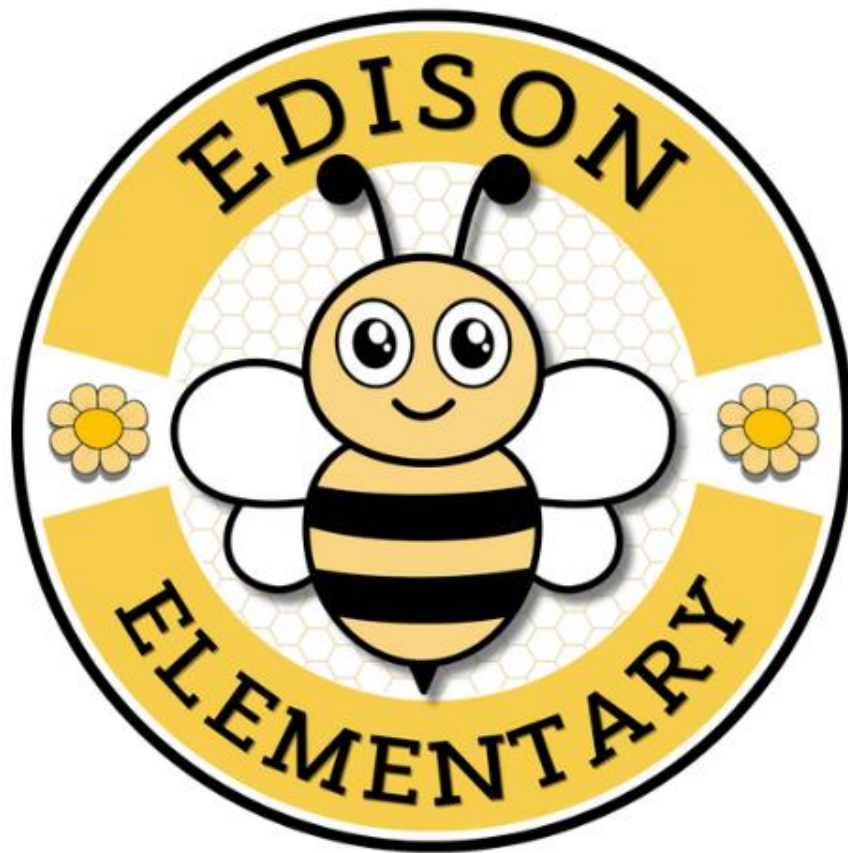


Student Success Handbook



Kindergarten - 4th grade

804 N. 18TH STREET
PHOENIX, AZ. 85006

Important Phone Numbers

Attendance Line: 602-257-3848

Press 1 to report an absence (leave a message)

Press 2 to speak to our front office staff

Press 3 to speak to our nurse

Transportation: 602-257-3780

School Hours

Breakfast starts at 7:00am.

For students not having breakfast, they can report to campus at 7:20 am.

Instruction starts at 7:30am.

Students will dismiss at 2:30pm.

On Early Release days students will dismiss at 12:30pm.

Vision

At Edison Elementary we grow thinkers, doers, and kind leaders.

Mission

At Edison Elementary, we provide a safe, nurturing, and engaging environment where every child is encouraged to explore, learn, and grow.

July 2026 - June 2027

July 2026						
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September 2026						
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October 2026						
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November 2026						
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February 2027						
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March 2027						
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April 2027						
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May 2027						
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June 2027						
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Legend	
	School Recess
	Staff Professional Development Day - No Students
	New Staff Welcome Week
	District Closed / No School
	Teacher Beginning and End Work Days
	Family / Student / Teacher Conferences
	Quarter Start
	Quarter End
	Early Release Day
	First and Last Day of Preschool
	First and Last Day of School (Kindergarten - 8th grade)
	40th Day
	100th Day
	Legal Holiday

Family / Student / Teacher Conferences	
October 22-23, 2026	April 1-2, 2027
January 28-29, 2027	

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

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

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

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

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

School Safety

Children on School Grounds Before and After School

School gates open at 7:00 AM for breakfast in the cafeteria ONLY.

Students who are not eating breakfast should not be on campus before 7:20 AM. The school day ends at 2:30 PM on full days and 12:30 PM on early release days. Students should be promptly picked up. Supervision is not provided before or after school.

Students enrolled in afterschool programs are required to go directly to their program at dismissal. They cannot leave and return to campus.

Student Pick-Up and After-School Supervision

Students must be picked up by a parent, guardian, or authorized individual listed on the student's Emergency Contact and Authorization Form.

Edison School provides supervision only during regular school hours. Students should be picked up promptly at dismissal. The school office closes at 3:00 p.m., and staff supervision is not available after that time.

If a student has not been picked up within 30 minutes of dismissal, school staff will attempt to contact the parent/guardian and individuals listed as authorized contacts. If school staff are unable to reach an authorized adult, or if late pick-up becomes a recurring concern, the school will contact the appropriate authorities or child welfare agencies to ensure the student's safety.

