



Kyrene Family Handbook 2026-27

KYRENE SCHOOL DISTRICT | 8700 SOUTH KYRENE ROAD, TEMPE, AZ 85284 | 480-541-1000

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INTRODUCTION

The Kyrene Promise

We promise to provide welcoming, inclusive learning environments in which every student is honored, valued, and feels a strong sense of belonging and purpose.

We promise to provide rigorous, responsive learning environments in which every student is given what they need to develop knowledge, skills, confidence, and a passion for learning.

We promise to provide vibrant, world class learning environments in which every student believes they are empowered and prepared to make a meaningful impact on a rapidly changing world.

Shared Responsibility

The Kyrene Family Handbook is intended to supplement Kyrene Governing Board policies, which are available on the Kyrene website, www.kyrene.org. Kyrene recognizes that the education of a child is a partnership, and this handbook is an agreement among students, educators and parents/guardians about the responsibilities we each have to support student success.

It is the expectation of the Governing Board that all staff members shall treat students with dignity and shall recognize, honor, and support each student's unique individuality and contribution. The learning environment shall reflect this fundamental belief of respect and value so as to create a climate conducive to successful learning. In order to maintain an academic focus, students are expected to behave in a manner that fosters a positive, orderly and respectful school environment. Parents/guardians are the primary educators and are a vital component in the teaching and reinforcement of their child's learning of personal responsibility. Together, the school and the home can guide and support our children and young adolescents as they mature into successful and productive adults.

Ready for the Future

In 2023, the Kyrene Governing Board adopted a strategic plan that will guide the District's priorities through 2028. The plan can be viewed in full at www.kyrene.org/strategicplan. Strategic planning is an active, continuous improvement process with oversight by the Board and input from all stakeholders.

Kyrene Commitment to an Environment Free of Harassment or Hazing

The Kyrene School District believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment, in order to maximize student achievement, foster personal growth, and help build a sense of community. We ask for the assistance of students, staff, and families in maintaining this goal.

To achieve this environment, the District will not tolerate bullying, harassment, hazing, or intimidation in any form. Harassment is intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Harassment may be related, but not limited to, actual or perceived race, ethnicity, color, religion (e.g. antisemitism), ancestry, sexual orientation, national origin, socioeconomic status, size or personal appearance (e.g. "fat shaming"), age, linguistics or language differences, or physical, cognitive, social, and emotional abilities. Hazing is any intentional or reckless act committed by a student against another student, in connection with membership in an organization affiliated with an educational institution, with a substantial risk of harm.

Students, staff, and families are encouraged to report harassment or hazing to their building principal as outlined in Governing Board policy and the District will ensure a prompt investigation. Retaliation by any student directed toward a student or employee related to the reporting of a case or a suspected case of bullying, harassment, or intimidation will not be tolerated. Students found to be bullying, harassing, or intimidating others, or retaliating against a report of bullying, harassment, or intimidation, will be disciplined up to and including suspension or expulsion from school.

The Kyrene School District is committed to promoting fair and equitable practices for all students and staff, in which everyone receives learning experiences and supports that expand opportunities for growth and achievement.

REGISTRATION

Families are invited to start the registration process online at www.kyrene.org/enroll. Families then finalize registration requirements with the school for which the application has been approved to move forward.

To enroll students new to the Kyrene School District, a parent/guardian must provide:

- Child's original or certified birth certificate
- Photo I.D. of parent/guardian
- Immunization records
- Records from the previous school that are helpful for determining class placement (e.g. report cards, test scores, gifted education placement scores, special education records – IEP and MET, etc.)
- Proof of residency (e.g. a current utility bill, lease agreement, contract on house)

Please note: We cannot enroll a child without current immunization records or an exemption pursuant to A.R.S. § 15-873. Step-parents and other extended family members may not enroll students unless they are the legal guardians identified in current, legal court documents or possess a valid, notarized Power of Attorney from the parent or legal guardian authorizing the individual to make educational decisions for the student.

Open Enrollment Policies

[Board Policy 5-105](#) governs the open enrollment program as set forth in A.R.S. §15-816 et seq. Additionally, the procedure, [5-105.A](#) includes more detailed information about eligibility and capacity..

Families who live outside the district or school boundaries are required to submit an application to the District and be approved for Open Enrollment prior to finalizing registration at the school. As a condition of acceptance, the parent(s) or legal guardian and the student must agree to comply with all District policies, so long as these also apply to resident students. Acceptance as an open enrollment student is good for one (1) year, and the student must be accepted each year. While an application may not be required to be completed, students must be in good standing in the areas of attendance and discipline. Additionally, the District may require additional information to be submitted before accepting the student in subsequent years.

When a change in address places a student outside the attendance area of the student's enrolled school, families are required to notify the school in writing within thirty (30) days. A school district may refuse to admit any student who has been expelled from another educational institution or who is in the process of being expelled from another educational institution.

The District requires that all materials/information provided by the student and/or parent(s)/guardian(s) are accurate. Any false or misleading information that is submitted to the District, or shared with a District employee, including information requested or required on any open enrollment or admission application may result in immediate withdrawal of enrollment or not being readmitted. If the District suspects falsification of information in the enrollment packet, contact will be made to allow the parent(s)/guardian(s) to present information pertaining to the falsification charges and have the opportunity to respond to any charges.

Parent Contact Information

It is essential that parent contact information be kept current. When students are injured and/or sick, it is imperative that we contact parents/guardians quickly. We need your help to keep the school office staff and your student's teacher informed of any changes in home, work or cell phone numbers. Please inform the school front office of an address change by completing the Health, Emergency & Address Information Update registration through your ParentVUE portal. **New proof of residence is required for all address changes.**

Parent contact information may be found by logging into ParentVUE on the Kyrene website at www.kyrene.org. In many cases parents can also access student schedules and grades. Please log-in regularly to view this information. If there is a change in your information, please contact your school office.

Photo/Video Release

We have so much to celebrate in Kyrene School District, and we love to document the success of our students. Your child's photo/video may be used by Kyrene School District in various media including, but not limited to: school/district websites, newsletters, news releases, marketing materials and social media. Families who wish to decline photo release must submit a revocation of consent form, available upon request from your child(ren)'s school. *(Athletic events, performances or other activities outside of school hours are considered public events, at which children may be photographed without consent.)*

Insurance

It is the responsibility of the parent/guardian to provide insurance for their child. If you do not have your own insurance, school day or 24-hour accident insurance is available through a private insurance agency. This insurance is optional. Information on this insurance policy is given to each student at the beginning of the school year.

Claims are handled by the insurance carrier and are not processed by the school district. A full summary of coverage is provided on the application form found on our website.

Custody

Parents/guardians shall be given reasonable access to their children at their school and to their children's official school records. Exceptions to this will be made in cases where there are court orders restricting the rights of one parent to access a child and/or the child's official school records. It shall be the responsibility of the parent/guardian who has a court order restricting the rights of the other parent/guardian to notify school officials of the conditions of the court order, and to provide school officials with a copy.

In those circumstances where a person other than the parent has been granted legal guardianship, the legal guardian is responsible for notifying the school officials of the conditions of guardianship and for providing the school officials all pertinent written documentation or changes.

STUDENT PLACEMENT

Kyrene School District wants to provide the optimum learning environment for your children. In order for children to learn well, it is essential that equitable, compatible, balanced classes be assembled, since the composition of the class is an important factor in the individual student's learning. The school staff carefully considers all factors including individual student needs when making class placement decisions.

Schedule/Teacher Assignment Changes

To provide educational continuity, schedule/teacher assignment changes are made for three reasons only:

- An error in the student's schedule;
- A needed change in the level of instruction; or
- A doctor's excuse from Physical Education classes for health reasons.

It is not possible to change a schedule because a student has "changed their mind about an elective course," "does not like the teacher," "wants to be with a friend," etc.

Promotion/Retention

Kyrene is committed to supporting the academic growth of every student. We understand that students develop at different rates, and our goal is to provide learning experiences that allow each child to make meaningful progress every year.

Student promotion is based on evidence of progress toward mastering learning objectives aligned to Arizona's academic standards. Teachers continuously monitor student performance and adjust instruction to meet individual needs. When a student is not meeting grade-level expectations, the teacher, along with the school's intervention team, will provide targeted supports to help the student succeed.

Kyrene Policy [Policy 5-216](#), and [5-216.A](#) and Arizona law requires that students must meet specific academic criteria to be promoted from certain grades. In particular, third-grade students must demonstrate sufficient reading skills on the state assessment to be promoted to fourth grade. Students who do not meet this benchmark may still be promoted if they qualify for a state-defined exemption. Exemptions include English learners with fewer than three years of English instruction, students with disabilities as identified through a 504 Plan or IEP, those with documented reading impairments, or those who show progress through a collection of reading assessments or receive targeted intervention services.

Families of students in kindergarten through third grade who are identified as reading below grade level will receive written notice that includes the child's specific reading needs, the current services being provided, available supplemental programs, and recommended strategies families can use at home. Families will also receive regular updates on their child's progress. This communication includes a clear explanation that a student may not be promoted from third grade without meeting reading requirements, unless an exemption applies.

Promotion from eighth grade requires that students demonstrate competency in core subject areas—English language arts, math, science, and social studies—as well as in two or more areas such as the arts, health/PE, or other electives. Competency may be demonstrated through coursework or assessment, as approved by the school principal.

For all other grades, students are promoted when they demonstrate competency or measurable progress in a majority of academic subjects. Teachers will notify parents when a student is not making sufficient progress and collaborate with families to recommend resources, such as tutoring, summer programs, or other support. If retention is being considered, the teacher and principal will meet with the family to review options and determine what is in the best interest of the student.

Arizona law gives teachers the authority to make final decisions about promotion or retention. Parents or guardians who disagree with a decision may submit a written appeal to the Kyrene Governing Board by May 30. The appeal must include the student's name, school, grade, teacher, the reason for the appeal, and parent contact information. Appeals are reviewed according to District procedures, and families will be notified of the outcome prior to the start of the following school year.

In some cases, acceleration or midyear promotion may be considered for students who demonstrate readiness for the next grade level. Decisions are made carefully and based on academic, social, and developmental factors.

Retention, promotion, and acceleration decisions may be adjusted for students receiving special education services as determined by their IEP team.

It is the belief of the Kyrene School District that an open line of communication between home and school should be maintained at all times to increase the likelihood of student growth and success

RELEASE OF STUDENT RECORDS AND DIRECTORY INFORMATION

Kyrene's policies and procedures for maintaining student records are governed by the Family Educational Rights and Privacy Act of 1974 (FERPA). Under FERPA, parents/guardians have the right to access and review the educational records of their children. Procedures for reviewing records are available in your school office or in **Appendix A** of this handbook. ([Policy reference 5-303](#) and 5-303-B)

FERPA also mandates that school employees keep educational records confidential. FERPA and Board Policy limit the information that can be released without the permission of parents/guardians. The Kyrene School District designates personally-identifiable information as "directory information" and may disclose this information without prior written consent unless the parents or legal guardians of the student notifies the District, in writing, by the end of the second week of (1) a new school year, or (2) after the student enrolls, whichever is later, that they do not want the District to disclose any or all of the types of information designated as directory information without prior consent. Unless modified by the written direction of the student's parents/guardians, this designation will remain in effect through the remainder of the school year.

Please give careful consideration before directing the school not to release "directory information." There are instances in which parents/guardians may desire the disclosure of "directory information," such as:

- Student yearbooks
- Programs for awards ceremonies or school concerts
- Rosters for sports activities
- Honors or achievements to be included in District publications, newspapers, or other publications
- Class distribution lists for classroom activities and social events
- Student writing/artwork on class or District web pages

ACADEMIC EQUITY AND EXCELLENCE

Kyrene designs a curriculum and program of study which identifies specific objectives in all courses offered by the district.

The Arizona Department of Education defines standards for instruction and assessments in Arizona's schools. These components are the organizational foundation for successful student achievement of the skills and knowledge of the standards as expressed in Kyrene's Curriculum Guides.

Middle School Program

The Middle School Program of Study and Curriculum Management Plan can be found at <https://www.kyrene.org/about-kyrene/departments/academic-equity-excellence>

Progress Reports

Kyrene encourages, supports, and values the school achievement of each student. The measurement of academic achievement is based upon the student's mastery of identified curriculum objectives. The goal of our school staff is to maximize every student's learning and learning potential.

The primary function of a progress report is to communicate information to parents/legal guardians about their child's current achievement status in regards to specific learning objectives in each curriculum area. Report cards are issued at the end of each grading period.

Teachers report progress related to achievement of subject objectives by a letter grade and/or progress indicator and comments.

Parents can access their student's demographic and attendance information by logging into ParentVUE on the Kyrene website at www.kyrene.org. In many cases parents can also access student schedules and grades.

Elementary School

- Parent/guardian conferences are held in the fall and the spring.
- Written progress reports are posted in ParentVue for kindergarten in the winter and at the end of the year. Written progress reports are posted in ParentVue quarterly for grades 1 through 5.

Middle School

- Written progress reports are posted in ParentVUE quarterly for grades 6 through 8.
- The letter grades A, B, C, D, and F, are used to indicate the level and degree of course targets mastered. If a student has made unacceptable progress, a letter grade of "F" is used.
- A student who receives an "I" (incomplete) has a designated period of time to complete missing coursework. If the coursework has not been satisfactorily completed at that time, the grade will be changed to an "F" or the grade the student earned. During the last grading period, a grade of "F" or the grade the student earned will be issued if coursework is not completed.
- Students ending the year with one or more grades of "F" may be required to retake the course(s) or could be considered for retention.

Assessment for Learning

The District Assessment information can be found at [Resources for Families and the Community - Kyrene School District](#).

In order to ensure that Kyrene's students are being challenged academically, their performance is assessed continuously using a variety of assessment measures. Ongoing assessment is completed by each child's classroom teacher. In addition to these instructional assessments, other assessments are based on the adopted Kyrene curriculum and identified performance objectives. Several District level assessments will be conducted in various subject areas within each grade level. The purpose of these assessments is to evaluate a student's performance on the Governing Board-adopted Kyrene curriculum.

- Arizona requires State testing in grades 3-8 in English Language Arts and Mathematics and in grades 5 and 8 in Science.
- **Middle School Students:** The Tempe Union High School District requires assessment of students in high school Spanish 1 and dual language programs..
- Questions regarding an individual student's progress should be directed to the classroom teacher, and/or school administrator.

Title I Parent Involvement Policy

As part of the Title I parental involvement policy (Section 1118 of the Elementary and Secondary Education Act of 1965), each school receiving Title I funds will develop a school/parent compact that outlines how parents, school staff, and students will share responsibility for improving student achievement. School compacts will be reviewed and revised as necessary annually.

***"guardian" as used herein shall mean a child's legal guardian as defined in A.R.S. § 8-531(8)**

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

- Established district level councils: The structure of these committees ensures collaborative decision-making with parents

as valued stakeholders

- Parental involvement activities include volunteering to serve on school council/committees
- Trainings offered through various District departments
- Communication vehicles such as a school newsletter, school site council monthly meetings, and annual Title I meetings
- Collaboration between programs to be established through parent-staff meetings which involve parents of Title I and Title VI students
- Annual recommitment by parents, students, and teachers to the expectations outlined in the parent contract

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

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

The Kyrene School District developed the following policies which ensure effective communication between the school, parents, and the community concerning student achievement while establishing an avenue for parent and community involvement.

INSTRUCTION

Uninterrupted Instructional Time

Each school and/or grade level has time designated for uninterrupted instruction. The school protects instructional time by ensuring classes are not interrupted with announcements or messages from home. When you have messages, materials, lunch money or lunches, etc., please take them to the school office.

Gifted Education

Gifted Education information for Kyrene School District can be found at on our [Gifted Programs Website](#).

If you have a child in Kindergarten through 8th grade whom you feel might qualify in one or more of the assessed areas, contact the gifted resource teacher or administrator at your child's school.

Native American Support Services

Kyrene Native American Programs provide educational and cultural enrichment for American Indian/Alaskan Natives (AI/AN) students, while promoting an active Native American community within Kyrene Schools.

The program aims to increase parent/community participation, knowledge of cultural identity, awareness and academic achievement. In order to be eligible for these services, students must have a completed 506 form in their school file.

Persons eligible: Federally-recognized members of a tribe, band or other organized group of Indians, including those terminated since 1940; children or grandchildren of any such member of preceding group; Inuit, Aleut, or other Alaskan Native considered by the Secretary of the Department of Interior to be an American Indian. For further information, call 480-541-1133.

