

Lowell School

2026-2027

Student Success Handbook



1121 S. 3rd Ave.

Phoenix, AZ 85003

School Office: (602) 257-3902

Website: <http://phxschools.org/lowell>

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Front Office/Attendance	Phone 602-257-3902	Fax 602-257-3704
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Nicole Speece, IEIS (Assistant Principal)	nicole.speece@phxschools.org	602-257-3878
Elizabeth Dominick, Nurse	elizabeth.dominick@phxschools.org	602-257-3904
Carolina Grimaldo, Social Worker	carolina.grimaldo@phxschools.org	602-257-3905
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Erika Graves, Family Liaison Specialist	erika.graves@phxschools.org	602-523-8811

SCHOOL HOURS

Office Hours: 7:15AM – 3:45PM

Front Gates will open at 7:45AM

Breakfast Hours (in cafeteria): 7:45AM - 8:05AM

Instructional Day is 8:15AM - 3:15PM

On Early Release Wednesdays students will be dismissed at 1:15PM

VISION STATEMENT

Our vision is to promote each individual with the skills necessary to succeed at the next level.

MISSION STATEMENT

Our mission is to teach for learning in the pursuit of excellence.

District Calendar

Inspiring Every Child to Achieve



July 2026 - 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

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

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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, 26

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Quarters	
Quarter 1: 8/2/26 - 10/1/26 (43 Days)	Quarter 3: 1/5/27 - 3/9/27 (45 Days)
Quarter 2: 10/2/26 - 12/18/26 (44 Days)	Quarter 4: 3/19/27 - 5/25/27 (48 Days)

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Final Grade Submissions Window	
1st Quarter Window: 9/23/26 - 10/1/26	3rd Quarter Window: 3/9/27 - 3/18/27
2nd Quarter Window: 12/10/26 - 12/18/26	4th Quarter Window: 5/1/27 - 5/15/27

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

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

Revised 10/26/2024

REGISTRATION

Registration of children entering Phoenix Elementary School District #1 is conducted at the school site as well as online at <https://www.phxschools.org/enroll>. Lowell School accepts students from all of metropolitan Phoenix based on open enrollment guidelines.

First time enrollments require:

1. **photo ID** of the parent/guardian enrolling the student
2. student **birth certificate**
3. record of the **child's immunizations**
4. **address verification** (mail or bill with current address and parent/guardian name)

A child must be five years old before September 1st to enroll in Kindergarten. Students who will be five years old by December 30 may request an early entry assessment.

To enroll your child in the Dual Language Preschool Program please fill out the enrollment form found at <https://www.phxschools.org/programs/preschool>

Lowell school does also house a site for the Booker T. Washington Head Start PreSchool Program. For information on registering student for Head Start PreSchool, please visit their website <https://www.btwchild.org/>

ATTENDANCE

Parents/Guardians help their children succeed in school by building the habit of good attendance. School starts promptly every day at 8:15 am. Students should arrive by 7:45 am if they will be eating breakfast on campus. Please do not drop students off prior to 7:45 am, as gates will be locked and there will be no supervision provided.

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

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

Reporting Absences

When an absence occurs, please call the school before 9:30 a.m. at (602) 257-3902 or (602) 257-3876 the morning of the absence. After 9:30, you will receive an automated message via phone regarding your child's absence.

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

You can always call the front office if there is a mistake regarding your child's absences.

