, please call the school before 9:00 a.m. at (602) 257-3885 the morning of the absence. After 9:00 a.m., 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 am, they will be marked late by their teacher. Students arriving late 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 or leaves school early, 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) Herrera 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 abstinence 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.
- Students that are absent for 10 consecutive days will be withdrawn from the school.

LATE PICK-UP POLICY

If a child is picked up after 3:30, they are considered a Late Pick-Up.

Late Pick-Up will be from the Front Office. Parents/guardians will be required to park in the parking lot and come into the building for their child. The individual picking up the child must provide valid identification and be on the Emergency Contact list.

If the child's pick up time exceeds 30 minutes after dismissal time and parents have not contacted the front office, the Department of Public Safety may be notified and a report will be filed with the Phoenix Police Department.

ADMINISTRATION

Herrera's administration is headed by a Principal, IEIS (Assistant Principal), BIS (Dean), and an office manager. The Herrera administration team for the 2026-2027 school year is the following:

Dr. Alicia Clynick- Principal

IEIS (Assistant Principal)- Ana Alvarado

BIS (Dean)- Carley Catherine

Office Manager- Rosa Siller

All questions and concerns regarding the school should be brought to the attention of the office manager or assistant office manager. The administration of school matters is left to the discretion of the Principal or in their absence, the IEIS.

CLOSED CAMPUS

Herrera is a closed campus. **Students may NOT leave for any reason unless accompanied by a parent/legal guardian.** Students will only be released to parent/legal guardians or emergency contact family members listed on the Students Release Form in the office. Anyone picking up a student from Herrera will be required to provide proper identification. When it is necessary to pick up children to leave early from school, parents/legal guardians **MUST** check in at the school office first. Students will be called from their classes to come to the office. Students will not be released from class with 30 minutes or less left in the school day. **When possible please make student appointments with doctors, dentists, etc., outside of school hours to encourage the optimal learning of all students.**

STUDENT DISMISSAL PROCEDURES

Students walking or riding buses are dismissed at 3:15 p.m. Parent pick up begins at 3:15 p.m. on Fillmore Street in front of the Front Office. Please do not park on Fillmore Street or in the parking lot. Parents are required to drive through the pick up line for a safe dismissal for all students. For students' safety we request that parents not make U turns, only cross at clearly marked crosswalks, and follow the flow of traffic when dropping and picking students up. Parent cooperation is needed and appreciated to ensure that all students are safe as they leave the Herrera campus.

FIELD TRIP PERMISSION

School activities carried on outside of the classroom are a part of the total learning process which supports the Whole Child. During the year, classes will participate in field trips where students with parental permission will be permitted to attend. Approved parent/staff chaperones are allowed to attend the trips. Siblings of participating students under the age of 18 are NOT allowed to go along on the trips. Students will **NOT** be permitted to use the telephone or ask office personnel to use the telephone to call for permission. The teacher will make supervision arrangements for the students who do not have permission slips. All rules for safe and courteous conduct apply for all environments. This is especially true of artistic performances and sporting events. Students are expected to perform and to practice **appropriate** audience skills. Keep in mind that field trips are earned. If students are not passing classes and/ or following our Panther Values and school policy, they may be required to not attend the field trip. This is at the discretion of the school Administration.

OUTDOOR PLAY

Herrera is committed to outdoor, physical play. Outdoor play time represents not only a crucial portion of your child's physical education, but movement and gross motor activities are a core component of the Whole Child. Additionally, the benefits of physical play for your child's overall health, social development, and even academic success are well documented in educational research. Children who engage in outdoor physical play, demonstrate healthier physical development, they learn the intricacies of social relationships with peers, and show increased levels of concentration during academic work times. Herrera is highly committed to providing our students with ample opportunities for physical education. Kindergarten- 5th grade students will receive two 15-minute recesses each school day. 6th-8th grade students will all have a minimum of one 15-minute recess each school day.

CARE OF ENVIRONMENT

Teaching students to “own” and care for both their classroom environment (furniture, materials, supplies) and outdoor environment as an extension of home is one way to help foster a child’s inner sense of responsibility and independence. Herrera’s teachers and assistants do not clean up after students. Instead, the class learns how to perform the care tasks required to keep the classroom in working order. Students should treat the school site with care. Vandalism and/ or destruction of school property is against both School and District Policies, and may result in disciplinary action.

SCHOOL STAFF

All faculty members at Herrera are carefully chosen and references are checked carefully. All faculty members undergo an Arizona Department of Education background check, an Arizona State Police background check, as well as a national fingerprint investigation. Herrera strives to maintain consistency in the staffing of each classroom. All staff members are expected to meet the highest standards of academia and follow best practices. Additionally, all faculty members are required to complete professional development/continuing education each school year.