Section 504

Section 504 is an anti-discrimination, civil rights statute enacted to protect the rights of individuals with disabilities in programs and activities that receive federal funding. For students to be eligible for 504 protection, the student must have a physical or mental impairment which substantially limits one or more major life activities, such as, learning, concentrating, and thinking. The limitation would make it more difficult for the student with the impairment to access or participate in the same educational opportunities afforded non-disabled students. A student with such an impairment may have a 504 Accommodation Plan completed with the school team.

Please contact the Section 504 Coordinator at your child's school if you feel your child may be eligible and require a Section 504 plan.

EXCEPTIONAL STUDENT SERVICES

Special Education

Special Education is available to students with a disability as indicated under the Individuals with Disabilities Education Act (IDEA). An Individualized Education Program (IEP) is a written program that outlines the special education services the student will receive. A continuum of services is available based upon the needs of the student.

Our District believes in the importance of parent participation and collaboration in the special education process.

Pursuant to [A.R.S. 41-1351](#), special education records, including intervention, evaluation and IEPs, will be destroyed four years after final enrollment of students in the District.

“Child Find” Program

[Child Find](#) is a component of the Individuals with Disabilities Education Act (IDEA) that requires a school district to locate, identify, and evaluate all children with disabilities, ages birth through 21, that are located within their geographical boundaries who are in need of early intervention or special education services. If you have a concern regarding your child's development, please call your child's school or the Exceptional Student Services office at 480-541-1150.

Kyrene Preschool Program

The Kyrene Preschool Program offers an exciting first learning experience for children who are typically developing, as well as children who are experiencing delays in their development. Kyrene's developmentally appropriate, peer-based curriculum is aligned with the [Arizona Early Learning Standards](#), and emphasizes early literacy, math and communication. Preschool is for children 3 to 5 years old, not yet eligible for Kindergarten. For further information, please visit our [website](#) or call 480-541-1156.

HEALTH SERVICES

Kyrene Health Offices are staffed by Health Assistants, who manage students' illnesses and accidents that occur at school. Health Assistants administer medication in accordance with Governing Board policy ([Policy 5-404](#)), keep health records, and perform vision and hearing screenings. More information can be found on the [KSD Health Services](#) web page.

In order to protect students from the possible spread of disease, please keep your child home if the following symptoms are present:

- Fever (Temperature of 100.4° F or higher)
- Persistent Cough
- Distracting pain from headache or recent injury
- Sore throat
- Nausea or Vomiting
- Diarrhea
- Red or inflamed eyes with drainage
- Rashes with fever or other symptoms present

Please do not send your child to school when they are ill.

Children may return to school when they are fever-free for 24 hours without fever-reducing medication and symptoms are improving.

The Health Assistant may send your child home regardless of temperature if they develop symptoms of illness at school that prevent them from participating comfortably in school activities.

Please make arrangements to have either a parent/guardian or another authorized adult available at all times to pick up a child who is ill or injured. If both parents/guardians are unavailable, the school will begin calling the adults listed by the parents on the Emergency Card.

Immunizations

Arizona law [A.R.S. §15-872](#) and Governing Board policy ([Policy-5-403](#)) requires that students attending school have met applicable immunization requirements.

Please inform health office staff at your child's school of any immunizations received during the year so that the school records can be

kept up to date. More information can be found on the [KSD Immunization](#) web page and in the [Arizona Immunization Handbook](#).

Medication

Health Office staff administer over-the-counter and prescription medication in the school setting in accordance with Governing Board policy ([Policy 5-404](#)). The following is required:

- All medication must be brought to the Health Office and picked up from the Health Office by an adult. Students should not carry medications to and from school.
- Up to a 30-day supply will be accepted.
- A [consent form](#) for administering prescription and nonprescription medications must be completed and signed by a physician, nurse practitioner or physician's assistant for all medications administered at school, except for emergency administration pursuant to A.R.S. §15-157 (Epinephrine auto-injector) or A.R.S. § 15-158 (Inhalers) or A.R.S. § 15-341, subsection A, paragraph 43, (naloxone hydrochloride/any other opioid antagonist). Parent/Guardian signature is required for both prescription and non-prescription medication.
- Sample prescription medication must be accompanied by a prescription. Only medications that are needed to treat an existing ailment will be stored in the Health Office.
- Expired medications will not be administered.
- The Arizona Department of Health Services will not allow preschool children to receive stock medications of any form.
- A [consent form](#) for administering prescription and nonprescription medications must be submitted for administration of non-prescription medications beyond a three- consecutive-day period to ensure medications are not masking the symptoms of a serious health condition.
- A student may carry and self-administer an inhaler or epinephrine device with proper labeling and written parental permission. Students should report to an adult or to the Health Office after use.
- School Health Offices **DO NOT** stock aspirin, ibuprofen (Advil, Motrin), Benadryl, hydrocortisone cream / ointment, antibiotic ointment, cough drops or calamine lotion.
- Medications will not be routinely dispensed to students during the first and last hour of the school day in order to minimize the possibility of drug overdose.

Hearing and Vision

Hearing and vision screenings are given to selected groups of students per Arizona mandate under the guidelines of the [Arizona Department of Health Sensory Program](#).

If you do **NOT** want your child screened, please notify your school's Health Assistant.

Communicable/Infectious Disease

A Communicable / Infectious disease can be transmitted from one individual to another.

Common Respiratory viral illnesses include COVID-19, flu and RSV. [CDC Respiratory Virus Guidance](#) provides recommendations and information to help lower risk from these respiratory viral illnesses.

Chicken Pox (Varicella)

The Chicken Pox (Varicella) rash can appear all over the body and develop into itchy, fluid-filled blisters. A fever or not feeling well can precede the rash by 1-2 days. A student should be kept out of school until all blisters are scabbed over and dry and until they are fever-free for 24 hours.

Conjunctivitis (Pinkeye)

Pinkeye (conjunctivitis) may be caused by bacteria, virus or allergy. Symptoms include: watering; irritation and redness of the white part of the eye due to bacterial and allergic causes. It can be very contagious. Symptoms include swelling of the eyelids; crusting of lashes, sensitivity to light; and a pus-like discharge may occur.

Pediculosis (lice)

Lice checks are performed on students as needed. Students with head lice will be excluded from school until treatment specific for head lice has been initiated and the student is symptom free

Notification to Parents Regarding Communicable Diseases

The school principal, in consultation with Health Services, determines when and to whom communicable disease notification letters will be sent with direction from MCDPH.

- Generally, if there is a physician-confirmed case of communicable illness in a classroom, a letter may be sent to all parents/guardians of children in that classroom.
- Generally, if 10% of the school population has a physician-confirmed communicable disease, a notification letter is sent home to parents of the entire student body.

Chronic Health Conditions

Please refer to [District Policy © 5-104](#) for homebound or hospitalized students and students with chronic health problems. Please refer to District Policy for homebound or hospitalized students and students with chronic health problems.

Asthma/ Allergy

Parents of children with asthma and/or severe allergy should contact their child's school Health Office upon enrolling their child. The parent will be asked to complete an asthma and/or allergy health care plan that will be reviewed by [District Registered Nurses](#) and the school health team. Parents should provide the school with all prescribed emergency medication.

Special Dietary Needs

Parents of students with special dietary needs, documented by a licensed physician, should contact the [Food Services Department](#).

Physical Education Excuses

A student may be excused from Physical Education for three days upon written request from a parent/guardian. For any longer period of time, a request from the child's physician is required. Excuses written by a physician should be given to the Health Office.

Medical Release to Return to School

Any student returning to school following a serious or prolonged illness, injury, surgery, or recent hospitalization should have a written medical release form (discharge paperwork if seen in ER/Urgent care) signed by a licensed medical provider to return to school. This medical release should include any recommendations regarding physical activity/restrictions and/or limitations to provide the safest environment during the school day.

Written permission should be provided for safe return to school for all students requiring durable medical equipment including but not limited to a wheelchair, walker, crutches etc. All equipment will be provided by the parent/guardian.

Return completed paperwork to the school health office to make arrangements for any necessary health support at school.

MIDDLE SCHOOL ATHLETICS

Akimel A-al Middle School, Altadeña Middle School, Aprende Middle School, Centennial Middle School, Kyrene Middle School, and Pueblo Middle School are members of the Kyrene Athletic Program. The goals and objectives of the conference are to develop and maintain the following on the part of every participant:

- Physical skills necessary in the sport or activity
- An awareness of progressive skill requirements needed to continue to grow in the specific sport
- A sense of loyalty, team play, cooperation, and sportsmanship, which will have value later in life
- Respect for the efforts, abilities, and rights of others
- The awareness of leadership responsibilities in school, community, and life contacts, as well as the athletic field
- Active participation by all members of a team
- Understanding and experiencing the benefit of healthy competition

The program is governed by a coordinating committee consisting of one administrator or designee from each participating school and

the District Athletic Director. The members will adhere to the rules set forth by the Kyrene Athletic Program guidelines. For more information on the Kyrene Athletic Program, including fees and structures, please visit the [Kyrene Athletics Program](#) website.

GENERAL INFORMATION AND PROCEDURES

School Breakfast and Lunch Program

The Kyrene School District contracts with a food service provider that provides breakfast and lunch to students of the district. It is a parent's responsibility to provide lunch for their child. Students may purchase meals or bring a packed lunch from home.

To apply money to your student(s) meal accounts by credit card, please visit

<https://www.kyrene.org/family-student-resources/food-services>. **Checks made payable to Kyrene School District and cash in a sealed envelope and labeled for the student are accepted at the school sites for meal accounts.**

The Kyrene School District participates in these federally-subsidized programs: the School Breakfast Program (SBP) and the National School Lunch Program (NSLP), both of which are sponsored by the U.S. Department of Agriculture (USDA). Through this program, students who meet certain criteria (as determined by USDA Guidelines) are eligible to receive free or reduced-price meals at their school. For the 26-27 school year, please complete a meal application online at <https://family.titank12.com/> or submit a paper version for meal assistance. The program provides for one meal at breakfast and one meal at lunch, per day, per eligible student. Second meals and à la carte items are not included and will be charged to a student's account at the time of purchase. A new meal application must be filled out by families each school year, beginning July 1st. An alternate meal will be provided to students who have a negative meal balance until funds are restored. The alternate meal starts after two (2) meals are charged to a student account without sufficient funds.

Students are not allowed to go home for lunch or be released to go to a restaurant or other food vendor unless they are signed out and are accompanied by a parent/guardian. Parents are highly discouraged from bringing outside food (e.g. pizza, fast food, etc.) to school for students other than their own students. During the last ten (10) days of the school year, students may not incur a negative balance in the meal account. We ask that parents/guardians pay any balance due by the end of the school year.

For more information regarding school meals, menus, and nutritional information, please visit www.kyrene.org/FoodServices.

Family Resource Center

The Kyrene Family Resource Center provides free, confidential resources to families in need. These resources include school supplies, food, clothing, hygiene and resource connections. The Resource Center is open to all children, families and employees in Kyrene. For more information or to volunteer, call 480-541-4772.

Qualified Substitute Teachers

When a situation arises that requires a Kyrene employee to be absent from work or absent for an extended period of time, the District follows established guidelines for maintaining the employee's privacy and confidentiality.

The District acknowledges that students and families may have concerns surrounding an employee's extended absence from work. Although information regarding the circumstances that have necessitated the absence cannot be shared with the community, the District will ensure that qualified substitute teachers are obtained to continue quality services and instruction while the teacher is absent. The well-being and safety of students is of the highest importance.

Building Regulations

Students may not be in any of the school buildings during non-school hours unless supervised by a designated adult.

Birthday, Other Celebrations and Nutrition Standards

We understand that families and friends may wish to celebrate birthdays and other special occasions. However, balloons, cakes, candy, flowers, gifts, and similar items may not be brought or delivered to campus or transported on the bus. These items can disrupt instruction, create safety concerns, and result in inequitable experiences for students. If these items are delivered to school, they will be kept in the office until the end of the school day.

Classroom parties and celebrations may be held up to four times each year. Schools may choose to celebrate winter break, the end of the school year, and two additional special days agreed upon by each school. These celebrations are intended to support instruction,

build classroom community, and recognize the value of religious and cultural diversity.

When planning classroom parties, celebrations, or any school-day activity involving food, all food served or distributed to students must comply with applicable District procedures, state and federal nutrition requirements, and the Arizona Healthy Schools Act, [A.R.S. § 15-242.01](#). Homemade or home-cooked food may not be distributed to students during school hours. Food provided for classroom celebrations must be commercially prepared, individually packaged or otherwise approved by the school, and must not contain ingredients prohibited by the Arizona Healthy Schools Act.

Beginning with the 2026–27 school year, the Arizona Healthy Schools Act prohibits schools that participate in federally funded or assisted meal programs from serving, selling, or allowing a third party to sell ultra-processed food on campus during the regular school day. For purposes of this law, ultra-processed food means a food or beverage containing one or more prohibited ingredients identified in [A.R.S. § 15-242.01](#), including certain dyes and additives. Families should check ingredient labels before sending food for any approved classroom celebration. For more detailed information, including the current list of prohibited ingredients, please refer to the Arizona Department of Education website.

Individual student birthday celebrations are not held in classrooms or elsewhere on campus. Students may not hold parties for teachers at school, and party invitations may not be distributed at school.

End-of-Year Parties

End-of-year promotion parties in Kindergarten (K) through grade seven (7), if held, will be low key and kept at the school site. Promotion parties for eighth (8) graders may be held off-site, provided they are at a location where students are contained and strict supervision can be maintained.

Off-Campus After-Hours Student Parties

The District does not have insurance coverage for students or staff members for off-campus after-hours student parties that are not sponsored by the school. Such activities, if planned, will not have school function authorization. No other off-site promotion activities are authorized by the Kyrene School District.

Visitors to Schools

Every visitor to the school campus is required to enter through the front office. If the visitor's business is appropriate, the visitor will complete the sign in process (name, nature of business, and time).

Every visitor will be required to exchange the visitor's picture ID for a numbered visitor's badge. No one will be in the school or on campus unless they are wearing a numbered visitor's badge.

Unless authorized by the site principal, student visitors are not allowed on campus during the school day nor before or after school when Kyrene students are present ([Policy 3-203](#)). We ask that visitors and volunteers refrain from bringing students' siblings or other non-students with them to the school. Additionally, siblings and other non-students will not be permitted to attend school sponsored field trips.

Parent requests to observe in the classroom are to be scheduled through the office in advance and have the prior approval of the school administration. Observations should not disrupt students' instructional time. An observer who wishes to speak to the teacher will need to schedule an appointment before or after school.

This policy ensures safety, minimizes classroom interruption, and promotes full concentration of both students and volunteers/visitors on the learning activity.

Signing Students In and Out – ID Required

When signing students in after the start of school or prior to the end of the school day, please follow the procedures below. This system is most efficient and minimizes classroom interruptions.

As parents:

- You must come to the office to sign your child in if they are arriving after school begins.
- When you unexpectedly need to take your child out of school, office staff will call the classroom when you arrive in the office.

- If your child has to leave before the end of the school day, have your child bring a note to the attendance office at the beginning of the school day. The note should specify the reason for the absence and the time your child will be leaving. The office staff will issue your child a pass to leave class at the appropriate time.
- In all cases, you must come into the office to sign out your child and present your ID. Students are never permitted to leave campus on their own during school hours.
- Kindergarten students must be accompanied by an adult when leaving campus.

Please note: *Students may only be released to the parent or legal guardian or to persons 18 years or older who are specifically authorized on the Health Service Emergency Card or in writing by the parent or legal guardian.*

Please update any changes on your student's emergency information form as soon as they occur. You may request that a new form be sent home or you may come into the office and make the changes to the form on file. Changes to the emergency information cannot be made over the telephone.

Pets and Other Animals

For the safety of all students, please do not bring pets on campus. An adult may bring a pet to the classroom for a class period and for educational purposes only if the teacher has obtained written permission from all students' parents. Animals cannot be transported on school buses. If a pet follows a student to school, the office will contact the student's home to arrange for pet pick-up ([Policy 3-202](#)).

Service Animals

The District does not discriminate against individuals with disabilities who use service animals if the work or tasks performed by the service animal are directly related to the individual's disability. Under the Americans with Disabilities Act (ADA), a service animal is defined as a dog that has been individually trained to do work or perform tasks for an individual with a disability. Reasonable modifications will be made in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability. Service animals do not include other species of animals, whether wild or domestic or trained or untrained. The task(s) performed by the dog or miniature horse must be directly related to the person's disability.