Families experiencing challenges with after-school care are encouraged to contact the school office for information about available after-school programs and community resources.

Morning Drop-Off Procedures

Please use the parent Drop-Off zone. If you are planning to get out of your car, please park in the designated parking area.

NO Parking along 18th Street between Roosevelt and McKinley. It creates a safety hazard for our students.

PLEASE use the CROSSWALK at ALL Times.

Students arriving after 7:30 AM must be signed in by a parent or guardian.

STUDENTS LEAVING SCHOOL EARLY

Authorized persons must be over the age of 18 and have picture identification. This is enforced for the safety of students.

There will be no early release after 2:15 pm and 12:15 pm on early release days.

Any changes to the authorized list must be made in-person at the school office. Families are encouraged to use early release and vacation days for student appointments.

Afternoon Dismissal Procedures

For dismissal safety we ask that you do not park along 18th Street between Roosevelt and McKinley. If you are going to park, and walk to pick up your child please use the crosswalk.

Walkers: Walkers will exit the front gates near the front office. Students can use the crosswalk at 18th street and Roosevelt or 18th Street and McKinley. Our crossing guard will help students cross Roosevelt and 18th Street. **For safety, students will not be able to cross the street to get in a car along 18th street.**

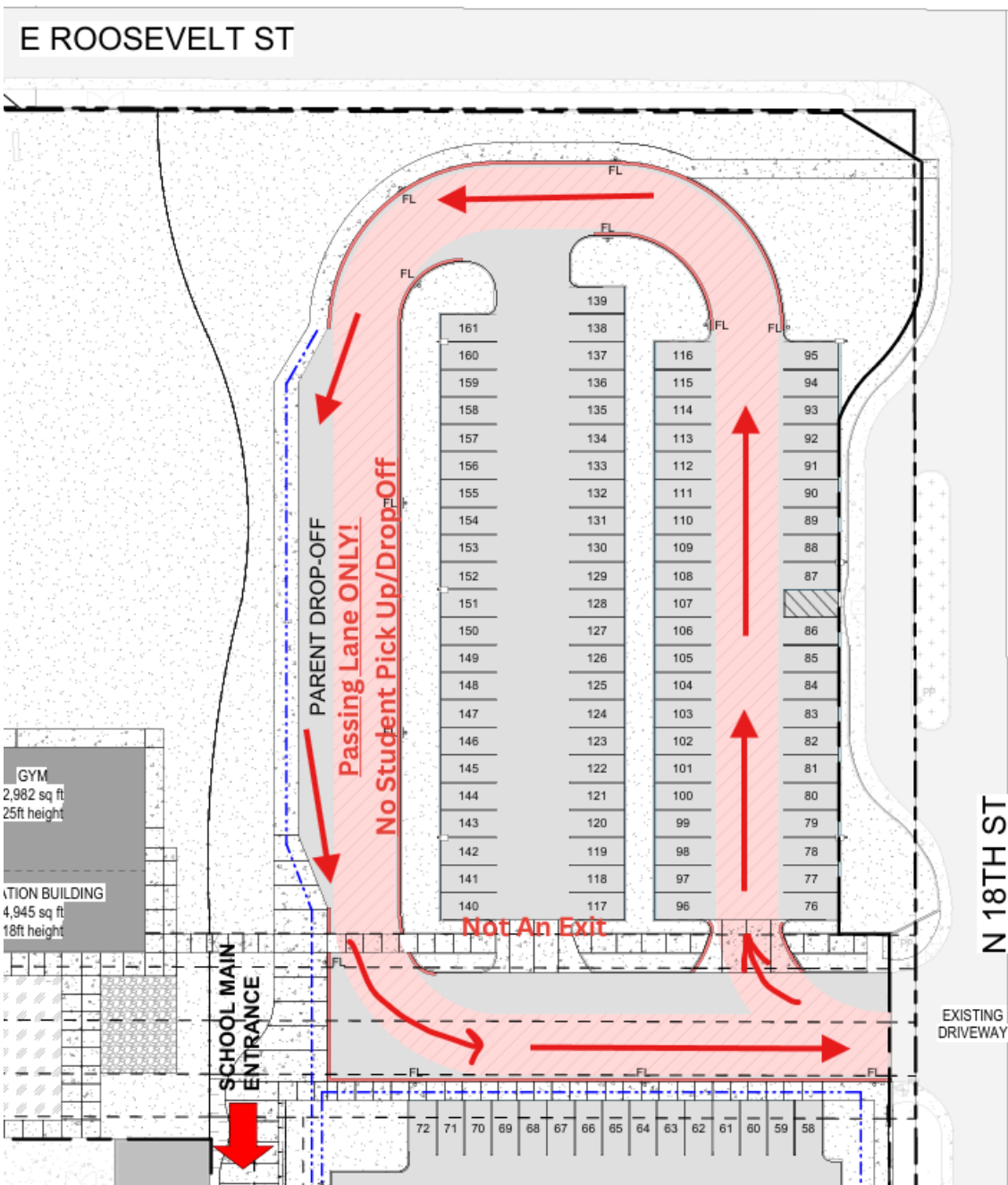
Bus Riders: Bus riders will enter and exit through the Bus Bay gate located on the West side of our campus.