FOOD POLICIES

The purpose of this food policy is to promote a healthy and safe environment for students in our K-8 school. This policy outlines guidelines and expectations regarding food and beverages brought to school, served during meals, and offered during school events. It aims to support the physical and cognitive development of students while fostering positive eating habits.

1. **Nutritional Guidelines:** Students can consume a variety of nutrient-rich foods, including fruits, vegetables, whole grains, lean proteins, and low-fat dairy products. Discourage the consumption of foods high in added sugars, unhealthy fats, and sodium, such as sugary snacks, candy, soda, fried foods, and heavily processed items (i.e., “junk food”). Raise awareness about common food allergies and encourage students and parents to avoid bringing allergenic foods, such as peanuts, tree nuts, and shellfish, to school.
2. **Meals Provided by the School:** The school will strive to provide well-balanced, nutritious meals that meet the dietary guidelines established by the relevant health authorities. The District will make the menu available to students and parents, highlighting ingredients and potential allergens to ensure informed choices. Phoenix Elementary School District #1 will accommodate students with specific dietary requirements or allergies by offering alternative meal options or working closely with parents to provide suitable alternatives.
3. **Packed Lunches and Snacks:** We encourage parents to pack nutritious lunches and snacks for their children, including fruits, vegetables, whole grains, lean proteins, and low-fat dairy products. Encourage appropriate portion sizes to avoid excessive caloric intake. Encourage students to bring water as their primary beverage. Limit or discourage sugary drinks like soda, energy drinks, and sugary juices. Students should only bring individually sized food items (not “Family Size” products) and snacks in their personal lunch boxes. Food and snacks are not to be shared with others.
4. **Classroom Celebrations and Events:** We highly encourage non-food alternatives for classroom celebrations, such as games, crafts, or educational activities, instead of relying solely on food. Parents and volunteers should provide healthy snack options, such as fruits, vegetables, and whole-grain products, during school events.

5. **Fundraising:** Fundraising activities may promote health and wellness, such as walk-a-thons, fun runs, or selling healthy snacks instead of relying on sugary treats or unhealthy food items. Parents, teachers, and students with resources on healthy fundraising ideas that align with the school's food policy can fundraise if approved by both School Administration and Student Council.
6. **Education and Awareness:** Classes may integrate age-appropriate nutrition education into the curriculum to promote healthy eating habits and empower students to make informed food choices. We encourage parental involvement in nutrition-related initiatives, such as workshops or informational sessions, to support healthy eating habits at home.
7. **Implementation and Enforcement:** Professional development opportunities for staff members can increase their knowledge of nutrition, food safety, and the implementation of the food policy. The school will regularly communicate the food policy and its updates to parents, staff, and students to ensure a shared understanding and compliance. Herrera may recognize and celebrate individuals or groups that actively promote healthy food choices within the school community.
8. **Food Allergies:** If a student has an official allergy to food, the parent/ guardian should provide a Doctor's note with the specified allergy to the Front Office. This will be communicated with the School Nurse and Child Nutrition.

DISTRICT CALENDAR

[Phoenix Elementary District Calendar Website](#)

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.

DRESS CODE

A typical dress code policy for an elementary school is designed to promote a safe, respectful, and distraction-free learning environment. While specific rules can vary by school or district, most elementary school dress codes include guidelines like the following:

1. General Guidelines

- **Clothing must be appropriate for school:** No clothing with offensive language, images, or references to drugs, alcohol, violence, or hate speech. Clothes should not be excessively bagging.
- **Modesty is expected:** Shirts should cover the midriff, and shorts/skirts should be of a fingertip-length when arms are at the side.
- **Footwear required:** Closed-toe shoes are typically required for safety, especially during recess or PE; flip-flops or high heels are usually discouraged. No slippers are acceptable unless for a spirit day or water day (i.e., pajama day). **CROCS** are not permitted due to safety concerns.

2. Tops

- No spaghetti straps, halter tops, or off-the-shoulder shirts
- No crop tops or shirts that expose the stomach.
- Shirts must cover undergarments.

3. Bottoms

- Shorts, skirts, and dresses should be an appropriate length (fingertip-length or longer)
- Pants must be worn at the waist and not sag below the hips.
- No pajama bottoms are permitted unless for a school spirit day (i.e., pajama day)

4. Accessories and Headwear

- Hats, hoods, and sunglasses are not allowed indoors unless for religious or medical reasons.
- No distracting or dangerous accessories (e.g., chains, spiked jewelry).

5. Logos and Graphics

- Clothing with violent, vulgar, sexual, or discriminatory content is prohibited.
- Gang-related symbols or colors may be restricted in some areas.