Campus Passes

Campus passes are required any time a student is out of class. When using a pass, a student must go quickly and directly to and from their destination.

Use of Restrooms

Students may use the restroom before and after school, between classes or during the lunch period without a pass. At any other time, a student is expected to obtain a pass from the teacher. School personnel may limit the amount of time and number of students using the restroom.

The restroom facilities are not meeting places for students. All students are expected to assist in keeping the restrooms clean. Students are not to loiter in the restrooms, write on the walls, or damage the facility in any way. An ill student should report to the Health Office and should not remain in the restroom.

Student Activities and Services

The middle schools offer various student services and activities to not only assist students academically, but also to provide opportunities for their social and emotional development. Please contact your school office to request information about these activities and services.

Special activities and/or clubs are provided and organized when students exhibit an interest. At the beginning of the year, each school may provide a list of special activities. The activities vary and may include sports, fine arts, and other areas of interest. The special activities must have adult supervision. Specific activities and times are subject to change throughout the school year.

After-school social activities may be held during the school year. These activities are only for the students enrolled in the school. There may be an admission charge as part of fund-raising efforts.

Personal Property

The District shall not assume responsibility for the loss of, or damage to, personal property stored, installed, or used on school premises ([Policy 3-401](#)).

Flag Display, U.S. Constitution and Bill of Rights, Moment of Silence, Declaration of Independence

U.S. Flag

The District shall display a United States flag in each classroom and on or near the outside of the school building during school hours and at such other times as school authorities direct. The flags must be manufactured in the United States, be at least 2x3 feet, and use appropriate hardware.

U.S. Constitution and Bill of Rights

For grades seven (7) through twelve (12), the District shall place a legible copy of the [U.S. Constitution](#) and Bill of Rights adjacent to each classroom flag. The documents must be manufactured in the United States.

Period of Silence

A period of silence shall be observed at the beginning of the day. The teacher in charge of the room shall announce that a period of silence for at least one minute but not more than two minutes will be observed. During that time, no activities shall take place and silence shall be maintained.

Declaration of Independence

Each student in grades four (4) through six (6) shall recite the following passage from the Declaration of Independence at the commencement of the first class of the school day:

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness. To secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.

Should a Parent/Guardian of a student object to the recitation of the passage set forth above, the student shall not be required to participate.

School Volunteers

Kyrene values the support of parents, guardians, family members, and community volunteers. Because student safety is a priority, all volunteers must complete the District's volunteer process before providing volunteer service, whether in person or online.

Parents and guardians of students enrolled in Kyrene must complete a [Volunteer Information Form](#) once each school year before volunteering. Parents and guardians are not generally required to hold a fingerprint clearance card when volunteering at school sites during the regular school day and under District supervision.

All non-parent/non-guardian volunteers must hold a valid Arizona Department of Public Safety Identity Verified Prints Fingerprint Clearance Card, commonly referred to as an IVP Fingerprint Clearance Card or IVP card. In addition, any parent or guardian who wishes to chaperone an authorized school-sponsored overnight trip or volunteer in a DHS-licensed program must hold a valid IVP card.

Volunteers who are required to hold an IVP card must present the card and a photo ID to the school before volunteering. The IVP card process may take several weeks, so prospective volunteers should plan ahead. Any applicable fees are established by the [Department of Public Safety](#) or approved vendors and are the responsibility of the volunteer unless otherwise approved by the school or program.

The District may require additional safeguards, including an IVP card, depending on the nature of the volunteer activity, the level of student contact, and whether the volunteer will be supervising students or providing direct services outside the direct oversight of certificated staff. Volunteer approval is subject to school and District review and may be denied or revoked when necessary to protect student safety or the orderly operation of the school.

Fingerprint clearance requirements are rooted in student safety. Thank you for your support and partnership in keeping Kyrene schools safe and welcoming for students.

APPENDIX A STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age certain rights with respect to the student's educational records.

APPENDIX B NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT AND A.R.S. 15-117

The Protection of Pupil Rights Amendment (20 U.S.C. 123h) affords parents and students who are 18 or emancipated minors ("eligible students") certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. The details of this statute can be accessed at this link:

<https://www.azleg.gov/viewdocument/?docName=https://www.azleg.gov/ars/15/00117.htm>

APPENDIX C PARENTS' GUIDE TO CHILD ABUSE REPORTING REQUIREMENTS FOR SCHOOL PERSONNEL AND A.R.S. 13-3620

The duty to protect children from child abuse, sexual abuse and neglect is one that is incumbent on every school district employee. It is important that parents and families understand these obligations and the ramifications for school personnel. The details of this statute can be accessed at this link: <https://www.azleg.gov/viewdocument/?docName=https://www.azleg.gov/ars/13/03620.htm>

APPENDIX D RIGHTS OF HOMELESS STUDENTS

The Kyrene School District shall provide an educational environment that treats all students with dignity and respect. Kyrene ensures that homeless children and youth have access to a free, appropriate public education, comparable to that provided to the children of any Arizona resident and consistent with Arizona's mandatory school attendance laws. The details of the McKinney Vento Homeless Act can be accessed at this link: <https://nche.ed.gov/legislation/mckinney-vento/>

APPENDIX E NONDISCRIMINATION/EQUAL OPPORTUNITY

Exercise of Free Expression/Freedom of Speech (Policy 5-301)

Students enjoy certain rights protected by the First Amendment of the U.S. Constitution and applicable state law. These rights are applied in light of the special characteristics of the school environment. The Governing Board reserves the right to determine the manner of speech and expression that is appropriate for the school environment.

Students are entitled to express their personal opinions; however, student free speech rights are not unlimited and are subject to certain restrictions. The District may regulate student speech or expression that is vulgar, lewd, plainly offensive, promotes drug use or illegal activity, may reasonably be perceived as bearing the endorsement of the school, materially disrupts classwork, involves substantial disorder, or invades the rights of others. Depending on the facts and circumstances, the District may also regulate speech that occurs on or off campus, before, during, or after school, or during any school activity.

The District shall not discriminate against students on the basis of religious viewpoint or religious expression. If a student includes a religious viewpoint or religious expression in an assignment that requires the student to express the student's viewpoint, the student shall not be rewarded or penalized on the basis of religious content or viewpoint. The student's work shall be evaluated based on ordinary standards of substance, relevance to the course curriculum, and the requirements of the assignment.

Students are permitted to pray or engage in religious activities or religious expression in the same manner and to the same extent as students are permitted to engage in nonreligious activities or expression, before, during, and after the school day.

To the extent and in the manner that other types of clothing, accessories, and jewelry displaying messages or symbols are permitted, students are permitted to wear clothing, accessories, and jewelry that display religious messages or symbols.

Acknowledging and permitting the above freedoms is not to be interpreted to mean the District is requiring any person to participate in prayer or other religious activities, nor is it to be interpreted as authorizing the District to violate the constitutional rights of any person.

The District retains the right to:

- Maintain order and discipline on District property in a content and viewpoint-neutral manner.
- Prohibit speech or expression that is vulgar, lewd, or plainly offensive.
- Protect the safety of students, employees, and visitors on District property.
- Exercise editorial control over school-sponsored publications to the extent educationally appropriate.
- Adopt and enforce policies and regulations concerning student speech while on District property in a manner that does not violate a student's state and federal constitutional rights.
- Adopt and enforce policies and regulations that prohibit students from wearing clothing, accessories, or jewelry worn with the intent to convey affiliation with a criminal street gang as defined by law.

A student or student's parent/guardian is barred by statute from initiating legal action to enforce the student rights set out in this policy unless the student or the parent/guardian has:

- The principal shall investigate the complaint and provide a written response within fifteen (15) days of receiving the Submitted to the school principal a written complaint containing specific facts of the alleged violation.
- complaint, including a description of any action taken by the principal to resolve the complaint.
- If the principal's actions do not resolve the complaint, the student or the student's parent/guardian shall:
- Submit a written complaint containing specific facts of the alleged violation to the Superintendent or designated administrator.
- The Superintendent or designated administrator shall investigate the complaint and provide a written response within twenty-five (25) days of receiving the complaint, including a description of any action taken by the Superintendent or designated administrator to resolve the complaint.
- If the action taken by the Superintendent or designated administrator does not resolve the complaint, the student or the student's parent/guardian may pursue legal action to enforce the policy.

Students are entitled to express their personal opinions as long as that expression does not interfere with the rights of others, invade the rights of others, materially disrupt classwork, involve substantial disorder, or otherwise violate District policy or applicable law. Written expression, circulation of petitions, and other forms of student expression may be subject to reasonable school rules consistent with Policy 5-301 and applicable state and

Equal Educational Opportunities (Policy 1-201)

The school provides all students the opportunity to obtain an education. This includes, by law, free admission to the school up to the age of 16 or completion of the tenth grade. No student can be prevented from participating in any program solely in relation to age, race, color, national origin or ancestry, ethnicity, religion, linguistic or language differences, disability, genetic information, sex, gender identity and expression, pregnancy or socioeconomic status. Students have the right to equal educational opportunity without interference from other students and people who do not belong on the campus.

Compliance Officer

The District does not discriminate in relation to age, race, color, national origin or ancestry, ethnicity, religion, linguistic or language differences, disability, genetic information, sex, gender identity and expression, pregnancy or socioeconomic status. If you believe you or your child have been unlawfully excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any District program or activity (or any program or activity receiving the District's financial assistance), you may file a complaint with the District so that it may be properly investigated and resolved. Further information regarding Title VI, Title VII, Title IX, Section 504, ADA and the District's complaint procedures may be obtained from the District office by calling 480-541-1308.

Complaint Procedure

The District has adopted this internal complaint procedure per our non-discrimination [Policy 1-201 \(Students\)](#), and [1-202 \(Staff\)](#), and accompanying [Complaint Form](#) to provide prompt and equitable resolution of complaints alleging discrimination in relation to age, race, color, national origin or ancestry, ethnicity, religion, linguistic or language differences, disability, genetic information, sex, gender identity and expression, pregnancy or socioeconomic status.

A. Informal Conference

- Individuals are encouraged to discuss their complaints with an appropriate building administrator within ten (10) working

days of the alleged violation to determine if the matter can be resolved through informal discussion. However, individuals are not required to request an informal conference as a prerequisite to filing an initial complaint.

B. Initial Written Complaint

1. An individual can submit a complaint to the District's Compliance Officer: Assistant Superintendent of Talent Management or designee, 8700 S. Kyrene Road, Tempe, AZ 85284. Telephone: 480-541-1308. The following information should be provided:
 - a) *The complainant's name, address, telephone number and relationship to the District (i.e. parent, student, employee).*
 - b) *The complainant's school (if applicable).*
 - c) *The complainant's immediate supervisor (if applicable)*
 - d) *Date of incident/occurrence giving rise to complaint.*
 - e) *Detailed description of complaint.*
 - f) *Action/resolution requested. A complaint form can be obtained from the compliance officer and is found in Policies 1-201, 1-201 A, 1-203 and 1-203 A.*
2. The complaint should be submitted within ten (10) working days of the alleged violation or within five (5) working days after the complainant met with the building administrator.
3. The compliance officer may schedule a conference with the complainant to review the complaint. The compliance officer shall conduct an informal but reasonable investigation, affording interested persons an opportunity to submit information relevant to the complaint.
4. The compliance officer shall issue a written determination regarding the complaint and a proposed resolution, if any, within ten (10) working days after the submission of the complaint. Notwithstanding the above, if the compliance officer is unable to render a decision within ten (10) working days, the complainant should be provided with a written explanation of the reason for the delay.

Title IX Compliance Information is located on the Kyrene Website, Departments/Talent Management

Kyrene Family Handbook 2026-27
Student Behavior, Attendance and Discipline Policies

STUDENT ATTENDANCE

The Importance of Attendance

Regular school attendance is a key to student success. Students who are absent miss valuable classroom instruction including hands-on experiences, discussions, and opportunities to strengthen relationships that form a classroom community.

School's Responsibility

Attendance is taken periodically throughout the day. The school checks for students who are absent and who have not had a parent/guardian call to excuse them.. To keep families informed regarding their student's attendance, letters will be sent to families when a child has been absent 4 days, 8, days, 13 days, and when a student has reached chronic absenteeism which is more than 18 absences. The school will schedule a meeting with a family when a student has reached excessive absences to work together to create a plan to get the student to school.

Parents/Guardians Responsibility

Parents/guardians are asked to call the attendance office within two hours of the start of each day that their child is absent. Please leave a message on the attendance voice mail, indicating the student's name, grade, date(s) of the absence and reason for absence. If a phone call is not received, or if the school has not been able to contact the parent/guardian, or an acceptable reason for the absence is not provided, the student is given an unexcused absence and disciplinary action may be taken.

Students who are absent from school the day of an activity may not attend the activity, such as, but not limited to: a classroom party; a middle school dance or sporting event; an after-school enrichment club; or Kids Club care after school.

Student Responsibility

Students are expected to complete assignments and tests missed during an absence. The student is responsible for requesting missing assignments and for returning them to the teacher in the required amount of time.

Absences from School

Excused Absences

A student has an excused absence when one of the following conditions are met:

When a student is not in attendance for any portion of or an entire school day and,

- The parent/guardian called the school's attendance line to report the student's absence within 24 hours and provided an acceptable excuse for the absence, OR
- The parent/guardian was reached by the attendance office and provided the attendance office with an acceptable excuse* for the absence.

***Please note:** we cannot excuse an absence that is reported via email; all absences must be reported to the school's attendance office via a telephone call.

In cases involving prolonged illnesses and/or excessive absences, a written excuse from a physician may be requested to verify the absence.

Unexcused Absences

A student has an unexcused absence when one of the following conditions are met:

- When a student is not in attendance for any portion of or for an entire day and does not have an acceptable excuse*.
- The parent/guardian has not called the school's attendance office to report the student's absence and provide an acceptable excuse* within 24 hours.
- The parent/guardian cannot be reached by the attendance office to obtain an acceptable excuse* for the absence.

Tardy

A tardy is defined as arriving at school or class after the scheduled start time. It is important that every student arrive at school on time, before the bell rings every day. Students should arrive on campus at least five minutes before the scheduled start time but no more than thirty minutes before the scheduled start time. Students should be in their seats and ready to learn when the bell rings at the scheduled start time. Students are considered tardy if they are not in their seats at the scheduled start time. Students who arrive late (tardy) miss important information including school-wide morning announcements and instructional goals for the day.

Students who are tardy must enter through the school's front office and receive a Tardy pass.

Excused Tardy

Tardies will only be excused when the Parent or Guardian is present with their student to sign in late for school at the front office and provides an acceptable reason* for the student arriving late to school.

Unexcused Tardy

Tardies will be unexcused when the Parent or Guardian is not present with their student to sign in late for school at the front office and/or does not provide an acceptable reason* for the student arriving late to school.

The teacher in any class can take disciplinary action for tardiness. This may include such consequences as a warning, lunch detention, after-school detention, or in-school intervention.

**The District will report all student absences and tardiness to school in accordance with [A.R.S. § 15-901 \(A\)\(1\)](#) and defined by the Arizona Department of Education.*

Homework Requests during Absence

Requests for homework may be made through the attendance office by the parent/guardian. A twenty-four hour notice may be required before assignments can be obtained from the office.

Truancy

School attendance is not only a good habit; state law requires it. [Arizona State Law](#) (15-802.E, 15-803.A) requires every person who has custody of a child between the ages of six and sixteen years shall make sure the child attends school for the full time school is in session unless unable to attend due to illness or another legitimate reason.

Pursuant to [A.R.S. 15-803 \(A\)](#) "It is unlawful for any child between six and sixteen years of age to fail to attend school during the hours school is in session." We will be tracking attendance very closely. Your child is expected to be at school every day, unless there is an excused reason not to be. An absence is defined as a minimum of one missed class period per day. An unexcused absence will count as a truant day as defined by law. A student is "habitually truant" if they have five or more unexcused absences from school.

A student that is absent more than ten percent (18 days) of the required number of school days per year is considered to have "excessive absences" whether the absence is excused or unexcused. Kyrene is your partner in ensuring your student stays on track. Absence notices will be sent periodically via email and will include information regarding state attendance laws. While school districts are required by law to inform parents and guardians of the potential *legal* consequences of missing school, in Kyrene, our primary concerns are the potential *learning* consequences. It is our goal to inform families early and often regarding student attendance trends.