After School Programs: students will report directly to their program when the bell rings.

Circle Drive Car Drop-Off/Pick-up:

When picking up your child, please be in the Circle Drive car pick-up line. Do not double park. Do not stop in the crosswalks. Students will only be released to cars in the circle drive pick-up line. (See diagram below). If you need to visit a classroom or the front office, please stay to the left and park in a designated parking spot.

Parents, please stay in your car when dropping off/picking up students. If you plan to get out of your car, please park in the designated parking spots.



VISITING THE SCHOOL

Teachers are engaged in preparing for instruction before and after school and are not available for unscheduled meetings during instructional time. Families and guardians should contact teachers in advance to arrange a meeting.

In compliance with Arizona State Law, all visitors must check in at the front office upon arrival.

Parents or guardians interested in volunteering on campus may contact our Family Engagement Specialist at 602-523-5834 to learn more about available opportunities and requirements.

Emergency response

Arizona Revised Statutes (ARS) 15-341 (A) (31) requires each school site to have an Emergency Operations Plan that meets state requirements

Responses include:

1. Evacuation (On-site, Off-site, Reverse)
2. Lockdown
3. Shelter-In-Place

Child Abuse Reporting

Per state law, school employees must report suspected cases of neglect, non-accidental injury, or sexual offenses against children to Arizona Department of Child Safety (DCS) and/or local law enforcement agencies. Where families are the alleged abusers, school personnel may not notify families. DCS and law enforcement agencies are responsible for notification. Should the alleged perpetrator be other than a member of the child's family, school personnel shall follow reasonable notification procedures. Any child who is a suspected victim will be made available to either DCS or the Police Department for questioning. The investigating agency will determine whether school personnel should be with the child during questioning. The DCS worker and or the police may interview the student and all other children residing in the home on school grounds outside of the presence of school personnel. They may conduct interviews of the child without permission or notice to the families where the suspected perpetrator is a family member. DCS has the authority to obtain school records upon written request. Individuals required to report suspected abuse are protected by state law from criminal liability.

Bus Safety

The safety of our students is our highest priority. Students who ride the school bus are expected to help maintain a safe environment for themselves, other students, and the bus driver.

While riding the bus, students are expected to:

- Remain seated while the bus is moving.
- Use an appropriate voice level.
- Keep their hands, feet, and other objects to themselves.
- Follow the directions of the bus driver and school staff.
- Demonstrate our school-wide expectations: **Be Kind, Be Responsible, and Be Respectful.**

Unsafe behaviors—including, but not limited to, standing while the bus is moving, excessive yelling, throwing objects, or physical aggression—may result in the loss of

bus riding privileges.

Bus discipline consequences may include:

- Warning
- 1-day bus suspension
- 3-day bus suspension
- 5-day bus suspension
- Removal of bus privileges for the remainder of the school year

Physical aggression on the bus will result in a minimum **3-day bus suspension** and may result in additional school disciplinary consequences in accordance with the school's Code of Conduct.

School administrators may review bus surveillance video when investigating incidents. Families will be notified when unsafe behavior results in disciplinary action.

Riding the school bus is a privilege, not a right. Students who consistently demonstrate safe and respectful behavior help ensure that everyone arrives at school and home safely each day.

Educational program

Core Instruction

Core instructional minutes include a combination of Language Arts, Math, Science, Social Studies and Special Areas (Art, Music/Choir, PE, Band/Orchestra, Garden).

MOWR

Arizona's Move On When Reading (MOWR) legislation is designed to provide students with evidence-based reading instruction and intervention in kindergarten through third grade in order to position them for success as they progress through school, college, and the workforce. The heart of the legislation emphasizes early identification and immediate intervention for struggling readers, especially in kindergarten and first grade. The links below provide a brief overview of the key elements of the legislation.

English - <https://www.youtube.com/watch?v=t3Rd8m5xr9s>

Spanish - <https://www.youtube.com/watch?v=b2elsRX88ng>

English Learner Program

School Board Policy IHAA – Regulation

Each school shall use an English Learner (EL) program that includes approved research-based Structured English Instruction (SEI) models developed by the Arizona State Board of Education. All ELs are to be provided with appropriate daily English language development (ELD) instruction.

Edison EL Model:

- ★ Kinder: 120 Daily Target ELD Minutes
- ★ 1st: 120 Daily Target ELD Minutes
- ★ 2nd: 120 Daily Target ELD Minutes
- ★ 3rd: 120 Daily Target ELD Minutes
- ★ 4th: 120 Daily Target ELD Minutes

EL Targeted instruction requirements

- ★ Driven by planned measurable Language objectives aligned to the ELP standards.
- ★ Students are only with EL students. Instruction is from an SEI endorsed teacher.
- ★ Targeted Minutes do not have to be sequential

EL Integrated instruction requirements

- ★ Driven by the content standards and supported with language objectives aligned to the ELP standards.
- ★ Students are mixed with their mainstream classmates in the general education setting.
- ★ Integrated Minutes do not have to be sequential.