In accordance with district policy, student dress shall not:

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

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

If your child violates school dress code, he/she will:

- Be asked to go to the nurse and contact parents for alternative school appropriate clothing from home.
- Be provided with an alternative school appropriate clothing item. If parents are unable to be contacted or unable to provide alternative clothing, they will be asked/informed that the student not wear the item again.
- Be asked by a teacher to remove inappropriate accessories which will be confiscated by staff. Parents will be contacted to not allow their child to bring the inappropriate asked to appropriately wear their clothing. i.e. Asked to pull up sagging pants, pull down a shirt, remove hoodie from their head, or wear a sweater.

ITEMS AND ELECTRONICS

Students are expected to bring to school each day only the items they need in their classrooms. This includes their textbooks, library books, homework assignments, notebooks, binders, musical instruments and special projects or materials requested by their teachers. Students are **NOT** to bring the following items to school:

The following items will be confiscated and sent to the office or held by the classroom teacher:

- Sharpies/permanent markers and white-out fluid (will be provided by teachers when needed)
- Play items or toys, play guns
- Electronic games
- Cell phones – Must be off and put away. They may be required to be turned in to the teacher and put away. (defined as 8:15-3:15 pm M/T/Th/F, 8:15-1:15 W)
- Food items to be sold to other students are not allowed

ELECTRONIC DEVICES

Electronic devices such as cell phones, personal music players, smart watches etc. may be carried to school; however, these items must be turned off and may be required to be turned into the classroom teacher to store out of sight during school hours. "School hours" is defined as 8:15 a.m. until 3:15 p.m. Monday, Tuesday, Thursday and Friday, and 8:15 until 1:15 on Wednesday. In compliance with the district handbook, the school does not extend any efforts to recover these items in the event of loss or theft, nor does it provide any compensation for lost, stolen, or damaged items. Should a child choose to bring electronic devices to school, he/she does so at his/her own risk.

Electronic devices that are visible and/or in use during school hours will be confiscated and turned in to the front office. A parent/guardian **must** come to school to recover the confiscated items. In the event a student has a repeated violation in regards to the misuse of an electronic device, the confiscated item/s may be held for the duration of the school year. Confiscated items not collected by the last day of school may be donated or discarded.

As stated in the district handbook, the school is not responsible when these items are lost or stolen. In addition, the school does not extend any efforts to recover these items if they are lost or stolen. Repeat offenses of bringing electronic items to school may result in the items being held until the end of the school year before being retrieved.

BULLYING, HARASSMENT, AND INTIMIDATION

Herrera aims to build a community where each person feels welcome. Our goals include prioritizing student leadership, encouraging positive behavior, and hosting well-rounded 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 Herrera's 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.

STUDENTS 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:

- [Phoenix Elementary School Bullying Form](#)
- (INSERT YOUR PROCESS HERE TO REPORT AND SEEK RESOLUTION RELATED TO THE BULLYING REPORT - BE SURE IT ALIGNS WITH ARS 153-342.36)

PROTECTIONS

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

- Threat Management and 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

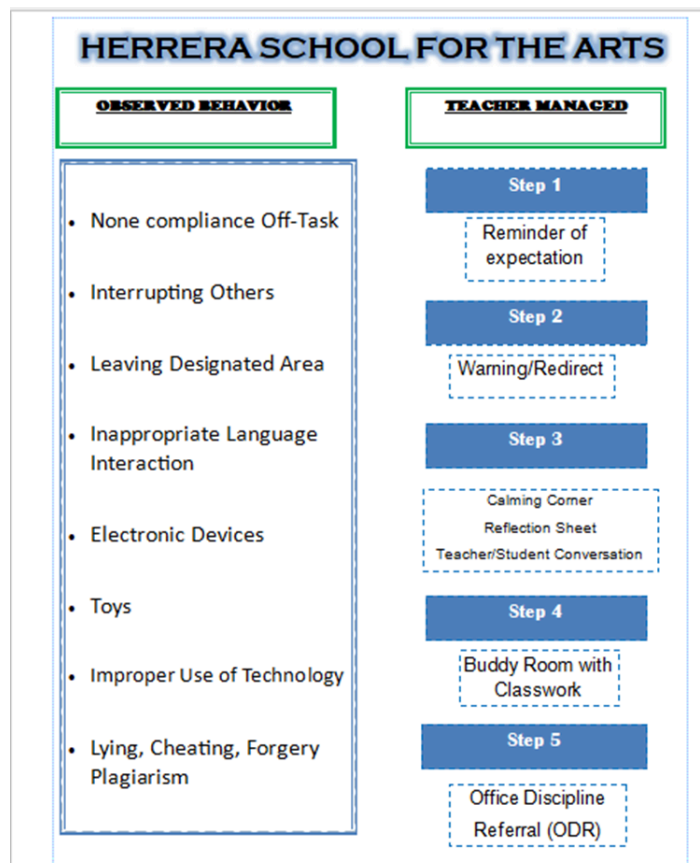
Additional information on the items listed below is available from the school principal, IEIS, social worker, or psychologist:

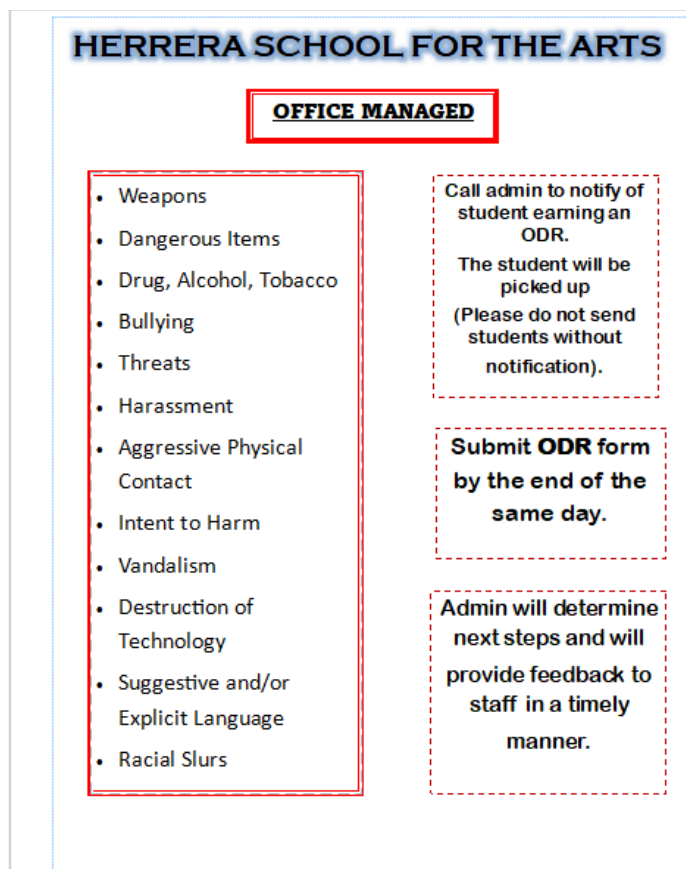
- Prevention counseling services
- Small group counseling sessions
- Intervention strategies
- Peer Mediation
- Other services according to individual circumstances

CLASSROOM

Herrera follows the rules and procedures set for the district handbook regarding student conduct. Each teacher develops a classroom expectation program for his/her class that encourages students to exhibit desired, productive behaviors while discouraging inappropriate, disruptive behaviors. The classroom expectation programs can include a variety of rewards as well as consequences such as time-out in the classroom (calming corner in the room), time-out to a buddy room (teachers agree to be buddies for each other), recess or lunch detention, loss of special classroom privileges, student-written note to parent regarding behavior, telephone or in-person conference with parent, etc.. Classroom teachers will provide communication at the beginning of the school year that outlines when and how they will contact parents in the event that there is an issue with making good decisions with respect to behavior.

Most behavioral management issues will be dealt with by the classroom teacher. At any point, the classroom teacher may solicit the support of one or all of the building support personnel (social worker, psychologist, and/or nurse).





DISCIPLINE

The Herrera Way Discipline Plan for teacher-managed behaviors utilized at Herrera is as follows:

Panther "P.A.W.S." Values

- P – Pawsitive Attitude**
- A – Act Responsibly**
- W – Work Hard**
- S – Show Respect**

School-Wide Location Matrix

Location	Pawsitive Attitude	Act Responsibly	Work Hard	Show Respect
Classroom	Come eager to learn Focus on Progress Encourage your classmates	Follow directions the first time Be prepared to learn Use materials only as directed	Embrace Challenges Ask questions to gain knowledge Give your best effort	Keep hands/feet to yourself Use appropriate language Listen when others speak

Hallways	Greet others with a smile	Have a pass	Move with purpose and focus	Use inside voices
	Be a helping hand	Go straight to destination	Hold yourself accountable	Give others personal space
		Keep hallway clean		
Cafeteria	Welcome others to join	Stay seated until dismissed	Use your time to eat	Say please and thank you
	Bring good vibes	Walk at all times	Try new or healthy foods	Wait patiently in lines
	Be kind to others	Keep cafeteria clean		
Playground	Include everyone in games	Follow directions the first time	Keep trying when a game gets tough	Keep hands/feet to yourself
	Focus on fun	Use equipment safely	Solve conflict effectively	Show good sportsmanship
	Celebrate others	Line up when the whistle blows	Work together as a team	Play by the rules
Bus	Great and thank driver	Follow the driver's directions the first time	Wait in the assigned area	Keep hands/feet to yourself
	Be kind to others		Manage your energy	Use appropriate language
	Be patient with delays	Stay seated in your seat		Keep conversations quiet
Performing Arts Center (PAC)	Encourage others	Follow directions the first time	Listen with an open mind	Keep hands/feet to yourself
	Be patient with delays	Stay seated during performances	Manage your energy	Be attentive to performance
Bathroom	Be patient with others	Follow directions the first time	Move with purpose and focus	Keep hands/feet to yourself
	Give others privacy	Use closest restroom	Hold yourself accountable	Use appropriate language
		Keep the bathroom clean	Manage your energy	Keep conversations quiet