Open Enrollment Good Standing

We welcome families to Kyrene under open enrollment, [Policy 5-105](#). In order to remain eligible for open enrollment, students must remain in good standing. A student is in good standing if student:

- has demonstrated regular attendance, as defined by no more than eighteen (18) days of absence in the current or previous school year pursuant to A.R.S. 15-803.
- is not currently enrolled in an alternate placement to suspension, nor has been enrolled in an alternate placement to suspension in the current school year for ten (10) or more days; or
- does not have ten (10) or more days of short-term suspension in the current school year; or
- is not in the process of being long-term suspended, nor has had a long-term off-campus suspension in the current school year; or is not in the process of being expelled, nor was expelled during the current school year.

Schools will work with families throughout the year to keep them informed of open enrollment and good standing. At the end of the year, open enrollment will be revoked for students not in good standing. Students will not be able to continue at the current school nor enroll at another Kyrene school under the open enrollment policy.

STUDENT BEHAVIOR

Roles and Responsibilities

The responsibility of maintaining positive, constructive behavior within the school is a cooperative effort, shared by students, parents/legal guardians, teachers, administrators, and support staff.

The active involvement of, and support by teachers, parents/guardians, administrators and other school staff is critical in helping the student to understand the value of good conduct and its relationship to individual learning and success. Teaching and assisting students to develop positive/productive attitudes and behaviors will enable them to be active learners and valued contributors to the school community.

Positive Behavioral Interventions and Support

Each school within the Kyrene School District implements Positive Behavioral Interventions and Supports (PBIS).

PBIS is an evidence-based three-tiered framework designed to improve and integrate all of the data, systems, and practices affecting student outcomes every day. More information about PBIS is available at www.kyrene.org/PBIS

PBIS and Discipline

Discipline is an old English derivative that is based on the word “disciplina” which means “to teach”. Discipline is developmental rather than punitive. Its function is to teach, model, and practice social emotional and behavioral skills that are inclusive and support each and every student. Implementation of PBIS includes the development of a standardized 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, sexual harassment, or bullying. Each school creates a Major and Minor Flowchart that is agreed upon by the school staff and aligned with the District discipline process.

PBIS and the Kyrene Discipline Process

When using the Kyrene Discipline Process to provide consequences for negative behaviors, every school should first work through their site’s Major and Minor Flowchart.

In other words, the Kyrene Discipline Process is used after a student has been referred to the administrator and a formal discipline referral has been generated.

STUDENT DISCIPLINE

Students who feel safe at school perform better academically than students who do not feel safe. Arizona Safety Accountability for Education (AzSAFE) is an initiative to improve the collection, use, and reporting of safety and discipline incident data. The School Safety and Prevention unit of the Arizona Department of Education (ADE), has designed this system to assist in creating and maintaining safe environments, improving school climate, and ultimately increasing student achievement.

General Philosophy

Good discipline in schools is of primary importance to the educators and parents/guardians of the District. It is an expectation that students maintain appropriate behavioral expectations as outlined in the school PBIS Matrix in every school situation so that maximum learning may occur.

The improvement of individual and group behavior shall be an instructional goal, with major emphasis placed upon the teaching and reinforcing positive behavioral expectations.

Roles and Responsibilities

The responsibility of maintaining positive behavior within the school is a cooperative effort, shared by students, parents/guardians, teachers, administrators, and support staff.

The active involvement of and support by teachers, parents/guardians, administrators and other school staff is critical in helping the student to understand the value of exhibiting positive behavioral expectations and its relationship to individual learning and success. Teaching and assisting students to develop positive self-image, agency, cooperation, and responsibility will enable them to be active learners and valued contributors to the school community.

Student Expectations

Each student is responsible for contributing to a positive school environment which is safe and conducive to learning. A student shall:

- Demonstrate school-wide behavioral expectations.
- Be responsible for their own actions and the consequences of those actions.
- Show consideration and respect for fellow students, for the school staff members, and for school property.
- Display physical and verbal self-control and utilize taught strategies when faced with a challenge.
- Participate in the development of the school’s student behavior expectations.
- Work towards understanding and displaying self-discipline. Recognize that students are in school to learn and that order and structure help to create an environment where safe, productive and uninterrupted learning can occur.

Threat/Interference to an Educational Institution

Safe schools are a priority to the Kyrene School District. Behaviors that threaten the safety of students, staff, or school operations are taken seriously and may result in significant disciplinary action.

A student determined to have threatened an educational institution, as defined by [A.R.S. 13-2911](#), is subject to a recommendation for expulsion for at least one year ([A.R.S. 15-841](#)). The District may modify this expulsion requirement on a case-by-case basis as permitted by law and District Policy, including when a student participates in mediation, community service, restitution, or another program in which the student accepts responsibility for the threat and its impact.

The District may also reassign a student who is subject to expulsion to an alternative program and may require parent or guardian participation in related mediation, community service, restitution, or other responsibility-based programs.

The District will follow all federal and state requirements and procedures for students protected under Section 504 of the Rehabilitation Act and/or the Individuals with Disabilities Education Act (IDEA).

Conduct Referral

A teacher or other staff member (such as a bus driver, librarian, lunch duty staff, etc.) may submit a conduct referral to the office if a student commits an offense. The referral includes the nature of the problem, any interventions, and the name of the referring person. The Principal, Assistant Principal, or designee shall then meet with the student to collaboratively discuss the infraction, decide if the student has violated the school expectations, and determine next steps and needed student support. The student may be placed on an intervention plan, depending on the nature of the offense, the history of the offender, etc. The student shall have the opportunity during the conference to present their version of the situation as well as other relevant information.

A copy of the referral containing the offense and the disciplinary action taken is then sent to the parent/guardian and a copy is maintained in the student conduct file. In cases of a serious violation, the parent/guardian is also notified.

Personal Conference

A teacher, administrator, or designee will talk with the student, describing the misbehavior, and inform the student what behavior is acceptable. Parents/legal guardians may be contacted. A report of the conference will be recorded in the student's contact file.

Formal Plan Conference

A conference will be held with the student to reach an agreement on a plan to support the student with making positive changes to their behavior. Parents/legal guardians may be contacted. The plan and a report of the conference will be recorded in the student's contact file.

Parent Involvement

The Kyrene School District recognizes the essential role that meaningful parent involvement plays in establishing effective learning environments. Meaningful family involvement is defined as:

- Parent participation that supports the instructional program
- Parent participation in the school-related decision-making, and
- Parent participation that supports school/District-related activities.

Restitution

Under Arizona law, parents/guardians are liable for damage done by their children. In any situation in which damages to school property occur, the student or parents/guardians are required to pay for damages. If restitution is not made in the designated time frame, additional consequences may result.

Detention

Students may be assigned to detention before or after school or at lunchtime for a period of time under the supervision of school personnel. Detention will not exceed one (1) hour per day. Parents will be notified in advance when before or after- school detention is assigned.

Restriction of Privileges

The school administrator may notify parents/guardians of privilege restrictions. Such privileges include cafeteria, library, classroom or laboratory participation, bus use, school passes, study trips, dances, and bicycle use. A report of the restriction will be recorded in the student's contact file.

Restriction of Social Events

The school administrator may remove a student from a school-sponsored activity if the administrator determines that the student has violated a provision of the student discipline policies, rules, and/or regulations or if the administrator determines that such removal is in the best interest of the activity or in the best interest of the school as a whole. Students who commit serious behavioral infractions will be placed on temporary social restriction. Students may not be allowed to attend special activities such as socials, dances, assemblies or athletic events. Administration may also place students on social restriction for other school related events that are not listed above.

Community Service

Administrators may assign students to Community Service on the school campus before or after school or during the school day. Parents will be contacted.

Middle School In-School Intervention

The goal of the In-School Intervention (ISI) Program in middle school is to provide a quiet environment for the student with time to reflect and analyze current behavior. ISI supports students in learning from their behavioral choices and is integrated into each school's PBIS Major/Minor flow chart. Students who have caused disruptions or interfered with other students' rights, either in the classroom or elsewhere on campus, may be assigned to this program. While in this structured environment, students reflect on their behavior and work with the ISI staff to develop strategies for taking personal responsibility for their actions. Teachers provide classroom assignments/tests which the student completes in ISI for class credit.

In-School Suspension

In-school suspension is an alternative consequence to an off-campus suspension, providing students an alternate setting to attend school and complete their work.

Elementary In-School Intervention

In-School Intervention (ISI) in elementary school utilizes a number of different strategies which are used to teach appropriate behaviors and skills, as well as assign consequences for a specific misbehavior. ISI includes a personal conference where a student is encouraged to reflect and analyze the current behavior and make a plan to improve behavior. Consequences can range from an assignment to reinforce a new behavior, time out, and/or short-term removal from class.

Removal of a Student from a Classroom

A teacher may request that a student be permanently removed from his or her class (as per [A.R.S. 15-841](#)) if the teacher has determined that the student's behavior is unruly, disruptive, or abusive, and that it seriously interferes with the teacher's ability to communicate effectively with other students in the classroom, or the ability of other students to learn. A Placement Review Committee at the school will then meet to determine the student's classroom placement.

Student Rights

The constitutional rights of individuals assure the protection of due process of law. Therefore, a system of constitutional and legally-sound procedures has been established with regard to the administration of discipline at the school.

Notice of Student Behavior Expectations

Students shall have the right to receive annually, at the opening of school, a publication listing the rules and regulations to which they are expected to comply. Although an attempt has been made to include all rules, this should be viewed as a guide since it would be impossible to list all situations. Student behavior expectations shall be clearly defined, reasonable and relevant to the educational process.

Discipline of Students with Disabilities

If a student is identified as a student with a disability according to federal law, that student is afforded rights according to Section 504 of the Rehabilitation Act and/or the Individuals with Disabilities Education Act. The District adheres to federal and state requirements as they pertain to the discipline of students with disabilities.

Student Due Process Rights

The student shall receive verbal notice of the alleged misconduct and the evidence that exists to support the allegation. The student shall be provided with the opportunity to explain their version of the facts. The school official(s) involved shall make reasonable efforts to verify facts and statements prior to making a recommendation regarding discipline.

Short-Term Off-Campus Suspension

Short-term off-campus suspension means the temporary withdrawal of the privilege of attending school in the District for a period of ten or fewer consecutive days. The school Principal or Principal's designee has the authority to impose short-term suspensions. The student shall receive verbal notice of the alleged misconduct and the evidence that exists to support the allegation. The student will have an opportunity to explain their version of the facts. The school official may then suspend the student for ten days or fewer, choose another disciplinary alternative, or exonerate the student. A written record of the decision will be kept in the student's cumulative contact file. There is no right to appeal a short-term suspension.

For students in Kindergarten through Grade 4, suspension and expulsion are subject to additional limitations under [A.R.S. 15-843](#) and [Policy 5-306](#). Administrators must consider available behavioral interventions and required procedural protections before assigning exclusionary discipline.

In addition to imposing a short-term suspension, the school administrator may recommend to the superintendent that a long-term off-campus suspension or expulsion be imposed.

Long-Term Off-Campus Suspension

Long-term off-campus suspension means the withdrawal of the privilege of attending school in the District for a set period of time of eleven or more consecutive school days. After following Informal Due Process, the administrator may choose to recommend long-term off-campus suspension, choose another disciplinary action, or exonerate the student.

If a long-term off-campus suspension is recommended, a written Notice of Intent to Impose a Long-Term Off-Campus Suspension shall be mailed or hand-delivered to the parent. This letter will explain the offense, the recommendations, and the rights of the parent to request a formal hearing.

Expulsion

Expulsion means the permanent withdrawal of the privilege of attending school in the Kyrene School District unless the Governing Board reinstates that privilege. The student and parents/guardians will be informed when a student is subject to expulsion from school. ([Policy 5-306](#))

Expulsion requires official action of the Governing Board or a Board-appointed hearing officer. Formal notification will include instructions regarding the District's due process procedure. All documentation will be recorded in the student's contact file.

Any student who is off-campus suspended or expelled is not permitted to be on any District-owned property or participate in extracurricular activities or sporting events.

Guidelines for Searches and Confiscation of Items

Students have the right of privacy to person, as well as freedom from unreasonable search and seizure of property guaranteed by the Fourth Amendment of the United States Constitution. An individual's rights are balanced by the school's responsibility to protect the health, safety, and welfare of all students.

School employees may conduct searches under the following guidelines ([Policy 5-304](#)): School officials have the right to search and seize property, including school property temporarily assigned to students, when there is reason to believe that some material or matter detrimental to the health, safety and welfare of the student(s) exists. Items provided by the District for storage (e.g. lockers, desks) for personal items are provided as a convenience to the student, but remain the property of the school and are subject to its control and supervision.

Students have no reasonable expectation of privacy; lockers, desks, storage, areas, etc., may be inspected at any time with or without reason and with or without notice by school personnel.

Student Searches

Before initiating a search of a student, a school official shall have reasonable grounds, based on either personal knowledge, observation, or specific reports for suspecting that the search will turn up evidence that the student has violated or is violating a law or school rule.

If the search is initiated at the request of a law enforcement official, probable cause for the search will be established. The search conducted shall be reasonable, related to the objectives of the search, and shall not be excessively intrusive in light of the age and gender of the student and the nature of the infraction.

Use of Physical Force

Any administrator, teacher, or other school employee entrusted with the care and supervision of a minor may use reasonable and appropriate physical force upon the minor to the extent reasonably necessary and appropriate to maintain order.

Confiscation of Items

Items which may disrupt or interfere with the educational process may be removed from a student. Items may be returned to the student's parent/guardian. Items which are illegal will be turned over to the police.

Interrogations

The District has legal custody of students during the school day and during approved curricular and extracurricular activities. All interrogations will follow [Policy 5-401](#).

- School officials may question students regarding matters relating to school without limitation.
- A student may decline to be interviewed by the School Resource Officer or another peace officer.
- Parents will be contacted if a student interview leads to discipline for a serious offense.

Mandatory Reporting Requirements

Pursuant to Arizona Revised Statutes ([A.R.S.](#)) § 15-153(A), school districts are required to prescribe and enforce policies and

procedures for school personnel to report certain suspected crimes and safety-related conduct. The District policy regarding mandatory reporting to law enforcement can be found in [Policy 4-204](#), [4-204.A](#), and [4-204.B](#). In summary, the policy directs staff members to report suspected crimes against a person or property that are serious offenses, involving a deadly weapon or dangerous instrument, involve serious physical injury, or include conduct that poses a threat of death or serious physical injury to employees, students, or others on school property.

Pursuant to [A.R.S. § 15-341\(A\)\(30\)](#), district employees are required to report to local law enforcement agencies any suspected crime against a person or property that is a serious offense as defined in [A.R.S. § 13-706](#), or that involves a deadly weapon, dangerous instrument, serious physical injury, or conduct that poses a threat of death or serious physical injury to employees, students, or anyone on school or district property. For purposes of this reporting requirement, “deadly weapon,” “dangerous instrument,” and “serious physical injury” have the same meanings as prescribed in [A.R.S. § 13-105](#).

Pursuant to [A.R.S. § 13-3620](#), district personnel are required to immediately report suspected abuse, physical injury, neglect, sexual abuse, reportable offenses, or denial or deprivation of necessary medical care or nourishment involving a minor to law enforcement, the Arizona Department of Child Safety, or another appropriate agency as required by law.

While the statute explicitly identifies specific suspected criminal conduct that must be reported to law enforcement, [A.R.S. § 15-341\(A\)\(30\)](#) does not limit or prevent district employees from reporting other suspected criminal conduct or safety concerns to law enforcement. If a student is in the care of the district and becomes the victim of a suspected crime, school officials will contact the student’s parent(s) or guardian(s) as appropriate and consistent with applicable law.

Bullying, Harassment and Intimidation

Pursuant to [A.R.S. § 15-341\(A\)\(36\)](#), school districts are required to prohibit pupils from harassing, intimidating, and bullying other pupils. The District policy regarding the prohibition of harassment, intimidation, and bullying can be found in [Policy 5-409](#), and [Complaint Form](#). In summary, students are prohibited from bullying, harassment, or intimidation on school grounds, school property, school buses, at school bus stops, at school-sponsored events and activities, and through the use of electronic technology or electronic communication equipment on school computers, networks, forums, or mailing lists.