MTSS

MTSS is an instructional system with a tiered infrastructure that uses data to help match academic and social emotional support to address the needs of the whole child.

ACADEMIC SUPPORTS

Universal Support: Foundation

Teachers use high-quality core class instruction aligned with the Arizona College and Career Ready Standards and/or Arizona's English Language Proficiency Standards. It involves all students in the general education population and can affect any student who is not meeting grade level standards. These practices must be evidence-based strategies and resources that meet the academic, emotional, and behavioral needs of students. They also must be effective, efficient, linguistically/socially conscious, differentiated in both make-up and intensity, and delivered with consistency and fidelity. Throughout the school year ongoing Team Data Reviews should occur to monitor progress towards meeting grade level expectations.

Additional Support: Supplemental

Teachers and possibly additional team members apply more intensive forms of strategic interventions for those students not responsive to Tier I core instruction with differentiation and cultural sensitivity. Subsequently, students are identified for individual or small group intervention in addition to core class instruction and core classroom support. Tier II includes scientific evidence-based programs, strategies, and interventions designed and employed to supplement, enhance, and support Tier I activities.

Students needing Tier II instruction will be grouped by intervention needs (this may

occur cross-class and/or cross-grade level). Tier II groups should be no larger than five students and meet a minimum of three times per week for 30 minutes in addition to their current Tier I core instruction that they are receiving. Progress monitoring should occur a minimum of two to four times per month.

Intensified Support: Comprehensive

Teachers and other team members provide specific, custom-designed individual or small group instruction in addition to the instruction in Tier I for students who have not responded adequately to Tiers I and II. Tier III addresses the needs of approximately 5% of the students.

Students needing Tier III instruction will be grouped by intervention needs (this may occur cross-class and/or cross-grade level). Tier III groups should be no larger than three students and meet daily for 30 minutes in addition to their current Tier I core instruction that they are receiving. Progress monitoring should occur one to two times per week.

Social-Emotional Learning

Edison will create systems and resources to support the whole child by implementing social emotional learning, trauma-informed practices, and mental health awareness as measured by student, staff and family climate surveys, discipline data, and Social Emotional Learning assessments.

INTERVENTIONS

Educational and Social-Emotional interventions provide students with the support needed to acquire the skills to reach their full potential. Students in the intervention program are expected to attend intervention classes, actively participate in learning, and monitor their personal growth.

EXCEPTIONAL STUDENT SERVICES (ESS)

The most important statute in IDEA is Purposes in Section 1400(d). "To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living and to ensure that the rights of children with disabilities and families of such children are protected. See Appendix B for information on 504 processes.

Homework Policy

Edison School encourages a school-student-parent partnership to help teach students responsibility and promote student growth.

Homework should be assigned consistent with the maturity, exceptional needs, potential, and independent level of the individual student. It should not carry the

stigma of punishment. Its assignment will specifically address the objectives of the instructional program, and, in addition, students should develop responsibility for actively pursuing knowledge without immediate supervision outside as well as within the classroom.

Extracurricular activities

The extracurricular programs in our schools let students explore their interests outside of the regular school day. These programs offer the opportunity for self-expression and learning in an environment that's safe and familiar.

School-sponsored activities are supervised by school staff. For your child to participate, you have to provide additional permission as a parent or guardian. In some cases, student behavior can also be grounds for ineligibility.

Parent-Teacher Conferences

A Family-Teacher Conference is one of the many ways to work with families in building your child's educational program. Family-Teacher Conferences give families and staff the opportunity to get to know each other on a personal level, to learn about the school and its curriculum, and to discuss the personal growth of your child,

The conferences will be held every quarter where you will have access to the general education team which includes Exceptional Student Services teachers, interventionists, special area teachers and/or other specialists.

To prepare for your conference, make a list of questions you would like to ask as well as a list of any information you feel the teacher should have to understand your child's needs.

The teacher will discuss with you the student's goals (academic and social emotional). When the conference is over, you will have a better understanding of all aspects of your child's progress and can work together with the teachers and your child to continuously work on your child's growth.

ADDITIONAL RESOURCES

Enrollment Requirements and Documentation

1. A child may enter Kindergarten if he or she is five years of age, or will reach the age of five BEFORE SEPTEMBER 1ST of the current school year.
2. If the child is six years old before September 1st, he or she may enroll in First Grade. (ARS 15-302, A & B)
3. A BIRTH CERTIFICATE or official document proving the date of birth of the child, immunizations, proof of residence, and parent/guardian ID is required for enrollment.

Withdrawal from Edison Elementary

For a student to be formally withdrawn, the parent (or legal guardian) is required to come to

the office to complete the withdrawal form. This should be done the last week of attendance so the student can be properly checked out from the classroom, library, office, etc.