There are varying degrees of discipline offenses and are based on the individual. In cases of fighting, drugs, or weapons at school, students may be sent home for an out of school suspension ranging between one and nine days. A behavioral referral may also be administered to a student if he/she commits the same smaller scale offense on a chronic basis (defined as three or more times within a semester.) When a student earns a behavioral referral, his/her parent/guardian will be contacted via telephone or letter by an administrator. Upon receiving a referral, a student will be administered a consequence (i.e time in an alternate classroom,

loss of recess, formal letter of apology, out of school suspension). In addition, students may be required to perform community service to the school in order to restore his/her status within the school community. Community service at the school primarily consists of helping clean the school grounds (i.e. picking up trash, removing gum, cleaning the cafeteria/hallways, etc.).

The complexity of the academic content requires that students demonstrate self-regulation. It is unfair for other students to be distracted from their learning due to the poor decision making of a select few. In addition, there will be no tolerance of any bullying with respect to sexual orientation. Students who choose to emotionally bully others with respect to sexual orientation may be subject to the maximum disciplinary and legal action allowed. This type of behavior will result in mandatory meetings between the student, his/her parent, and a building administrator/support staff member. Students who repeatedly (defined as three times or more) bully others may have increasingly strict disciplinary measures, including revocation of Open Enrollment to the school.

When a student's behavioral concerns are frequent either within or outside of the classroom, an individualized behavior intervention plan may be created. This plan encourages the child to engage in behaviors that optimize learning and enhance the social welfare of the child and all Herrera staff members who interact with the child. A plan such as this would likely be developed for a child if he/she exhibits six or more interruptions within one semester.

Herrera employs a preventative approach to discipline by building positive school culture. This is reinforced by facilitating the development of positive and meaningful relationships among students and adults in its school community, by creating safe spaces in the school environment for the exploration of identity and culture, and by student-centered learning and teaching practices that frame school discipline and academic failure as opportunities for deep academic and social-emotional learning for students.

COUNSELING

Herrera is fortunate to have a full time social worker that dedicates the vast portions of their school day to supporting the mental and physical well-being of our students. The social worker primarily supports students in grades Kindergarten- 8th grade by supporting emotional growth that results in positive self-management and self-regulation so that students can stay focused on learning. Herrera may also partner with outside counseling agencies, who provide therapy opportunities to our students.

Herrera believes that all children desire to do well and want to succeed in school. Poor decision making on the part of a child is viewed as a call for help. As a result of this belief, students who violate behavioral expectations are first directed to see the social worker. Due to the support provided by her, many of our students are gaining the necessary tools to self-manage and make good decisions and as such, they do not need to be seen by the building Principal, Assistant Principal (I.E.I.S.), or Behavior Intervention Specialist (BIS). Depending upon the severity of the situation, a parent may or may not be notified if he/she is seen by the social worker. For those students who are unable to make safe decisions with respect to their behavior, despite being seen numerous times by the social worker, may need to be seen by the school's administrator.

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.

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 engaging 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.

POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS (CR-PBIS)

The hybrid model of PBIS (Positive Behavioral Interventions and Supports) combines key elements from these approaches to create a comprehensive educational framework. At Herrera, this is referred to as “The Herrera Way”.

The Herrera Way is incorporated to recognize and value students' backgrounds, incorporating their experiences, perspectives, and identities into the curriculum and instructional practices. It ensures that students' cultures are not only acknowledged but also integrated meaningfully in the learning process, promoting engagement and academic achievement.

Restorative Practices focus on building and repairing relationships within the school community. This approach emphasizes resolving conflicts and addressing harm through dialogue, empathy, and problem-solving, rather than punitive measures. By fostering a sense of community and shared responsibility, it supports positive behavior and reduces disciplinary issues.

PBIS provides a proactive approach to promoting positive behavior and establishing a safe and supportive school climate. It involves setting clear behavior expectations, implementing evidence-based strategies, and providing individualized supports to help students meet those expectations. PBIS emphasizes prevention rather than punishment and reinforces positive behaviors through consistent recognition and reinforcement.