School Guidelines - School Grounds

We strictly enforce a closed campus policy. This means that students must be in designated areas on campus at all times; from the moment they arrive at school until the time they depart at the end of the school day. In the interest of the safety of all of our students, all school rules are strictly enforced on the school campus.

Students may not be on campus prior to the established times established by the school. Students are requested to leave campus promptly after school ends unless staying for a club meeting, athletic practice, detention, tutoring, etc. If staying for one of these activities, the student must report promptly to the teacher who will be supervising him/her and remain with the teacher until a parent/guardian picks up the student. In addition, some other guidelines for behavior on school grounds are:

- Students wishing to attend an athletic event must leave campus after school and may return when the event begins.
- Students must use appropriate language and voice volume at all times.
- Students must walk while on campus and in the buildings.
- Students must respect school property and avoid littering.
- Food is allowed only in the cafeteria unless otherwise designated.
- Students must not throw anything, unless in a supervised game situation.
- Students not under direct supervision of a teacher must have a pass.
- Skateboards, roller skates, or rollerblades may not be ridden on campus at any time.
- Motorized vehicles of any type are not allowed on campus at any time.
- Spitting is not allowed on campus.

Science and Exploratory Laboratories

For the safety and protection of all students, the student behavior expectations in science labs/exploratory labs are very stringent. A student not following all safety procedures in a lab will not be permitted to attend one or more labs.

Guidelines for Inappropriate Items

The following items are not allowed at school or while traveling to/from school: Aerosol cans, alcohol, balloons, chains, tobacco in any form, drugs, raw eggs, glass containers, glue, hair coloring solutions of any kind, laser light pointers, mercury necklaces, paint, permanent markers/pens, personal alarms, pornography, pepper spray/mace, shaving cream, “silly string”, “Slam” books, snap caps,

smoke/stink bombs, inappropriate stickers, sunflower seeds, toys, water guns, weapons, or any other item deemed inappropriate. Personal audio devices, earbuds, headphones, or similar electronic devices may not be used during the school day and must always be secured in a student's backpack. With permission, students may be allowed to use such devices with earphones on a bus. Inappropriate or disruptive items will be confiscated and may need to be picked up by a parent/guardian. Students will be assigned appropriate consequences for possession of these items. Students should only bring to school those items necessary for their academic success such as books, notebooks, paper, pens, and pencils. Inappropriate use of the following items is not allowed: correction fluid, paper clips, rubber bands, scissors, staples, and water-based felt markers/pens, etc.

Students and Electronic Devices

Many families choose to have their child bring a cell phone or personal electronic device (such as a Smart Watch) for before and after school communication for safety purposes. The Kyrene School District has adopted [Procedure 5-305.B- Restrictions on Use of Wireless Communication Devices](#).

Wireless communication devices must be turned off or silenced and stored out of sight throughout the school day, unless explicitly permitted by a staff member or as authorized in a student's IEP or 504 Plan. Students in grades K-5 may not use wireless communication devices while on campus before school, during school, or after school unless permitted by staff or unless an approved exception applies. Students in grades 6-8 may use devices before the first bell and after the last bell, provided the use does not disrupt supervision, safety, or school operations.

If a student needs to contact a parent or guardian during the school day, they must first receive permission from a staff member or receive permission from a staff member to use a campus telephone. Likewise, if a parent needs to reach their child, they should contact the front office, and school staff will relay the message.

Use of wireless communication devices is subject to the District's technology use agreement in [Policy 3-403.A](#) and student code of conduct in [Policy 5-305](#). The district may make individual accommodations based on student needs or as authorized in a student's IEP or 504 Plan.

Students who do not follow the procedure may face disciplinary action. In addition, school administration may confiscate devices and require a parent or guardian to retrieve the item from the front office.

Please note that per Kyrene School District [Policy 3-401](#), the district is not responsible for the loss of, or damage to, personal property. If your child has a cell phone on campus or on the bus and it is damaged or stolen. School staff will not investigate such incidents, and the district does not assume any financial responsibility for these items.

Guidelines for Food and Gum

Any food or drink items, chewing gum, etc., in classrooms are generally not allowed. Exceptions may be made by individual schools or teams. If snacks are allowed in classrooms, do not share food with other students.

Extra-Curricular Activities and Dances (Middle School)

The Student Council and some clubs/teams sponsor after-school activities and/or evening dances. The philosophy of the middle school promotes age-appropriate activities for students. After-school thematic "socials" are scheduled for students to have the opportunity to socialize with their friends in a casual, yet structured atmosphere. Casual dress (school and age appropriate) is suitable for these events. The following guidelines apply to our students:

- Only students currently registered at the school may attend the activities. There are no passes for non-students.
- All regular school rules are in effect before, during, and after activities. Students not following school rules will be removed from the activity and may be suspended, and/or not allowed to attend further activities.
- All students are to enter and leave only through designated doors.
- Academic eligibility will be determined by school staff.
- Students may not leave activities until the end of the activity unless their parents come to the door to get them. Students may not be re- admitted to a social club after they leave.
- Students who are not picked up from the activity within 15 minutes after the activity is over may not be allowed to attend the next activity.
- Students who are absent for four or more periods from school the day of an activity may not attend the activity.
- Students who are assigned to In-School Intervention by an administrator for any portion of the day of an activity may not attend the activity.
- Students owing money for library books, class books, athletic uniforms, etc., may not attend the activity.
- Any students who are inappropriately affectionate (this includes kissing, hugging, dancing too closely, etc.) may be

removed from the activity and their parents will be called to pick them up.

- Any student in possession of alcohol, drugs, weapons, or anything illegal will be arrested, suspended/expelled from school, and not allowed to attend any other activity.
- Students may not use office telephones before, during, or after the activity, except in the case of an emergency.
- Students may not be on school premises after school hours unless they are participating in a designated event.
- Students on social probation may not attend activities.
- For after school socials and evening socials, students must follow all school guidelines for dress and grooming. Casual, school-appropriate attire consistent with the dress code is suggested.
- While the dress for the eighth grade promotion dance tends to be “dressier” than for the other dances and socials, we ask that attire remain school-appropriate consistent with the dress code.

Student Attire

General Requirements

Each student has the right to determine personal dress within Board Policy.

Clothing must be suitable for scheduled classroom activities including physical education, science labs, technical education, and other activities where unique hazards exist. Safety or special purpose equipment shall be worn when required.

Students must wear clothing including a top and a bottom (such as pants, skirt, shorts or the equivalent), or a one-piece outfit (such as a dress or a jumpsuit) and footwear as required by State law. Tops and one-piece outfits must be secured with material at the shoulders or neck.

Clothing must cover the entire midriff, with material that covers the front, back and sides.

Clothing fabric must cover all private body parts and /or undergarments and must not be see-through. Undergarment waistbands and/or straps that are incidentally visible under clothing are permitted; however, undergarments may not be worn as clothing.

Clothing may not cover a student's face to the extent that the student is not identifiable (except clothing worn for health and safety, medical, or religious purposes).

Footwear such as shoes, sandals or boots shall be worn in the school buildings. Footwear must be both safe and non-destructive to school property.

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.

Reasonable variations from these requirements may be permitted by a building principal to accommodate student participation in approved activities such as physical education classes (e.g., swimming), other student activities (e.g., student theatrical productions), or for schools where uniforms are required.

Prohibited Apparel and Items. Students shall not be permitted to wear the following:

- Any clothing, jewelry or personal items that advocate or promote violence or acts of terror.
- Any clothing, jewelry or personal items with images or language depicting or advocating the use of alcohol, tobacco products, nicotine, sexual references, nudity, pornography, profanity, obscenity, criminal activity, the unlawful use of weapons, and/or controlled or illegal drugs.
- Any clothing, jewelry or personal items that use or depict hate speech, which is speech or writing that is intended to attack, threaten, insult, offend, or intimidate a person because of some trait, such as age, race, color, national origin or ancestry, ethnicity, religion, linguistic or language differences, disability, genetic information, sex, sexual orientation, gender identity or expression, pregnancy, veterans and military status, political affiliation, socioeconomic status, or any other legally-protected status or classification.
- Any clothing, jewelry or personal items that threaten the health or safety of any other student or staff member.
- 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](#).
- Headwear, including but not limited to hats and hoodies, are permitted in school buildings. Bandanas are not permitted in school buildings. All headwear must allow the ears and face to be visible and not interfere with the line of sight to any student or staff (except clothing/headwear worn for religious or medical purposes). Students may wear headwear for religious or medical reasons.

Regulation of Student Dress:

No student should be affected by dress code enforcement because of age, race, color, national origin or ancestry, ethnicity, religion, linguistic or language differences, disability, genetic information, sex, sexual orientation, gender identity or expression, pregnancy, veterans and military

status, political affiliation, socioeconomic status, body size/type, or body maturity. Student dress shall only be regulated when, in the judgment of school administrators, there is a reasonable belief that:

- A health or safety hazard concern exists as a result from the student's dress or appearance;
- Damage to school property may result from the student's dress; or
- A substantial disruption or material interference of the educational environment or process will result from the student's dress or appearance.

Dress Code Enforcement

- The Student Dress Code shall apply to regular school days and summer school days, as well as at all District and/or school-sponsored events and activities.
- Site-level administrators shall be required to ensure that all staff members are aware of and understand the requirements of this policy.
- Any student whose attire does not meet the requirements of Board Policy may be asked to remedy the matter by covering, changing or removing the non-complying clothing, jewelry or personal item where appropriate.
- Student shall not be disciplined or removed from class as a consequence for wearing clothing, jewelry or a personal item in violation of Board Policy unless the item: causes a substantial disruption or material interference to the educational environment or process; poses a hazard to the health or safety of others; or contributes to the harassment, intimidation, or bullying of another student or staff member. However, a student may be instructed to leave the classroom briefly to change clothes.
- Students will be asked to put on their own alternative clothing, if available. If the student's own clothing is not available, the school will provide inconspicuous clothing for the student to wear for the remainder of the day. If necessary, students' parents may be called during the school day to bring alternative clothing for the student to wear.
- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. Shaming includes but is not limited to:
 - Kneeling or bending over to check the fit of attire;
 - Measuring widths or lengths of clothing;
 - Requiring students to raise arms or hands to assess midriff exposure;
 - Accusing students of "distracting" other students with their clothing or appearance; or
 - Confiscating clothing, jewelry, or personal items in a manner that unnecessarily calls attention to the student.
- Staff will use reasonable efforts to not ask students to account for their attire in the classroom or in hallways in front of others or to discuss with a student a dress code violation in the presence of other students.
- Dress code violations are subject to District disciplinary procedures; however, students who feel they have been subject to discriminatory enforcement of the dress code should contact their building principal. Students who feel that they have been subject to discriminatory enforcement by the building principal should contact the appropriate Associate Superintendent/ Executive Director.
- In order to ensure effective and equitable enforcement of the dress code, school administration and staff shall enforce the dress code consistently in accordance with this regulation. Minor deviations from the dress code shall be done only with the express approval of the Executive Director of School Effectiveness, but under no circumstance shall an individual school administration or staff member vary the requirements in ways that lead to discriminatory enforcement.

Student Honesty Policy

Honest behavior is an expectation for all students in the Kyrene School District. The purpose of this policy is to create and maintain an ethical academic atmosphere. The Kyrene School District hopes to encourage a desire in our students to contribute positively to our learning community, to become information literate, and to practice ethical behaviors in regards to information and information technology. All students are expected to exercise good faith in the submission of research-based work and to document accurately regardless of how the information is used or regardless of the format used (written, oral, or visual). Plagiarism, in any form, is unethical and unacceptable.

The Kyrene School District has the right to monitor network activity to maintain the integrity of the information network and to ensure that the District policy for acceptable use is followed. If you do not want your child to have access to the Internet, please notify the school office in writing.

Technology Acceptable Use Policy Student User Agreement

Students and parents are required to sign the [Technology Acceptable Use Policy Student User Agreement form](#) before using any

Kyrene technology tools and resources. By signing the Student User agreement students and parents are agreeing to abide by the School District policy and regulations on appropriate use of technology

The Kyrene School District is a Designated “Drug Free School Zone”

“The mission of the Drug Free School Zone program is to guarantee a safe environment on and around the school campus. This will be accomplished through enhanced enforcement and prosecution of drug, weapon, and other criminal laws, as well as through the use of drug and gang awareness programs. With cooperation between local law enforcement, school districts, prosecutors, parents and the community at large, our children and their teachers will be afforded the fundamental right to a safe educational environment.”

Kyrene School District Schools are designated Drug Free School Zones. Any person who violates this designation by possession, distribution, solicitation, manufacturing, or sale of drugs is subject to school disciplinary action and criminal prosecution in accordance with Arizona Revised Statutes.

School Guidelines: Getting To and From School

To ensure the safety of each student, please instruct your child in the following:

Walking To and From School

- Start early enough so that they can arrive, without rushing, five to ten minutes before the tardy bell rings.
- Walk on the sidewalks at all times. If there is not a sidewalk, use the left side, facing oncoming traffic.
- Never run between parked cars.
- Look in all directions before crossing the street and always yield to oncoming traffic.
- Use marked crosswalks and follow the directions of the crossing guards at designated crosswalks.

Riding Bicycles To and From School

If an elementary student lives within one mile of school, or a middle school student lives within 1.5 miles of school and has parental permission to ride a bike to and from school, the rules listed below should be followed:

- For safety reasons, it is recommended that you wear a bicycle helmet when riding.
- Start early enough so as to arrive, without rushing, five to ten minutes before the tardy bell rings.
- Always ride in a safe and orderly manner.
- Ride one person to a bike.
- Ride with the traffic on the right side both to and from school.
- Ride single file only.
- Always signal your intention to stop or turn.
- Use only designated crosswalks to cross the street.
- Walk your bike across the street, looking both ways for traffic.
- Follow directions of crossing guards.
- Never ride between parked cars.

Bicycles are to be parked in the bicycle compound or the specifically designated location. It is recommended that all students lock their bicycles.

The bicycle compound is not locked at all times during the school day. The school is not responsible for stolen or damaged bicycles. Students who ride bikes to school shall follow the rules listed below:

- On the way to school, bikes may be ridden to the school's driveway and then must be walked from the entrance of the driveway to the bike compound.
- Bike riding is not allowed anywhere on campus at any time! That includes across athletic fields, parking lots, across the playground, in front of the office building, between the classroom buildings, etc.
- Bike riders are responsible for locking and securing their own bikes. Bicycles should never be left in the compound overnight.
- The school is not responsible for the protection of students' bikes.
- Bicycles may not be taken out of the bicycle compound during the day.
- After school, bikes are to be walked from the bike compound to the entrance of the driveway. Once the bike is on the street, it may then be ridden. After school, the bike rider is to immediately leave campus. There is to be no loitering, riding back and forth in front of the campus, etc.

Student Transport by Cab/Uber/Lyft/other Rideshare Services.

According to the terms of service for both Uber and Lyft, children under 18 are not permitted to ride without an accompanying adult. Local taxi companies abide by similar practices. The school will only release students to individuals listed on the emergency card, and therefore the school will not release students to a **Cab/Uber/Lyft driver**.

Motorized Personal Transportation Devices / Vehicles

All Motorized vehicles and devices, including but not limited to golf/utility carts, go-peds, motorcycles, gas-powered scooters, e-bikes, e-scooters, electric dirt bikes, any motor-driven cycles, and any other similar gasoline-powered, battery-powered, or otherwise motor-driven personal transportation devices, are not allowed as a means of student transportation to or from school, students shall not ride, operate, possess, park, store, charge, or otherwise bring any motorized vehicle or motorized transportation device onto school property at any time unless expressly permitted by school administration and allowed by applicable law. They are never allowed to be operated on school campuses. This restriction does not apply to mobility devices required due to a disability or approved accommodation under applicable federal or state law and district-approved maintenance or operational equipment.

Skateboards, Scooters, and In-Line Skates

Skateboards, kick scooters, roller skates, and in-line skates are not allowed on buses and may not be ridden on school campuses at any time.

Some schools may allow them to be ridden as a means of transportation to and from school. A contract explaining regulations and safety may be required to be signed by the student and parent. The school is not responsible for the loss, damage or theft of these items.

Bus Loading Zone

The bus loading and unloading zone must, according to Arizona State Law, be restricted to school buses and passengers only. Parents may not drop off or pick up students in the bus loading zones. As stated in the Minimum Standards for School Buses, Section R17-9-104B, Item 10: "During loading or unloading of passengers at a designated school bus loading area at a school, the school shall restrict the loading area to school buses, passengers, and school employees assisting in the loading or unloading of passengers."