Please be aware that if a child is absent for ten days without an excuse, the Arizona State Law requires that the student be withdrawn from school automatically. If that should happen, the parent would have to come to the school office personally to re-enter the student in school. This can be avoided by calling in when the student is absent particularly when it is expected that the student will not be in school for an extended time.

Reporting Abscess

When an absence occurs, please call the school before 8:30 a.m. at (602) 257-3848 and press 1. This will allow you to leave a voice mail. Make sure to include the student name, teacher or grade level, and the reason why your child is absent.

If you have not contacted the school, your child needs to bring an absence note from home the next school day they are present which explains the reason for the absence.

Chronic Absenteeism

Regular attendance is essential to student success. Students who attend school consistently are more likely to achieve academic success, build positive relationships, and develop the skills necessary for future success. Edison Elementary is committed to partnering with families to support student attendance and address attendance concerns early.

Arizona law defines a student as habitually truant when they have five (5) or more absences during a school year. Students who miss more than ten percent (10%) of the school year, approximately eighteen (18) days, may be considered excessively absent.

When attendance concerns arise, Edison Elementary will implement the following attendance intervention process:

Attendance Concern	School Response
3 Absences	Notice of Chronic Absenteeism (Mail) and Attendance Phone Call
5 Absences	Attendance Conference with staff to develop an Attendance Improvement Plan
10 Total Absences	Attendance Review staff and Additional Supports Implemented
18 Total Absences	Excessive Absenteeism Review - Truancy Procedures Will Be Initiated

Open enrollment status is subject to annual review. Students enrolled through Open Enrollment who demonstrate a pattern of excessive absences, truancy, or failure to make sufficient improvement after documented attendance interventions and Attendance Improvement Plans may have their Open Enrollment status revoked for the following school year in accordance with District policy and administrative regulations.

Student Records

ALL STUDENT RECORDS are maintained as CONFIDENTIAL INFORMATION, with such security as is required to preclude their inspection by unauthorized persons, in accordance with the Family Educational Rights and Privacy Act.

FAMILIES/GUARDIANS may have access to the school records of their child. They may also challenge, in writing, any item or items with which they disagree.

ONLY legally authorized school personnel shall have access to students' records. Volunteer aides shall not have access to confidential files.

Anyone other than the families/guardians or authorized personnel requesting information from student's records must submit written permission from the families/guardians before such information will be released.

This shall not apply, however, to information required for reports of CHILD ABUSE OR NEGLECT as mandated by law.

Release of Directory Information

Federal and State Laws require that families who wish to REFUSE to permit the release of their child's name, address, school activities, awards, etc., to the news media, for use in a school or district newsletter, MUST DO SO IN WRITING. A form for that purpose may be obtained in your school office.

Promotion & Retention (Policy IKE)

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

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

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

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

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

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

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

Student Health

In case of illness during school hours, the student will be brought to the nurses office. Families will be notified by phone to pick up a sick or injured child. If a parent cannot be reached, the office will call the alternate pick up names on the enrollment form. PLEASE KEEP ALL EMERGENCY INFORMATION CURRENT WITH ANY CHANGES IN ADDRESSES, TELEPHONES NUMBERS OR EMERGENCY CONTACT INFORMATION ON THE FORMS PROVIDED IN THE OFFICE.

Medication

1. Prescriptions will be administered only at the written request of the child's physician and with a permission slip signed by the parent.
Medication must be in the original prescription bottle.
Send only tablets or liquid needing to be taken at school.
2. It is possible for a student to be given non-prescription medications only when they are brought into the office and the proper paperwork has been completed.
3. All medication to be given during school hours must be labeled with the child's name.
4. Medication is to be brought directly to the office by an adult. It is not acceptable to send it in a child's backpack, lunchbox, etc.
5. If a child takes medication daily, it is the responsibility of the parent to make sure that there is enough medication.

Immunizations

The state immunization law requires all students to have an immunization record on file for school attendance. If your child is exempt from immunizations, he/she must have a signed exemption on file. All needed and updated immunization records must be on file prior to the child attending school.

To help protect each child, the state requires immunizations against the following:

MMR = Mumps, Measles, Rubella

POV = Oral Polio Vaccine

DYPTD = Diphtheria, Tetanus, Pertussis (Whooping Cough)

HEPA = Hepatitis A

HEPB = Hepatitis B

HIB = Haemophilus Influenza B

VARICELLA = Chicken Pox

Allergies

Make sure that you note all allergies on your child's enrollment form. Also make sure that your child's teacher is aware of all allergies.

Sick Children

Sick children should be picked up promptly.

Please notify the school immediately if your child is diagnosed with a contagious disease.

Children who are sent home from school with a fever should not return to school until they have been fever free for 24 hours.