The hybrid model draws from all three approaches to create a coherent learning environment. It integrates relevant teaching practices to honor students' needs, Restorative Practices to address conflicts and build positive relationships, and PBIS to promote positive behavior and a safe school climate. By combining these approaches, the hybrid model supports academic success and social need among students. It creates a holistic framework that fosters meaningful connections, encourages self-reflection, and empowers students to become active participants in their learning journey while embracing their identities.

RESTORATIVE PRACTICES

Restorative Practices can be implemented in a number of ways. They can be used as a way of resolving conflict, preventing harm, and reducing behavior that challenges.

Some examples of how restorative practices are implemented include:

- **Community building circles** – This helps individuals to form relationships, build trust and build empathy with others. Community building circles are usually conducted in new environments or new classes.
- **Community circles** – This is similar to a community building circle but can be used at any time. It can be used for discussion and helps to build listening skills and mutual respect for others.
- **Norm setting** – This enables individuals to collaboratively build norms, rules and expectations within the setting. Participants have an opportunity to discuss the setting's values and create rules and actions.
- **Restorative conversations** – These can be used after a negative event has occurred. It can help the

student to establish what happened, what the student was thinking at the time, feeling or experiencing when the event happened, whether anyone or anything was harmed and what reparation can be done for the community.

- **Restorative conferences** – These are more structured and formal and should include everyone who was involved in the situation, as well as an impartial mediator. Herrera may also include third-party individuals such as parents/guardians or members of the community. Individuals should be given the opportunity to prepare for a restorative conference. The individual who was affected by the situation should have the opportunity to explain the impact on them. This can help the person harmed to forgive, move on, and reconnect with the harm-doer.

POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is a proactive and evidence-based schoolwide approach that aims to establish a positive student culture and individualized behavior to create a safe and effective learning environment. PBIS focuses on reducing problem behaviors, suspension rates, and enhancing school climate and academic performance. It emphasizes prevention rather than punishment, encouraging expected behavior by establishing clear behavior expectations and providing support to help students meet those expectations. PBIS is designed to improve school safety and promote positive behavior through a comprehensive framework that benefits all students.

Key Components:

- **Clarifying expected behavior** – PBIS recognizes that students can only meet behavior expectations if they know what the expectations are. Everyone learns what's considered appropriate behavior. And they use a common language to talk about it. Throughout the school day — in class, at lunch, and on the bus — students understand what's expected of them.
- **Teaching expected behavior** – With PBIS, schools teach students positive behavior strategies, just as they would teach about any other subject. All students learn about positive behavior, including kids with IEPs and 504 plans.
- **Encouraging expected behavior** – PBIS (Positive Behavioral Interventions and Supports) i. PBIS focuses on recognizing and reinforcing positive behaviors rather than solely focusing on addressing problem behaviors. By creating a positive environment and using effective strategies, PBIS aims to encourage and reinforce the behaviors that are desired and expected from students.
- **Discouraging unwanted behavior** – While PBIS primarily emphasizes the promotion of positive behavior, it also includes strategies for addressing and reducing problem behaviors. By setting clear behavior expectations, providing consistent consequences for inappropriate behavior, and implementing targeted interventions, PBIS aims to discourage and address unwanted behaviors effectively.
- **Ongoing monitoring** – involves ongoing monitoring to ensure its effectiveness. This monitoring includes collecting and analyzing data related to student behavior, school climate, and the implementation of PBIS strategies. By regularly assessing and reviewing this data, schools can make informed decisions to modify and refine their PBIS approach. Ongoing monitoring helps identify trends, areas of improvement, and the need for additional support or interventions. It allows for adjustments to be made to better align PBIS practices with the needs of students and the school

community, leading to continuous improvement and positive outcomes.

- **Effective classroom practices** – In the context of PBIS (Positive Behavioral Interventions and Supports), effective classroom practices include establishing clear behavior expectations, using positive reinforcement to acknowledge desired behaviors, providing behavior reminders, employing proactive strategies, fostering classroom community, offering individualized supports, maintaining consistency, and collaborating with families. These practices aim to create a positive learning environment, promote positive behavior, and support the social and emotional development of all students.