Arrival Time

Students who do not ride buses should not arrive at school earlier than the established times designated by each school and should leave the school grounds immediately after dismissal unless they're taking part in an organized after-school activity and have parental permission.

Dismissal Time

Students who do not ride the bus home must leave the school campus immediately following the end of the school day. If there are unusual circumstances and you will be late to pick up your student, please call the office to let them know you've been delayed and when they can expect you to arrive. For families who are habitually late, the police will be called.

Bus Passes

All students who qualify for bus transportation are assigned to a specific bus and may only ride that bus to and from school. Bus passes will be issued only for supervision/child care reasons for extenuating circumstances (e.g., death in the family or medical emergency). Students are not to ride home with friends for other than supervisory reasons. To request a bus pass, a note dated and signed by the parent/guardian with the reason for the request must be presented to the school office at the beginning of the school day.

STUDENT CONDUCT ON THE BUS

Bus Transportation

The Kyrene School District provides bus transportation for elementary students who live 1.5 miles or more from school and for middle school students who live 2 miles or more from school, or who live where there are hazards such as major arterial streets and/or intersections ([Policy 3-302](#)).

For safety reasons, parents are encouraged to supervise their children at the bus stop. Students and parents should be aware that the bus driver has the authority to enforce rules of conduct on the bus. Students who behave inappropriately shall be disciplined and may lose their bus privileges. School officials have the legal authority to respond to problems that occur on the way to and from school and/or at the bus stop. Please notify your child's school and/or the District for help in resolving those problems. Students are not allowed to get off of the bus at any stop other than their own unless a parent/guardian or school administrator provides written approval.

Conduct at the Bus Stop

All school rules and consequences for breaking the rules are in effect at the bus stop. Bus drivers have the authority to enforce rules of conduct. If problems occur at the bus stop, please notify your child's school and/or the District for help in resolving those problems. School officials have the legal authority to respond to problems which occur to and from school or at the bus stop.

Parents/guardians are responsible for supervision of students going to and from the bus.

The following rules shall be followed at all times to ensure student safety:

- Be at the bus stop 5 minutes prior to the scheduled bus stop time.
- Stand a safe distance (at least 3 feet) back from the curb or street.
- Stand in line when the bus is approaching.
- Do not approach until the bus comes to a complete stop.
- Use the steps and handrail when getting on or off the bus.
- Walk 10 feet in front of the stopped bus if it is necessary to cross the street or highway.
- Never walk or run behind a stopped bus to cross the street.

Conduct on the School Bus

The safety of the students to and from school is of primary importance to the Kyrene School District. Riding a school bus is a privilege, not a right. Students must adhere to the rules of conduct. Students who behave inappropriately shall be disciplined and may lose their bus privileges.

Bus Rules

- **Be Responsible**
 - Keep your hands, feet and property to yourself.
 - Use electronics at a low volume level or with headphones
 - Save food or drink for home or school (water is acceptable)
- **Use Respect**
 - Use kind words
 - Greet the bus driver – say good morning/afternoon
 - Follow directions given by bus driver and aides
 - Respect the property of others
 - Use cell phones for games, music and communication only
- **Stay Safe**
 - Stay in your assigned seat, facing the front with your feet on the floor until the bus comes to a complete stop
 - Keep the aisle clear and use only when entering or exiting the bus
 - When seatbelts are available, please wear them at all times
 - Wear your seatbelt over your shoulder and across your waist
 - Keep personal items on your lap, in between your feet, or on the seat

School Bus Safety Code

Video surveillance equipment has been installed on Kyrene buses and is used as a tool to assist drivers and administration in identifying and isolating possible disciplinary and/or safety problems that may need attention.

Consequences of Misconduct on the Bus

All students in the Kyrene School District who ride buses are subject to policies and regulations designed to provide safe transportation. Any behavior which distracts the driver is considered a serious hazard to the safe operation of the bus, and as such, jeopardizes the safety of all passengers, the driver, and others. Please remember that riding the bus is a privilege, not a right, and as such the consequences of misconduct could result in your child being denied transportation. Furthermore, be advised that a student suspended from riding the bus is also prohibited from riding the buses on field trips and for other activities and may therefore be denied the opportunity to participate on such trips. Suspension of bus riding privileges does not relieve parents of the responsibility of sending a child to school. It is imperative that your child follow these rules. Student behavior on a bus may be subject to additional school consequences.

VIOLATION	DEFINITION	CONSEQUENCES
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Assault	Intentionally, knowingly, or recklessly causing any physical injury to another person; or intentionally placing another person in reasonable apprehension of imminent physical injury; or knowingly touching another person with the intent to injure, insult, or provoke such a person.	Minimum: Student conference Maximum: Short-term loss of bus riding privileges (Up to 9 days)
Bullying	Bullying is any aggressive behavior by one student towards another student that involves an observed or perceived power imbalance and is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from services, activities, or opportunities offered by a school.	Minimum: In-school intervention Maximum: Long-term loss of bus riding privileges (Up to 30 days)
Combustible	Possession and/or ignition of a combustible. Examples include, but are not limited to, lighter, matches, flammable liquid, caps, firecrackers, etc.	Minimum: In-school intervention Maximum: Long-Term loss of bus riding privileges (Up to 30 days)
Dangerous Instrument or Items (Possession)	Possession of anything that is readily capable of causing death or serious physical injury. (Billy club, brass knuckles, nunchucks, BB/Airsoft gun, knife, simulated knife, simulated firearm, or other simulated weapon, pepper spray etc.)	Minimum: Parent conference Maximum: Long-term loss of bus riding privileges (Up to 30 days)
Defiance, Disrespect, Non-Compliance	Students engage in refusal to follow directions by adults, talk back, or deliver socially rude or inappropriate actions toward an adult undermining the adult's authority. Behavior is minor, isolated, or less serious in nature. Examples include, but are not limited to, failure to take assigned seat, eating/drinking/chewing gum on bus; opening window on bus without driver's permission, spitting on bus, throwing objects at others, or failure to promptly follow adult's direction.	Minimum: Student conference Maximum: Short-term loss of bus riding privileges (Up to 9 days)
Disruption	Student engages in behavior causing a minor interruption on the bus and is unresponsive to adult redirection. Examples include, but are not limited to, yelling or screaming; bothering other passengers; horseplay or roughhousing; throwing objects around bus; sustained out-of-seat behavior; consistently late to bus stop; improper use of electronics; extending arm or head out the window; failure to follow school or bus rules.	Minimum: Student conference Maximum: Short-term loss of bus riding privileges (Up to 9 days)
Fighting	Mutual participation in an incident of verbal abuse or physical assault on the bus.	Minimum: In-school intervention Maximum: Long-term loss of bus riding privileges (Up to 30 days)
Minor Aggressive Act	Inappropriate physical contact or other disruption on a bus involving physicality. (Pushing, tripping, slapping, hitting, touching, pinching, etc.)	Minimum: Student conference Maximum: Short-term loss of bus riding privileges (Up to 9 days)
Recklessness	Unintentional, careless behavior that may pose a safety or health risk for others. Behavior is minor, isolated, or less serious in nature. Examples include, but are not limited to, failure to remain properly seated or wear seatbelt on a bus, crossing behind a bus, or aggressive horseplay.	Minimum: Student conference Maximum: Short-term loss of bus riding privileges (Up to 9 days)
Vandalism	Careless or willful destruction or defacement of school property including, but not limited to, carving initials or words in bus seats, marking or spray-painting buses, breaking or scratching windows, or damaging bus seats or equipment.	Minimum: Parent contact Maximum: Long-term loss of bus riding privileges (Up to 30 days)
Verbal Provocation	Inappropriate use of language or gestures that antagonizes and/or provokes another and disrupts the bus safety environment.	Minimum: Parent contact Maximum: Long-term loss of bus riding privileges (Up to 30 days)

CATEGORIES OF STUDENT CONDUCT AND CONSEQUENCES

The following categories of student conduct and potential discipline outcomes are used by school administrators when completing a formal referral. As mentioned earlier in this document, a school first works through their Major/Minor Discipline Flowchart prior to the assignment of a formal discipline referral. Please see the Positive Behavioral Interventions and Supports section of this manual for more information.

Conduct Infractions and Consequences

All disciplinary infractions that are addressed by the Principal or designee rise to the level of a formal conduct referral and are documented on the student's conduct record. The use of self-defense as a justification for behavior will only be considered if the student lacked a reasonable alternative to resolve the situation. Disciplinary consequences that are ten (10) or fewer days of off-campus suspension are at the discretion of the principal and are not appealable. Recommendations for long-term off-campus suspension (more than ten (10) days) or expulsion require a due process hearing presided over by a hearing officer.

The District's overall philosophy for student discipline is focused on restorative practices. Restorative Practices view mistakes as learning opportunities. When a behavioral infraction occurs, students are given the choice to take responsibility for their actions through collaborative problem solving and restitution. When discipline involves off-campus suspensions, such consequences are issued progressively, based on a review of previous incidents and the severity of the incident in question. Repeated behaviors that

more significantly disrupt safety and learning may result in higher levels of discipline recommendations. Discipline may range from a parent/guardian contact to expulsion. The following charts show the type of discipline that may be imposed ranging from less serious one-time behaviors to the most serious and repeated behaviors, and the minimum and maximum range of disciplinary action that will be taken for each type of infraction. **School administrators have discretion when determining consequences for students and will take into consideration the student's conduct history, the age of the child, the facts around the individual incident, and the student's level of remorse and acceptance of responsibility for their actions.**

Grades K-5 Conduct Infractions and Consequences

These are only guidelines and examples and do not represent the full extent of all disciplinary consequences nor limit the judgment of the administrator who must assess the entirety of each situation and the student's behavior history.

Less Serious Behavior	More Serious or Repeated Behavior	Most Serious or Repeated Behavior
☐ Student conference ☐ Parent/Guardian contact ☐ In-school intervention ☐ Lunch or after school detention or other school-based consequence ☐ Confiscation of items ☐ Loss of privileges/participation in extracurricular or school-sponsored activities ☐ Behavior plan, discipline plan, attendance contracts ☐ Removal from classroom environment for remainder of period/subject ☐ Community service ☐ Truancy communication process initiated	☐ In-school suspension ☐ Restitution and/or Restorative conference ☐ Short-term off-campus suspension (1-10 days) ☐ Loss of academic credit ☐ Consideration of Kyrene Alternative to Suspension Program assignment ☐ Truancy meeting	☐ Consideration of LTAP ☐ Long-term off-campus suspension (>10 days) ☐ Expulsion ☐ Truancy citation

VIOLATION	DEFINITION	CONSEQUENCES
Aggression		
Minor Aggressive Act	Inappropriate physical contact or other disruption in school involving physicality. (Pushing, tripping, running in the classroom or hallway, slapping, hitting, touching, pinching, etc.)	Minimum: Parental involvement Maximum: Short-term off-campus suspension
*Assault	Intentionally, knowingly, or recklessly causing any physical injury to another person; or intentionally placing another person in reasonable apprehension of imminent physical injury; or knowingly touching another person with the intent to injure, insult, or provoke such a person.	Minimum: In-school intervention Maximum: Short-term off-campus suspension

**Aggravated Assault	Aggravated assault- Intentionally, knowingly or recklessly causing serious physical injury to another. "Serious physical injury" includes physical injury that creates a reasonable risk of death, or that causes serious and permanent disfigurement, serious impairment of health or loss or protracted impairment of the function of any bodily or- gan or limb, to include a fracture of a bone. If a deadly weapon or dangerous instrument is used during an assault, it is classified as an aggravated assault. "Deadly weapon" means anything designed for lethal use, including a fire- arm. "Dangerous instrument" means 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. If the person commits the assault while the victim is bound or otherwise physically restrained or while the victim's capacity to resist is substantially impaired, it is classified as an aggravated assault.	Minimum: In-school intervention Maximum: Long-term off-campus suspension
*Disorderly Conduct	Behavior disruptive to the orderly education process of the school; this includes disruptive behavior in a class or activity, unreasonable noise, offensive language or gestures, horseplay, roughhousing, sustained out-of-seat behavior, pantsing, or refusing to obey a request.	Minimum: Student conference Maximum: Short-term off-campus suspension
Recklessness	Unintentional, careless behavior that may pose a safety or health risk for others. Behavior is minor, isolated, or less serious in nature (I.e. Aggressive horseplay).	Minimum: Parent/Guardian contact Maximum: Short-term off-campus suspension
Verbal Provocation	Inappropriate use of language or gestures that antagonizes or provokes another and disrupts the learning environment. Transmission of information, including information shared on social media, with the intent to inflame a situation and/or encourage aggression or violence.	Minimum: Parent/Guardian contact Maximum: Short-term off-campus suspension
Fighting		
*Fighting (Minor or No Injuries)	Mutual participation in an incident involving physical violence, where there is no major injury.	Minimum: In-school intervention Maximum: Short-term off-campus suspension
**Fighting (With Injury)	Mutual participation in an incident involving physical violence, where there is an injury.	Minimum: In-school intervention Maximum: Short-term off-campus suspension
Alcohol, Tobacco, and Other Drugs or Paraphernalia "Drug Free School Zone" A.R.S. § 13-3411		
Alcohol Violation		
*Alcohol Distribution	Distribution, sale, or purchase of alcohol or look-a-like substance presented as alcohol substance to others.	Minimum: In-school intervention Maximum: Short-term off-campus suspension
*Alcohol, Use or Possession	Being under the influence of, and/or the use or possession, of an alcoholic substance or look-a-like substance presented as alcohol.	Minimum: In-school intervention Maximum: Short-term off-campus suspension
Drug Violation		
**Drug Possession, Distribution	Distribution, sale, or purchase of any controlled drug or narcotic substance, look-alike drug, or equipment and devices used for preparing or taking drugs or narcotics. Category includes over-the-counter medications if abused by the student. This category does not include tobacco or alcohol.	Minimum: In-school intervention Maximum: Expulsion
*Drug Possession, Use Drug Violation	Use, possession, transportation, or importation of any controlled drug or narcotic substance, look-alike drug, paraphernalia, or equipment and devices used for preparing or taking drugs or narcotics. Includes being under the influence of drugs at school, school-sponsored events, and on school-sponsored transportation. Category includes over-the-counter medications if abused by the student. This category does not include tobacco or alcohol.	Minimum: In-school intervention Maximum: Short-term off-campus suspension
*Paraphernalia, Possession	Possession of any instrument that could be used to deliver drugs and other substances. This includes, but is not limited to rolling papers, vaporizers, "vape pens," etc.	Minimum: In-school intervention Maximum: Short-term off-campus suspension
Tobacco Violation		
*Tobacco or Tobacco Product Distribution	The distribution, sale, or purchase of tobacco products, tobacco substitutes, tobacco look-a-like substances, electronic cigarettes or other chemical inhalant devices or vapor products on school grounds, at school-sponsored events or on school-sponsored transportation.	Minimum: In-school intervention Maximum: Short-term off-campus suspension
*Tobacco or Tobacco Product Possession, Use	The possession or use of tobacco products, tobacco substitutes, tobacco look-a-like substances, electronic cigarettes, or other chemical inhalant devices or vapor products on school grounds, at school-sponsored events, or on school-sponsored transportation.	Minimum: In-school intervention Maximum: Short-term off-campus suspension
Paraphernalia, Possession	Possession of any instrument that could be used to deliver tobacco and tobacco-related substances. This includes, but is not limited to rolling papers, vaporizers, "vape pens," etc.	Minimum: In-school intervention Maximum: Short-term off-campus suspension
Arson		
*Arson of a Structure or Property	A person commits arson of a structure or property by damaging a structure or property by knowingly or negligently causing a fire or explosion.	Minimum: In-school intervention Maximum: Expulsion
**Arson of an Occupied Structure	A person commits arson of an occupied structure by damaging an occupied structure by knowingly or negligently causing a fire or explosion.	Minimum: In-school intervention Maximum: Expulsion
Attendance Policy Violation		