Positive Behavior Intervention and Support - PBIS

At Edison, we believe in creating a safe and positive school environment through our Positive Behavior Intervention and Support System (PBIS). We expect all staff, students, and community members to Be Kind, Be Respectful, and Be Responsible. Our PBIS Expectation Matrix shows what these values look like in different areas around our campus, so everyone knows how to help make Edison a great place to learn and grow.

Edison Elementary Expectations

	Be Kind	Be Responsible	Be Respectful
Classroom	• Give and receive a compliment. ♥ • Making an apology. ♥ • Showing empathy. ♥	• Follow directions. ♥ • Accepting feedback or a consequence. ♥ • Staying on Task. ♥	• Controlling emotions. • Disagreeing appropriately. ♥ • Accepting No for an answer. ♥
Playground	• Keep hands and feet to yourself. • Take turns and include others. • Use kind words.	• Follow directions. ♥ • Play fair and use equipment safely. • Ask for help. ♥	• Disagreeing appropriately. ♥ • Controlling emotions. • Listen to adults.
Cafeteria	• Saying "please" and "thank you." • Use friendly voice.	• Sort your waste. • Clean up your area. • Follow directions. ♥	• Use appropriate voice. ♥ • Wait your turn. • Walk safely.
Outdoor Hallways & Garden	• Keep hands and feet to yourself. • Smile, wave, and walk quietly. • Notice and care for plants and others.	• Walk facing forward. • Stay with your class. • Keep the garden and hallways clean.	• Use appropriate voice. ♥ • Walk calmly. • Watch where you are going.
Restroom	• Keep hands and feet to yourself. • Give others privacy. • Use kind words.	• Flush, wash hands, and throw trash away. • Go, then return quickly. • Report problems to an adult.	• Use appropriate voice. ♥ • Wait your turn. • Take care of school property.

We want parents and students to understand how we handle behaviors that do not meet

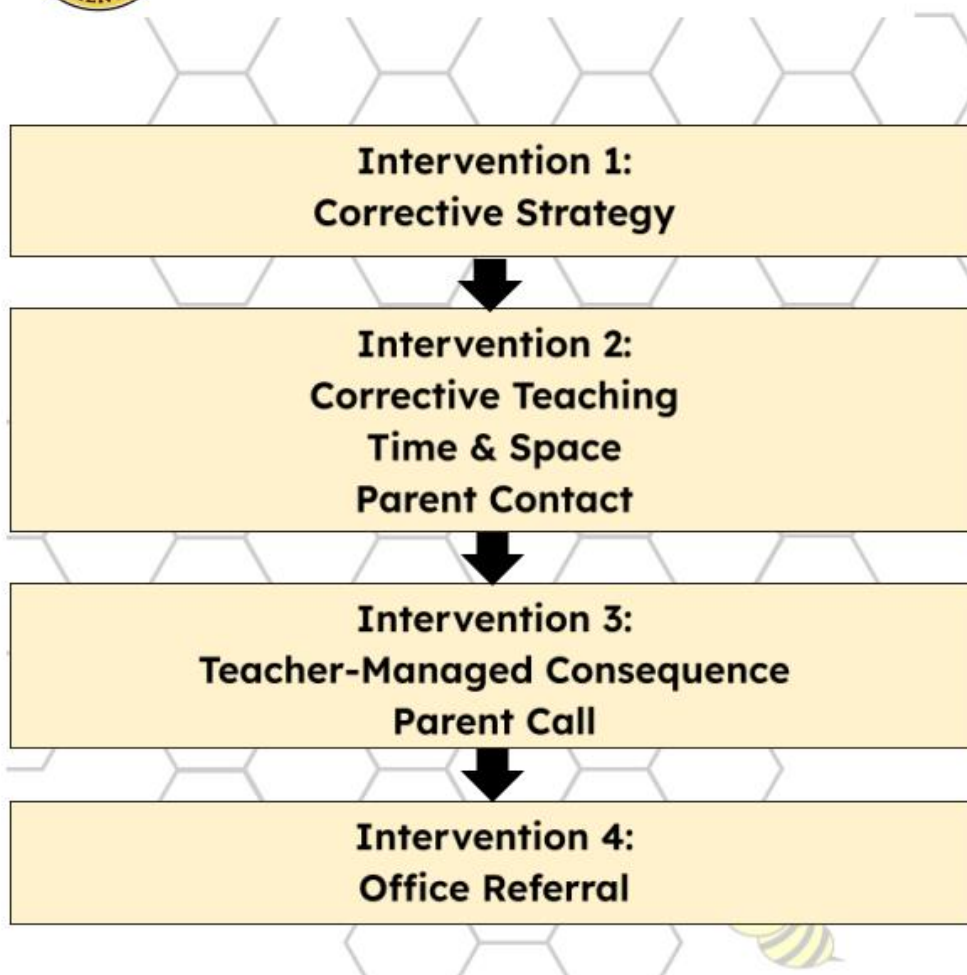
our school expectations. The flow chart shows the steps staff follow to address and correct these behaviors. Below is a glossary to help explain some of the terms you'll see:

- **Corrective Strategy:** Staff talk with the student about the behavior that occurred and help them understand what they should do instead.
- **Corrective Teaching:** We know students are still learning and growing. Corrective teaching moments give staff a chance to work with students on specific skills. For example, if a student uses inappropriate language when frustrated, we help them learn other ways to express their feelings appropriately at school.
- **Teacher-Managed Consequences:** These are actions teachers may take in response to behaviors, following our Student Code of Conduct.