All students, staff, parents and community members are expected to follow the PANTHER PROMISES:

- Be Respectful
- Be Responsible
- Be Safe

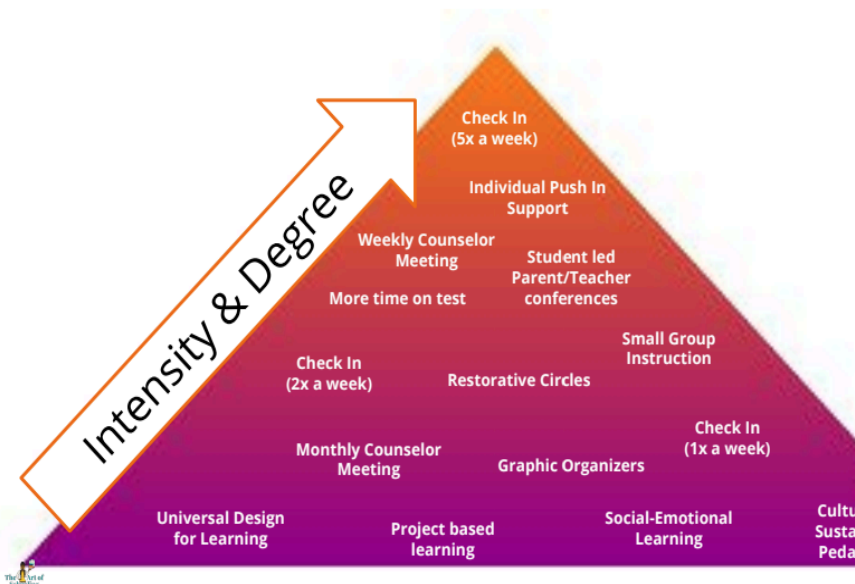
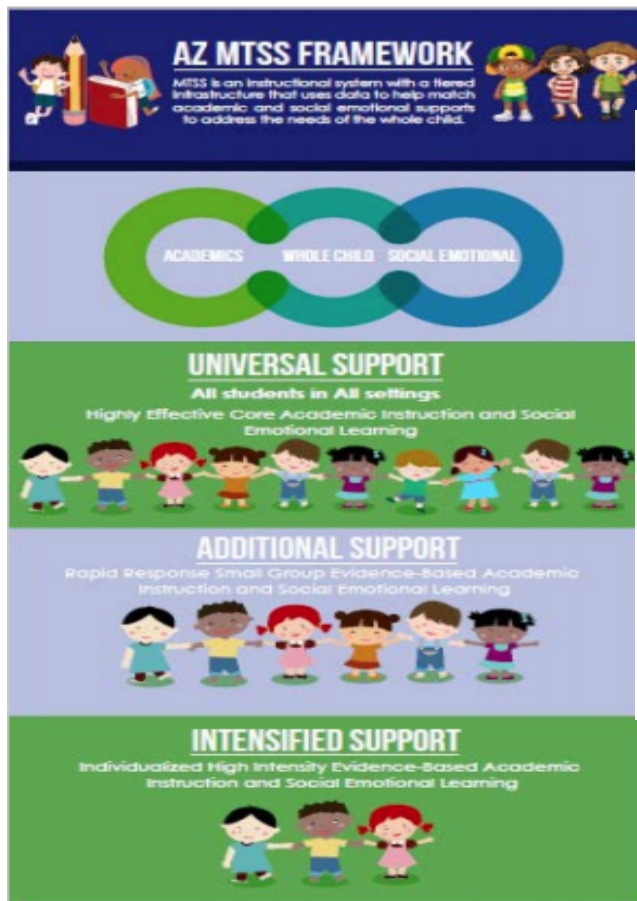
MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Phoenix #1 MTSS Mission Statement

Our MTSS Mission includes a team with a shared vision, uses high-quality curriculum and instruction, implemented with fidelity, including tiered supports that utilize appropriate staff supporting students' success in all areas of social-emotional learning, academics, and behavior.

What is MTSS?

MTSS is an instructional system with a tiered infrastructure that uses data to help match academic and social emotional support to address the needs of the whole child. The supports themselves are seen as a continuum with “universal”, “additional” and “intensified”. These supports address issues pertaining to the whole child and can include academics, SEL, and the curriculum. These areas are then reinforced through professional development, school and community collaboration, parental action, and teamwork among all stakeholders to support the child.



MTSS Helps Herrera...

- Assess the needs of all students, not just those who are outwardly struggling
- Monitor student progress data and use this data to make decisions
- Address the underlying academic or social-emotional needs of students
- Develop a focus on tier 1 instruction and focusing on the needs of the whole student
- Strengthens team structures to improve the focus on student learning
- Honors parents and families contributions and engages them to support students

REQUIREMENTS TO PARTICIPATE IN 8TH GRADE PROMOTION

Eighth graders must meet three requirements to participate in promotion exercises at the end of the year. **These requirements are as follows:**

1. Have mastered all their standards for eighth grade class work with a passing grade of D or better. Students who are failing will be required to make up/retake all necessary work which may require school attendance during Fall and/or Spring Intercessions including summer school in order to be promoted to high school.
2. Have demonstrated appropriate behavior and a positive attitude during the school year. Students with an excessive number of suspensions (defined as three separate suspensions or more) will be at

- risk of non- participation in promotion activities (i.e. the promotion ceremony, scholarship tea, etc.)
3. Have 90% or better attendance as well as having no more than 15 tardies for the year.