*Leaving School Grounds or Supervised Area Without Permission	Leaving School grounds, supervised area, or school sponsored activity without permission. Being in an "out-of-bounds" area during regular school hours or during a school-sponsored activity without permission creates a safety concern, disrupts the learning environment, or requires a police response.	Minimum: Parent/Guardian contact Maximum: Short-term off-campus suspension
Tardy	Arrive at school or class after the scheduled start time.	Minimum: Parent/Guardian contact Maximum: In-school intervention
Truancy	Any absence that has not been excused by a parent or legal guardian (includes leaving class without permission).	Minimum: In-school intervention Maximum: Short-term off-campus suspension; Truancy citation
Unexcused Absence	When a student is not in attendance for an entire day and does not have an acceptable reason; any absence that has not been excused by a parent or legal guardian (includes missing class, leaving class or campus without permission).	Minimum: In-school intervention Maximum: Short-term off-campus suspension
OE Good Standing	A student attending under open enrollment is not in good standing when they have accrued: (1) 18 or more days of absences; (2) 10 days or more of off-campus suspension; or (3) 10 days or more enrolled in KASP."	Open Enrollment denial for next school year
Harassment, Threat and Intimidation		
*Bullying	Bullying is any aggressive behavior by one student towards another student that involves an observed or perceived power imbalance and is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from services, activities, or opportunities offered by a school.	Minimum: In-school intervention Maximum: Long-term off-campus suspension
Dangerous Situation, Failure to Report	To knowingly withhold information about a potentially dangerous, harmful, or disruptive situation, including threats, planned fights, or unsafe behavior, when there is a reasonable expectation to report it to school staff. Examples include, but are not limited to, a student learning of a planned altercation and choosing not to inform a trusted adult, or being aware of a safety threat and failing to alert school personnel in a timely manner.	Minimum: Student conference Maximum: Short-term off-campus suspension
*Ethnic/Racial Slurs/ Hate Speech	Any communication that disparages a person or group on the basis of some characteristic such as race, gender, ethnicity, religion, or sexual orientation.	Minimum: In-school intervention Maximum: Long-term off-campus suspension
*Harassment, Nonsexual	Unwanted conduct by verbal, non-verbal, electronic, mechanical, telegraphic, telephonic, or written means that communicates or causes a communication with another person that is threatening, abusive, or insulting.	Minimum: In-school intervention Maximum: Long-term off-campus suspension
*Hazing	Any activities done for the purposes of initiation, affiliation, or membership in a group that contributes to a substantial risk of or causes physical injury, mental harm, or degradation.	Minimum: In-school intervention Maximum: Long-term off-campus suspension
Threat or Intimidation		
*Threat or Intimidation	When a person indicates by word or conduct the intent to cause physical injury or serious damage to a person or their property.	Minimum: In-school intervention Maximum: Expulsion
**Threats/Intimidation/Verbal Abuse of a Staff Member	Statements (verbal or written) or actions, which attempt to threaten or intimidate a staff member. Pursuant to <u>A.R.S. § 15-507</u> , a person who knowingly abuses a teacher or other school employee on school grounds or while the teacher or employee is engaged in the performance of their duties could be found guilty of a class 3 misdemeanor. Depending on the nature, context, and impact of the conduct, this behavior may also be addressed as a school threat or interference with/disruption of an educational institution.	Minimum: In-school intervention Maximum: Expulsion
Lying, Cheating, Forgery, or Plagiarism		
Cheating	Wrongfully securing and/or using information or assisting another by the use of deceit or fraud, to influence or lead by deceit, trick, or artifice. Examples include, but are not limited to, looking at another student's paper during low stakes testing, copying another's homework, using a "cheat sheet."	Minimum: Parent/Guardian contact Maximum: In-school intervention
Forgery	Falsely and fraudulently making or altering a document.	Minimum: Parent/Guardian contact Maximum: In-school intervention
Lying	To make an untrue statement with intent to deceive. To create a false or misleading impression. Examples include, but are not limited to, minor falsehoods that the student quickly retracts, clarifies, and shows remorse for making.	Minimum: Parent/Guardian contact Maximum: Short-term off-campus suspension
Plagiarism	To steal and pass off the ideas or words of another as one's own.	Minimum: Parent/Guardian contact Maximum: In-school suspension
Other School Violations		
Combustible	Possession and/or ignition of a combustible. Examples include, but are not limited to, lighter, flammable liquid, caps, firecrackers, etc.	Minimum: In-school intervention Maximum: Long-term off-campus suspension
Contraband	Items stated in school policy as prohibited because they may disrupt the learning or safe transportation environment. Examples include, but are not limited to, items considered to be non-dangerous, but distracting, like toys, household items, etc.	Minimum: Parent/Guardian contact Maximum: In-school intervention

Defiance, Disrespect towards Authority, Non-Compliance	Students engage in refusal to follow directions by adults, talk back, or deliver socially rude or inappropriate actions toward an adult undermining the adult's authority. Behavior is minor, isolated, or less serious in nature. Additional examples include, but are not limited to, failure to take assigned seat, eating/drinking/chewing gum in classroom, or failure to promptly follow an adult's direction.	Minimum: Parental/Guardian Involvement Maximum: Short-term off-campus suspension
Disruption	Students engage in behavior causing a minor interruption in class, or during an activity and are unresponsive to adult redirection. Examples include, but are not limited to, yelling or screaming; noise with materials; horseplay or roughhousing; throwing objects; sustained out-of-seat behavior; failure to follow school rules.	Minimum: Parent/Guardian contact Maximum: Short-term off-campus suspension
Dress Code Violations	Students wear clothing, jewelry, or accessories that do not fit within the dress code guidelines stated by school or District policy.	Minimum: Parent/Guardian contact Maximum: In-School Intervention
Gambling	To play games of chance for money or to exchange money or property.	Minimum: Parent/Guardian contact Maximum: Short-term off-campus suspension
Inappropriate Language	Oral or written messages or physical gestures that include profanity, swearing, name-calling, put-downs, or use of words in a demeaning or otherwise inappropriate manner.	Minimum: Student conference Maximum: Short-term off-campus suspension
Negative Group Affiliation	Specific attitudes and actions of a student affiliated with a negative group typically include some of the following: ● Involve themselves in another's problems. ● Confront authority as a group when one member has been disciplined. ● Act in an uncooperative and/or hostile manner as a group.	Minimum: Parent/Guardian Contact Maximum: In-school Intervention
Selling, Trading	The minor selling, buying, or trading of any item less than ten dollars in value on school property that is not sponsored by the school. Examples include, but are not limited to gum, money, candy, cards, etc.	Minimum: Parent/Guardian contact Maximum: In-school intervention
Sexual Offenses		
*Harassment, Sexual	Sexual harassment is unwelcome conduct of a sexual nature that is determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity. It can include unwelcome sexual advances, requests for sexual favors, and other verbal or nonverbal, conduct of a sexual nature.	Minimum: In-school intervention Maximum: Long-term off-campus suspension
**Harassment, Sexual with Contact	Sexual harassment with contact is unwelcome physical conduct of a sexual nature that is determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity. It can include unwelcome sexual advances, requests for sexual favors, and other verbal or nonverbal, conduct, and will include some element of physical contact of a sexual nature. Examples include, but are not limited to, pantsing, unwanted touching, contact, behavior that offends a third-party, etc.	Minimum: In-school intervention Maximum: Expulsion
Public Display of Affection	Holding hands, kissing, touching, or other displays of affection in violation of school policy.	Minimum: Personal conference Maximum: In-school intervention
**Sexual Misconduct	Engaging in inappropriate sexual conduct. This offense includes consensual and nonconsensual sexual intercourse and that the ages of the students may constitute a mandatory reporting requirement	Minimum: Short-term off-campus suspension Maximum: Expulsion
Indecent Exposure		
*Indecent Exposure or Public Sexual Indecency Without Intent	The unintentional exposure of one's private body parts to others.	Minimum: Personal conference Maximum: In-school intervention
*Indecent Exposure or Public Sexual Indecency With Intent	The intentional exposure of one's private body parts to others.	Minimum: In-school suspension Maximum: Long-term off-campus suspension
Pornography		
*Pornography, Distribution	Distribution or sale of any pornographic materials.	Minimum: In-school intervention Maximum: Short-term off-campus suspension
*Pornography, Possession	Possession of any pornographic materials.	Minimum: Parent/Guardian contact Maximum: Short-term off-campus suspension
*Sexting	Use of any electronic device, including laptop computer, to send obscene or sexual messages or materials to others.	Minimum: In-school intervention Maximum: Short-term off-campus suspension
School Threat (Threat of Destruction or Harm) or Interference with or Disruption of an Educational Institution		
**Bomb Threat	Threatening to cause harm using a bomb, dynamite, explosive, or arson-causing device.	Minimum: In-school intervention Maximum: Expulsion
**Chemical or Biological Threat	Threatening to cause harm using dangerous chemicals or biological agents.	Minimum: In-school intervention Maximum: Expulsion
**Fire Alarm Misuse or Dialing 911 or Safety Equipment Tampering or Misuse	Intentionally ringing a fire alarm when there is not a fire or dialing 911 when there is not an emergency; activating or tampering with emergency equipment.	Minimum: In-school intervention Maximum: Expulsion

**School Threat (Threat of Destruction or Harm) or Interference with or Disruption of an Educational Institution	A threat or act, whether verbal, written, electronic, or physical, that threatens harm to students, staff, or others on school property; threatens damage to school property; interferes with or disrupts normal school operations; refuses a lawful direction to leave school property; or could reasonably lead to evacuation, closure, cancellation, postponement, or suspension of a class, school activity, or school operation. A student determined to have threatened an educational institution is subject to a recommendation for expulsion for at least one year, unless the District modifies the requirement on a case-by-case basis as permitted by law and District policy.	Minimum: Short-term off-campus suspension Maximum: Expulsion
Technology, Improper Use of		
Computer Violation or Inappropriate Use of Technology Resources	Using school or personal electronic devices in school or other technological resources such as the District network in a manner that does not serve an educational purpose. Failure to comply with laws, rules, or guidelines for use of technology resources. Examples include, but are not limited to, use of personal electronic device in an inappropriate manner, searching websites that are not appropriate for learning or the classroom, failure to properly secure a device during and after use, etc.	Minimum: Parent/Guardian Contact Maximum: Short-term off-campus suspension
Recording at School	Without the prior approval of a teacher or the principal, students are prohibited from using technological devices to record incidents that occur at school, such as class lectures and student fights. Teacher approval may be provided when necessary for a student to be able to take notes during class, for example. *Depending on the nature of the incident recorded, additional discipline may be imposed, e.g. sexual harassment or bullying	Minimum: Parent/Guardian contact Maximum: Short-term off-campus suspension
Wireless Devices, Use During School Day	Use of a cellular telephone or other wireless communication device while on school grounds, including before school, after school, meals, recess, passing periods, or other supervised school activities, unless expressly permitted for an educational purpose, during an emergency, because of a medical condition, or as authorized in an IEP or 504 Plan. Students in grades K-5 may not use wireless communication devices while on campus unless an approved exception applies.	Minimum: Parent/Guardian contact Maximum: Confiscation of item
Theft		
*Burglary	The act of entering a building or other premises with the intent to commit theft.	Minimum: In-school intervention Maximum: Short-term off-campus suspension
*Extortion	Demanding money or something of value in return for protection or in connection with a threat to inflict physical or emotional harm.	Minimum: In-school intervention Maximum: Short-term off-campus suspension
Petty Theft	Thefts (including money or objects) valued under \$100.	Minimum: In-school intervention Maximum: Short-term off-campus suspension
*Theft	Taking or attempting to take money, property items, or services from another person or the school valued at more than \$100 without permission. Theft also includes the copying of copyrighted material.	Minimum: In-school intervention Maximum: Short-term off-campus suspension
Trespassing		
*Trespassing	To enter or remain on a school campus or District property including buses or other vehicles without authorization or invitation and with no purpose for entry. Returning to school while suspended. May result in a police report.	Minimum: In-school intervention Maximum: Short-term off-campus suspension
Vandalism or Criminal Damage		
*Graffiti or Tagging	Writing on walls; drawing or words that are written, scratched, painted, or sprayed on walls, other surfaces, or vehicles including buses.	Minimum: Parent/Guardian contact Maximum: Short-term off-campus suspension
*Vandalism, Property Damage, or Criminal Damage of School Property	Careless or willful destruction or defacement of school property including, but not limited to, destroying school computer records, carving initials or words in desk, marking or spray painting walls or furniture, breaking or scratching windows, or damaging vehicles including buses.	Minimum: Parent/Guardian contact Maximum: Long-term off-campus suspension
*Vandalism of Personal Property	Willful destruction or defacement of personal property.	Minimum: Parent/Guardian contact Maximum: Short-term off-campus suspension
Weapons and Dangerous Items		
*Dangerous Instruments or Items (Possession)	Possession of anything that is readily capable of causing death or serious physical injury. (Billy club, brass knuckles, nunchucks, BB/Airsoft gun, knife, simulated knife, simulated firearm, or other simulated weapon, etc.)	Minimum: Parent/Guardian contact Maximum: Short-term off-campus suspension
**Firearms	The possession, sale, use, or distribution of a deadly weapon. A deadly weapon is anything designed for lethal use, including a firearm or destructive device.	Minimum: Short-term off-campus suspension Maximum: Expulsion
*Law enforcement may be contacted depending on the circumstances.		
**Mandatory report to law enforcement.		

Middle School Conduct Infractions and Consequences

These are only guidelines and examples and do not represent the full extent of all disciplinary consequences nor limit the judgment of the administrator who must assess the entirety of each situation and the student's behavior history.

Less Serious Behavior	More Serious or Repeated Behavior	Most Serious or Repeated Behavior
☐ Student conference ☐ Parent/Guardian contact ☐ In-school intervention ☐ Lunch or after school detention or other school-based consequence ☐ Confiscation of items ☐ Loss of privileges/participation in extracurricular or school-sponsored activities ☐ Behavior plan, discipline plan, attendance contracts ☐ Removal from classroom environment for remainder of period/ subject ☐ Community service ☐ Truancy communication process initiated	☐ In-school suspension ☐ Restitution and/or restorative conference ☐ Short-term off-campus suspension (1-10 days) ☐ Loss of academic credit ☐ Consideration of Kyrene Alternative to Suspension Program assignment	☐ Consideration of LTAP ☐ Long-term off-campus suspension (>10 days) ☐ Expulsion ☐ Truancy citation

VIOLATION	DEFINITION	CONSEQUENCES
Aggression		
Minor Aggressive Act	Inappropriate physical contact or other disruption in school involving physicality. (Pushing, tripping, running in the classroom or hallway, slapping, hitting, touching, pinching, etc.)	Minimum: Student conference Maximum: Short-term off-campus suspension
*Assault	Intentionally, knowingly, or recklessly causing any physical injury to another person; or intentionally placing another person in reasonable apprehension of imminent physical injury; or knowingly touching another person with the intent to injure, insult, or provoke such a person.	Minimum: Student conference Maximum: Expulsion
**Aggravated Assault	Aggravated assault- Intentionally, knowingly or recklessly causing serious physical injury to another. "Serious physical injury" includes physical injury that creates a reasonable risk of death, or that causes serious and permanent disfigurement, serious impairment of health or loss or protracted impairment of the function of any bodily or- gan or limb, to include a fracture of a bone. If a deadly weapon or dangerous instrument is used during an as- sault, it is classified as an aggravated assault. "Deadly weapon" means anything designed for lethal use, including a firearm. "Dangerous instrument" means 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. If the person commits the assault while the victim is bound or otherwise physically restrained or while the victim's capacity to resist is substantially impaired, it is classified as an aggravated assault.	Minimum: Short-term off-campus suspension Maximum: Long-term off-campus suspension; Expulsion
*Disorderly Conduct	Behavior disruptive to the orderly education process of the school; this includes disruptive behavior in a class or activity, unreasonable noise, offensive language or gestures, horseplay, roughhousing, sustained out-of-seat behavior, pantsing or refusing to obey a request.	Minimum: Student conference Maximum: Short-term off-campus suspension
Recklessness	Unintentional, careless behavior that may pose a safety or health risk for others. Behavior is minor, isolated, or less serious in nature (I.e. Aggressive horseplay).	Minimum: Student conference Maximum: Short-term off-campus suspension
Verbal Provocation	Inappropriate use of language or gestures that antagonizes or provokes another and disrupts the learning environment. Transmission of information, including information shared on social media, with the intent to inflame a situation and/or encourage aggression or violence.	Minimum: Student conference Maximum: Short-term off-campus suspension
Fighting		
*Fighting (Minor or No Injuries)	Mutual participation in an incident involving physical violence, where there is no major injury.	Minimum: Parent/Guardian contact Maximum: Long-term off-campus suspension; Expulsion
**Fighting (With Injury)	Mutual participation in an incident involving physical violence, where there is an injury.	Minimum: In-school intervention Maximum: Long-term off-campus suspension; Expulsion
VIOLATION	DEFINITION	CONSEQUENCES
Alcohol, Tobacco, and Other Drugs or Paraphernalia "Drug Free School Zone" A.R.S. § 13-3411		
Alcohol Violation		