INTERVENTION FLOW CHART



B E KIND • BE RESPONSIBLE • BE RESPECTFUL



At Edison, we use BEE-Havior Tickets to recognize and reinforce students for following our school expectations. These tickets help us focus on the positive and celebrate all the great choices our students make each day.

Each BEE-Havior Ticket has two parts:

- One part goes home, so students can proudly share their success with their families.
- The other part stays at school and can be used for special celebrations and rewards.

This system helps us highlight how amazing our students are and encourages positive behavior across our campus.

	
YOU WERE CAUGHT BEING:	
KIND 🐝 RESPONSIBLE 🐝 RESPECTFUL	
NAME: _____	GRADE: _____
TEACHER: _____	
	YOU WERE CAUGHT BEING:
	KIND 🐝 RESPONSIBLE 🐝 RESPECTFUL
NAME: _____	GRADE: _____
TEACHER: _____	

Definition of Consequences

Verbal Warning- A reminder is given to the student of the rules and desired response.

Restorative- We believe that students can learn from their behaviors. If agreed to, students can participate in different restorative consequences. This can include but not limited to mediation, assignment or task related to the behavior, and a written/verbal apology.

In School Suspension-This form of suspension as determined by the administration, will result in temporary removal from classes. They will be placed in an independent study for the number of days assigned. All other services the student receives will continue as scheduled.

Out of School Suspension- This form of suspension as determined by administration, will result in temporary exclusion from classes and school. Families will be notified if this is warranted, for a serious violation. Students assigned to out-of-school suspension must complete all work assigned by the teachers and must return completed work to the teacher on the day they return. Students who are suspended are not to be on school property for the duration of suspension.

Expulsion- Expulsion is permanent removal from school. Only the administration has the authority to expel students. **Suspension and expulsions become part of a child's permanent record.

Behavior Plans- When appropriate and deemed necessary, a Behavior Plan may be developed to outline behavioral expectations and steps for improvement.

Hazardous Materials- Any substance or item that is potentially hazardous, harmful, or disruptive is prohibited. Consequences: If a student has such materials on campus, the school will confiscate the materials, notify the families, and arrange for disciplinary action.

Investigations and Searches- The school has legal custody of students during the school day and during extracurricular activities. It is the administrator's responsibility to act on behalf of the parent/guardian during lawful investigations of a student, if the parent is not available or cannot be contacted. The school may search and seize property if there is reason to believe that the material or situation poses a danger to student health, safety or is illegal. This includes searching student property.

Policies Relating to Serious Violations- Offenses that violate state law, such as weapons, bomb violations, alcohol offenses, arson, drug offenses, vandalism, theft, threat to do harm, etc., will result in police involvement in addition to school disciplinary involvement. School discipline for such serious violations will be in accord school and district policy as described in our District Handbook:

School Property/Student Property- Students are given responsibility for taking good care of books, equipment and facilities. If a student loses or damages their items

beyond normal wear, the parent or guardian may be held responsible for repair or replacement.

Student Due Process Rights

In disciplinary cases, students have limited due process rights, as set forth below:

1. Students will be informed of the accusations against them.
2. Students will have the opportunity to accept or deny accusations.
3. Students will have the factual basis for accusations explained to them.
4. Students will have the opportunity to present an alternative factual position if the accusation is denied.
5. Students will not be allowed to question another student, witness or learn the identity of other student witnesses.
6. Their families or legal counsel, at the families' expense, may represent the student.

Bullying, Harassment, and Intimidation (Policy JICk)

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

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

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

- We provide a confidential process that allows students to report any incident.
- We provide a procedure for parents or guardians to submit written reports.
- We require that Phoenix #1 employees report suspected harassment, intimidation or bullying.
- We provide annual education to staff, students and the school community regarding harassment, intimidation and bullying, including how to report incidents to staff.
- We provide a formal process for the documentation and investigation of reported and suspected incidents.

- We implement disciplinary procedures for students admitting to, or who are found guilty of, committing harassment, intimidation or bullying.
- We implement a procedure that provides consequences for submitting false reports of harassment, intimidation or bullying.
- We provide social emotional support to individuals involved in harassment, intimidation or bullying.

Bullying Definition

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

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

Student Rights and Services

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

- You can report any bullying, harassment, and intimidation reports by using this form: <https://forms.gle/7YotatKPz7fkfuqt5>
- Any staff member at Thomas A. Edison can also support you with filling out the form over the phone or in person.

Protections

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

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

Services

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

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

CSTAG, Comprehensive School Threat Assessment Guidelines

What Behaviors Warrant a Threat Assessment to be Initiated?