EIGHTH GRADE SCHOLARSHIPS

At the end of the eighth grade school year, select students may be awarded scholarships to help with costs for fees and materials for high school. Students may qualify for scholarships by meeting or exceeding standards in academics, fine arts, sports and leadership in all their classes including electives. Students must also demonstrate appropriate behavior and excellent attendance in accordance with attendance program incentives. Scholarship accounts will be established at the bookstores of the high school the students will be attending or through gift cards to an office supply store. If students change high schools, it is their responsibility to notify the bookstores to transfer the account. If a parent would like to contribute to a scholarship fund, please contact Herrera's Office Manager at 602-257-3885.

COMPREHENSIVE SCHOOL THREAT ASSESSMENT GUIDELINES

What Behaviors Warrant a Threat Assessment to be Initiated?

A Threat Risk Assessment will be initiated for behaviors including, but not limited to: serious violence or violence with intent to harm or kill, verbal/written threats to harm or kill others, online threats to harm or kill others, possession of weapons (including replicas), bomb threats (making and/or detonating explosive devices), fire setting, sexual intimidation or assault and gang related intimidation and violence.

Duty to Report

To keep school communities safe and caring, staff, parents/guardians, students, and community members must report all threat-related behaviors.

What is a Threat?

A threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted on the Internet, or made by gesture. Threats must be taken seriously, investigated, and responded to.

What is a Threat Assessment Team?

Each school has a Threat Assessment Team. The team may include the principal, teachers, social worker(s), school psychologist and a member of the local police agency when deemed necessary.

What is the Purpose of a Student Threat Assessment?

The purposes of a student threat assessment are:

- To ensure the safety of students, staff, parents and others.
- To ensure a full understanding of the context of the threat.
- To understand factors contributing to the person of concern's behavior.
- To be proactive in developing an intervention plan that addresses the emotional and physical safety of the person of concern.
- To promote the emotional and physical safety of all.

What Happens in a Student Threat Assessment?

All threat-making behavior by a student shall be reported to the Principal who will activate the protocol for the initial response. Once the team has been activated, interviews may be held with the student(s), the person of concern, parents and staff to determine the level of risk and develop an appropriate response to the incident. Intervention plans will be developed and shared with parents, staff and students as required.

Can I Refuse to Participate in a Threat Assessment Process?

It is important for all parties to engage in the process. However, if for some reason there is a reluctance to participate in the process by the person of concern or parent/caregiver, the threat assessment process will continue in order to promote a safe and caring learning environment.

What Parents and Students Need to Know

- Any threat must be reported to the school principal.
- Investigations may involve the social worker, school psychologist, the police or other community agencies.
- Investigations may involve personal property searches.
- Interviews will be held with the threat maker and other students or adults who may have information about the threat.
- Parents of students who are directly involved will be notified.
- Threatening behavior may result in disciplinary action.
- An intervention plan may be developed for the student making the threat and a support plan developed for any individuals targeted by threats.

Collection Notice

Schools and School Districts are subject to personal information privacy laws and will undertake the collection of this information in compliance with the requirements of such laws. This will include limiting the collection to information that is relevant and necessary to address a risk or threat and by ensuring that information collected from an online source is only obtained from open-source sites. Schools and School Districts will not collect information as part of a threat assessment unless there is reason to believe that a risk exists. Information collected as part of a threat assessment may be provided to police agencies in appropriate circumstances. Information collected will be retained and handled within current records management procedure and guidelines.

PART V: ADDITIONAL PROGRAMS

AFTER SCHOOL PROGRAMS

Herrera offers various programs throughout the school year for students of all ages. This year students will have the opportunity to attend the Boys & Girls Club after school program off campus. If more information is needed, please contact the Front Office. Students will also have the opportunity to join in 21st Century After School programs on Herrera campus. There will also be district run athletics and sports programs. Once enrolled in an after school program, attendance is highly encouraged. Enrollment information for after school clubs (21st Century Programs) will be available on Class Dojo.

Students at Herrera are invited to participate in Herrera's 21st Century Community Learning Center (21st CCLC) Extended Learning Program. Students may participate in the following:

- Academic Support: Our extended learning programs will provide academic support (strategic tutoring) to help students meet state and local achievement standards.
- Additional Enrichment and Youth Development Services: Beyond academics, we'll offer a broad array of services, that may include drug and violence prevention programs, career and technical programs, counseling, art, music, STEM activities, and physical activity and nutrition education.
- Literacy and Educational Development: Families of participating students will also have access to literacy and related educational services.

The Herrera School extended learning programs are funded by a Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Title IV-B program federal grant from the U.S. Department of Education and administered by the Arizona Department of Education. For more information visit:

<http://www.azed.gov/21stcclc/>