*Alcohol Distribution	Distribution, sale, or purchase of alcohol or look-a-like substance presented as alcohol substance to others.	Minimum: Short-term off-campus suspension Maximum: Long-term off-campus suspension; Expulsion
*Alcohol, Use or Possession	Being under the influence of, and/or the use or possession, of an alcoholic substance or look-a-like substance presented as alcohol.	Minimum: In-school intervention Maximum: Long-term off-campus suspension
Drug Violation		
**Drug Possession, Distribution	Distribution, sale, or purchase of any controlled drug or narcotic substance, look-alike drug, or equipment and devices used for preparing or taking drugs or narcotics. Category includes over-the-counter medications if abused by the student. This category does not include tobacco or alcohol.	Minimum: Short-term off-campus suspension Maximum: Expulsion
*Drug Possession, Use Drug Violation	Use, possession, transportation or importation of any controlled drug or narcotic substance, look-alike drug, paraphernalia, or equipment and devices used for preparing or taking drugs or narcotics. Includes being under the influence of drugs at school, school-sponsored events and on school-sponsored transportation. Category includes over-the-counter medications if abused by the student. This category does not include tobacco or alcohol.	Minimum: Short-term off-campus suspension Maximum: Long-term off-campus suspension; Expulsion
*Paraphernalia, Possession	Possession of any instrument that could be used to deliver drugs or other substances. This includes, but is not limited to rolling papers, vaporizers, "vape pens," etc.	Minimum: In-school intervention Maximum: Expulsion
Tobacco Violation		
*Tobacco or Tobacco Product Distribution	The distribution, sale, or purchase of tobacco products, tobacco substitutes, tobacco look-a-like substances, electronic cigarettes or other chemical inhalant devices or vapor products on school grounds, at school-sponsored events or on school-sponsored transportation.	Minimum: Short-term off-campus suspension Maximum: Long-term off-campus suspension; Expulsion
*Tobacco or Tobacco Product Possession, Use	The possession or use of tobacco products, tobacco substitutes, tobacco look-a-like substances, electronic cigarettes, or other chemical inhalant devices or vapor products on school grounds, at school-sponsored events, or on school-sponsored transportation.	Minimum: Short-term off-campus suspension Maximum: Long-term off-campus suspension; Expulsion
Paraphernalia, Possession	Possession of any instrument that could be used to deliver tobacco, or tobacco-related substances. This includes, but is not limited to, rolling papers, vaporizers, "vape pens," etc.	Minimum: In-school intervention Maximum: Expulsion
Arson		
**Arson of a Structure or Property	A person commits arson of a structure or property by damaging a structure or property by knowingly or negligently causing a fire or explosion.	Minimum: Short-term off-campus suspension Maximum: Expulsion
**Arson of an Occupied Structure	A person commits arson of an occupied structure by damaging an occupied structure by knowingly or negligently causing a fire or explosion.	Minimum: Short-term off-campus suspension Maximum: Expulsion
Attendance Policy Violation		
*Leaving School Grounds or Supervised Area	Leaving School grounds, supervised area, or school sponsored activity without permission. Being in an "out-of-bounds" area during regular school hours or during a school-sponsored activity without permission creates a safety concern, disrupts the learning environment, or requires a police response.	Minimum: Student conference Maximum: In-school intervention
Tardy	Arrive at school or class after the scheduled start time.	Minimum: Student conference Maximum: In-school intervention
Truancy	Any absence that has not been excused by a parent or legal guardian (includes leaving class without permission).	Minimum: Student conference Maximum: In-school intervention; Truancy Citation
Unexcused Absence	When a student is not in attendance for an entire day and does not have an acceptable reason; any absence that has not been excused by a parent or legal guardian (includes missing class, leaving class or campus without permission).	Minimum: Student conference Maximum: In-school intervention
Harassment, Threat and Intimidation		
*Bullying	Bullying is any aggressive behavior by one student towards another student that involves an observed or perceived power imbalance and is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from services, activities, or opportunities offered by a school.	Minimum: Student conference Maximum: Expulsion
Dangerous Situation, Failure to Report	To knowingly withhold information about a potentially dangerous, harmful, or disruptive situation, including threats, planned fights, or unsafe behavior, when there is a reasonable expectation to report it to school staff. Examples include, but are not limited to, a student learning of a planned altercation and choosing not to inform a trusted adult, or being aware of a safety threat and failing to alert school personnel in a timely manner.	Minimum: Student conference Maximum: Short-term off-campus suspension
*Ethnic/Racial Slurs/Hate Speech/Harassment	Any communication that disparages a person or group on the basis of some characteristic such as race, gender, ethnicity, religion, or sexual orientation.	Minimum: In-school intervention Maximum: Expulsion
*Harassment, Nonsexual	Unwanted conduct by verbal, non-verbal, electronic, mechanical, telegraphic, telephonic, or written means that communicates or causes a communication with another person that is threatening, abusive, or insulting.	Minimum: Student conference Maximum: Short-term off-campus suspension
*Hazing	Any activities done for the purposes of initiation, affiliation, or membership in a group that contributes to a substantial risk of or causes physical injury, mental harm, or degradation.	Minimum: In-school intervention Maximum: Long-term off-campus suspension; Expulsion
Threat or Intimidation		

*Threat or Intimidation	When a person indicates by word or conduct the intent to cause physical injury or serious damage to a person or their property.	Minimum: Student conference Maximum: Expulsion
**Threats/Intimidation/Verbal Abuse of a Staff Member	Statements (verbal or written) or actions, which attempt to threaten or intimidate a staff member. Pursuant to A.R.S. § 15-507, a person who knowingly abuses a teacher or other school employee on school grounds or while the teacher or employee is engaged in the performance of their duties could be found guilty of a class 3 misdemeanor. Depending on the nature, context, and impact of the conduct, this behavior may also be addressed as a school threat or interference with/disruption of an educational institution.	Minimum: Short-term off-campus suspension Maximum: Expulsion
<i>Lying, Cheating, Forgery, or Plagiarism</i>		
Cheating	Wrongfully securing and/or using information or assisting another by the use of deceit or fraud, to influence or lead by deceit, trick, or artifice. Examples include, but are not limited to, looking at another student's paper during low stakes testing, copying another's homework, using a "cheat sheet."	Minimum: Student conference Maximum: In-school intervention
VIOLATION	DEFINITION	CONSEQUENCES
Forgery	Falsely and fraudulently making or altering a document.	Minimum: Student conference Maximum: In-school intervention
Lying	To make an untrue statement with intent to deceive. To create a false or misleading impression. Examples include, but are not limited to, minor falsehoods that the student quickly retracts, clarifies, and shows remorse for making.	Minimum: Personal conference Maximum: Short-term off-campus suspension
Plagiarism	To steal and pass off the ideas or words of another as one's own.	Minimum: Student conference Maximum: In-school intervention
<i>Other School Violations</i>		
Combustible	Possession and/or ignition of a combustible. Examples include, but are not limited to, lighter, flammable liquid, caps, firecrackers, etc.	Minimum: In-school intervention Maximum: Expulsion
Contraband	Items stated in school policy as prohibited because they may disrupt the learning or safe transportation environment. Examples include, but are not limited to, items considered to be non-dangerous, but distracting, like toys, household items, etc.	Minimum: Student conference Maximum: In-school intervention
Defiance, Disrespect towards Authority, Non-Compliance	Students engage in refusal to follow directions by adults, talk back, or deliver socially rude or inappropriate actions toward an adult undermining the adult's authority. Behavior is minor, isolated, or less serious in nature. Additional examples include, but are not limited to, failure to take assigned seats, eating/drinking/chewing gum in class-room.	Minimum: Student conference Maximum: Short-term off-campus suspension
Disruption	Students engage in behavior causing a minor interruption in class, or during an activity and are unresponsive to adult redirection. Examples include, but are not limited to, yelling or screaming; noise with materials; horse-play or roughhousing; throwing objects; sustained out-of-seat behavior; failure to follow school rules.	Minimum: Student conference Maximum: Short-term off-campus suspension
Dress Code Violations	Students wear clothing, jewelry, or accessories that do not fit within the dress code guidelines stated by school or District policy.	Minimum: Student conference Maximum: In-school intervention
Gambling	To play games of chance for money or to exchange money or property.	Minimum: Student conference Maximum: Long-term off-campus suspension
Inappropriate Language	Oral or written messages or physical gestures that include profanity, swearing, name-calling, put-downs, or use of words in a demeaning or otherwise inappropriate manner.	Minimum: Student conference Maximum: Short-term off-campus suspension
Negative Group Affiliation	Specific attitudes and actions of a student affiliated with a negative group typically include some of the following: ● Involve themselves in another's problems. ● Confront authority as a group when one member has been disciplined. ● Act in an uncooperative and/or hostile manner as a group.	Minimum: Student Conference Maximum: Short-term off-campus suspension
Selling, Trading	The minor selling, buying, or trading of any item less than ten dollars in value on school property that is not sponsored by the school. Examples include, but are not limited to gum, money, candy, cards, etc.	Minimum: Student conference Maximum: In-school intervention
<i>Sexual Offenses</i>		
*Harassment, Sexual	Sexual harassment is unwelcome conduct of a sexual nature that is determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity. It can include unwelcome sexual advances, requests for sexual favors, and other verbal or nonverbal, conduct of a sexual nature. (Law enforcement may be contacted depending on the circumstances).	Minimum: In-school intervention Maximum: Expulsion
**Harassment, Sexual with Contact	Sexual harassment with contact is unwelcome physical conduct of a sexual nature that is determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity. It can include unwelcome sexual advances, requests for sexual favors, and other verbal or nonverbal, conduct, and will include some element of physical contact of a sexual nature. (Law enforcement may be contacted depending on the circumstances.) Examples include, but are not limited to, pantsing, unwanted touching, contact, behavior that offends a third-party, etc.	Minimum: Short-term off-campus suspension Maximum: Expulsion
Public Display of Affection	Holding hands, kissing, touching, or other displays of affection in violation of school policy.	Minimum: Student conference Maximum: In-school intervention
**Sexual Misconduct	Engaging in inappropriate sexual conduct. This offense includes consensual and nonconsensual sexual intercourse and that the ages of the students may constitute a mandatory reporting requirement	Minimum: Short-term off-campus suspension Maximum: Expulsion
<i>Indecent Exposure</i>		
*Indecent Exposure or Public Sexual Indecency Without Intent	The unintentional exposure of one's private body parts to others.	Minimum: Parent/Guardian contact Maximum: Short-term off-campus suspension

*Indecent Exposure or Public Sexual Indecency With Intent	The intentional exposure of one's private body parts to others.	Minimum: Short-term off-campus suspension Maximum: Expulsion
<i>Pornography</i>		
*Pornography, Distribution	Distribution or sale of any pornographic materials.	Minimum: Short-term off-campus suspension Maximum: Expulsion
*Pornography, Possession	Possession of any pornographic materials.	Minimum: In-school intervention Maximum: Long-term off-campus suspension
*Sexting	Use of any electronic device, including laptop computer, to send obscene or sexual messages or materials to others.	Minimum: Short-term off-campus suspension Maximum: Expulsion
<i>School Threat (Threat of Destruction or Harm) or Interference with or Disruption of an Educational Institution</i>		
**Bomb Threat	Threatening to cause harm using a bomb, dynamite, explosive, or arson-causing device.	Minimum: Long-term off-campus suspension Maximum: Expulsion
**Chemical or Biological Threat	Threatening to cause harm using dangerous chemicals or biological agents.	Minimum: Long-term off-campus suspension Maximum: Expulsion
**Fire Alarm Misuse or Dialing 911 or Safety Equipment Tampering or Misuse	Intentionally ringing a fire alarm when there is not a fire or dialing 911 when there is not an emergency; activating or tampering with emergency equipment.	Minimum: Short-term off-campus suspension Maximum: Expulsion
**School Threat (Threat of Destruction or Harm) or Interference with or Disruption of an Educational Institution	A threat or act, whether verbal, written, electronic, or physical, that threatens harm to students, staff, or others on school property; threatens damage to school property; interferes with or disrupts normal school operations; refuses a lawful direction to leave school property; or could reasonably lead to evacuation, closure, cancellation, postponement, or suspension of a class, school activity, or school operation. A student determined to have threatened an educational institution is subject to a recommendation for expulsion for at least one year, unless the District modifies the requirement on a case-by-case basis as permitted by law and District policy.	Minimum: Short-term off-campus suspension Maximum: Expulsion
<i>Technology, Improper Use of</i>		
Computer Violation or Inappropriate Use of Technology Resources	Using school or personal electronic devices in school or other technological resources such as the District network in a manner that does not serve an educational purpose. Failure to comply with laws, rules, or guide-lines for use of technology resources. Examples include, but are not limited to, use of personal electronic devices in an inappropriate manner, searching websites that are not appropriate for learning or the classroom, failure to properly secure a device during and after use, etc.	Minimum: Student conference Maximum: Short-term off-campus suspension
Recording at School	Without the prior approval of a teacher or the principal, students are prohibited from using technological devices to record incidents that occur at school, such as class lectures and student fights. Teacher approval may be provided when necessary for a student to be able to take notes during class, for example. *Depending on the nature of the incident recorded, additional discipline may be imposed (e.g. sexual harassment or bullying)	Minimum: Parent/Guardian contact Maximum: Short-term off-campus suspension
Wireless Devices, Use During School Day	Use of a cellular telephone or other electronic wireless communication device when on school grounds (except for prior to the ringing of the first bell for the start of the instructional day and after the ringing of the last bell for the end of the instructional day) is prohibited, except as expressly permitted: (1) for an educational purpose determined by the student's teacher, individualized education program (IEP) or 504 team; (2) during an emergency; or (3) if the student needs the student's wireless communication device to address their own medical condition.	Minimum: In-school intervention Maximum: Short-term off-campus suspension
<i>Theft</i>		
*Burglary	The act of entering a building or other premises with the intent to commit theft.	Minimum: Short-term off-campus suspension Maximum: Expulsion
*Extortion	Demanding money or something of value in return for protection or in connection with a threat to inflict physical or emotional harm.	Minimum: In-school intervention Maximum: Expulsion
*Petty Theft	Thefts (including money or objects) valued under \$100.	Minimum: In-school intervention Maximum: Long-term off-campus suspension
*Theft	Taking or attempting to take money, property items or services from another person or the school valued at more than \$100 without permission. Theft also includes the copying of copyrighted material.	Minimum: In-school intervention Maximum: Expulsion
<i>Trespassing</i>		
*Trespassing	To enter or remain on a school campus or District property including buses or other vehicles without authorization or invitation and with no purpose for entry. Returning to school while suspended. May result in a police report.	Minimum: Student conference Maximum: Short-term off-campus suspension
<i>Vandalism or Criminal Damage</i>		
*Graffiti or Tagging	Writing on walls; drawing or words that are written, scratched, painted, or sprayed on walls, other surfaces, or vehicles including buses.	Minimum: Student conference Maximum: Expulsion

*Vandalism, Property Damage, or Criminal Damage of School Property	Careless or willful destruction or defacement of school property including, but not limited to, destroying school computer records, carving initials or words in desk, marking or spray painting walls or furniture, breaking or scratching windows, or damaging vehicles including buses.	Minimum: Student conference Maximum: Long-term off-campus suspension
*Vandalism of Personal Property	Willful destruction or defacement of personal property.	Minimum: Student conference Maximum: Long-term off-campus suspension

VIOLATION	DEFINITION	CONSEQUENCES
<i>Weapons and Dangerous Items</i>		
*Dangerous Instruments or Items (Possession)	Possession of anything that is readily capable of causing death or serious physical injury. (Billy club, brass knuckles, laser pointer, nunchucks, BB/Airsoft gun, knife, simulated knife, simulated firearm, or other simulated weapon, etc.)	Minimum: Short-term off-campus suspension Maximum: Expulsion
**Firearms	The possession, sale, use or distribution of a deadly weapon. A deadly weapon is anything designed for lethal use, including a firearm or destructive device.	Minimum: Long-term off-campus suspension Maximum: Expulsion
<i>*Law enforcement may be contacted depending on the circumstances.</i> <i>**Mandatory report to law enforcement.</i>		