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

Duty to Report

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

What is a Threat?

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

What is a Threat Assessment Team?

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

What is the Purpose of a Student Threat Assessment?

The purposes of a student threat assessment are:

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

What Happens in a Student Threat Assessment?

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

Can I Refuse to Participate in a Threat Assessment Process?

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

What Parents and Students Need to Know

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

Collection Notice

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

Suicide Prevention

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

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

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

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

Student Code of Conduct

The Phoenix #1 Elementary School District's 2025 Strategic Plan and the subsequent

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

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

Click on the link below to access our Code of Conduct. You can access a hard copy in our front office.

[Phoenix #1 Code of Conduct.docx](#)

Dress Code (Policy JICA)

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

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

TOP: Red, White or Blue long or short sleeve Polo Shirt with collar.

Bottom: Navy Blue, Black or Khaki (tan) pants, shorts, or skirts either pleated or plain. Jeans, basketball shorts, leggings and sweats are not allowed.

Shoes: For safety, we require closed-toe shoes at all times. This is for safety purposes. For safety, we do not allow Crocs.

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

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

Non-Uniform Day Dress Code - School Administration will announce these dates

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

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

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

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

Cell Phones and all electronic devices

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

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

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

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

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

Toys

No toys should be brought to school. If a child has a toy at school, it will be taken and returned to the child at the end of the day or families may be asked to pick up items in the school office. The school is not responsible and will not investigate lost or stolen items.

Snack

To support a healthy learning environment and comply with Arizona law, students should bring nutritious snacks to school. Candy, chips, soda, energy drinks, and other foods or beverages that do not meet school nutrition guidelines should not be brought for classroom snacks.

Students who bring lunch from home may include foods of their family's choosing. These items may only be consumed by that student during their designated lunch period and may not be shared with other students.

To protect students with food allergies and respect family preferences, students may not share, trade, or give food or drinks to others. School staff may hold food or beverages that do not meet school guidelines until the end of the school day.

Birthdays

We enjoy celebrating our students and special milestones throughout the school year. To support student health, safety, instructional time, and compliance with Arizona law, families may **not** send food or beverages to be shared with a class for birthdays, holidays, rewards, or other celebrations during the school day.

Families are encouraged to celebrate with non-food items such as:

- Stickers
- Pencils
- Bookmarks
- Erasers
- Bubbles
- A donated classroom book
- A note or card for each student

We appreciate your support in helping us create a safe, healthy, and inclusive learning environment for all students.

Field Experiences

Because no classroom can contain the answers to all of the child's questions, field experiences are a response to the need to explore beyond the classroom. These experiences of learning from new resources and meeting different people present a glimpse of the wealth of resources all around us. Families will be notified of all field trips. All children are required by law to have a signed permission trip before each trip.

Students who are serving an in-school suspension (ISS) or out-of-school suspension (OSS) at the time of a field experience will not be permitted to participate.

Additionally, participation in a field experience may be revoked if school staff determine that the student's behavior presents a safety concern or that adequate supervision cannot be provided to ensure the safety of the student and others. When possible, families will be notified by the teacher or school administration 48–72 hours prior to the field experience.

Vision for Family Engagement

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

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

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

Email: Veronica.Hernandez@pxschools.org

Phone: 602-523-5848

Appendix A

26-27 Edison Elementary School Parent Compact

Student's Expectations

- I will work hard to:
- Come to school everyday and on time.
- Come to class prepared to work and ready to learn.
- Have self-control and take responsibility for my actions.
- Complete my classroom assignments and turn in my homework.
- I will do my very best to work to my potential!
- Follow the school dress code.
- Follow school and classroom expectations.
- Treat everybody with respect.

Student's Signature: _____ Date: _____

Parents/Guardian's Expectations

I will do the following to partner with the school to contribute to my child's success:

- Make sure my child arrives at school on time and is ready to learn every day.
- Take time each day to talk about my student's experiences at school.
- Attend parent teacher conferences to discuss my child's progress.
- Ask about homework assignments.
- Make certain that my child reads at least 20 minutes every night.
- Make sure that my child follows the school dress code.
- Hold my child accountable and responsible for his/her behavior.

Parent/Guardian's Signature: _____ Date: _____

School Staff Expectations

- As a shared responsibility with parents to improve academic achievement we will:
- Provide a safe and effective/professional learning community so that students can learn and transfer what is taught to meet state standards.
- Provide on-going communication to parents regarding student achievement.
- Plan parent/teacher conferences to meet academic and social emotional needs of students.
- Create a school and classroom culture of hope and positive thinking.
- Set students up for opportunities of success throughout the school year.
- Implement Kids at Hope strategies.
- Implement instructional best practices to increase academic improvement.
- Be a *treasure hunter* and identify positive attributes in students.
- Provide high quality curriculum and instruction that actively engages the student.

Teacher's Signature: _____ Date: _____

Principal's Signature: _____ Date: _____