Attendance Definitions

- **Tardy** – When a student comes after 8:25, they will be marked late by their teacher. Students arriving after 9:15 am, must be accompanied by a parent/guardian to sign them in at the front office. If a student comes unaccompanied by parent/guardian, the front office will contact the parent.
- **Partial Day Attendance** – When a student arrives at school late, after 9:15 am, or leaves school early, before 2:15 pm., it is counted as a partial day. This adds to the total number of full days absent on a student's attendance record. This behavior disrupts the learning in the classroom for both the absent student and his or her classmates.
- **Excused Absence** – When a student is absent from school due to illness, death in the family, religious observance and other exceptional circumstances. For an absence to be excused, parents and legal guardians must call into school on the day of the absence.
- **Unexcused Absence** – When a student is absent from school, but a parent or legal guardian does not contact the school within 24 hours of the start of the absence.
- **Truancy** – When a student is absent from school without the prior knowledge and consent of the parent or guardian. An unexcused absence is considered a truant day.
- **Habitually Truant** – When a student has five (5) or more unexcused absences from school, or is absent more than ten percent of the required school days per year, whether the absence is excused or unexcused.

Chronic Absenteeism

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

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

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

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

EVERY DAY COUNTS...

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

EVERY MINUTE COUNTS...

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

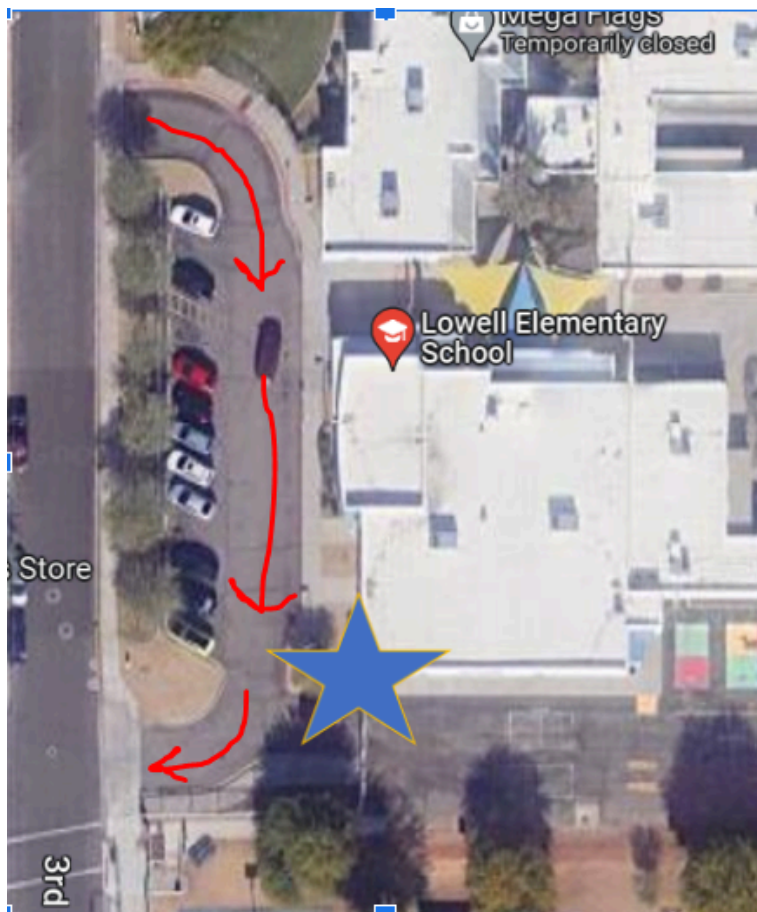
STUDENT ARRIVAL AND DISMISSAL

Morning Drop-Off Procedures

Students will be dropped off in the front parking lot at the southwest gate. Cars should continue to move up and drop off students. If families need to park and go into the office, or choose to park and walk their children to the gate, they must park in a spot or in the neighborhood. Please do not park in the pick up line and along the red emergency curb for any reason.

Students who walk to school will enter at the southwest gate.

See the map below for key pick up/drop off locations



Dismissal and Pick Up Procedures

Students being picked up in a car in the parking lot should meet at the northwest gate (by the front office). Cars will drive and pull up and students will be released and walked out to meet their ride.

Students who walk home will exit from the far southwest gate on the playground/field on 3rd Ave and Yuma (students walking across Buckeye will exit from the car rider gate) . If parents want to park and pick their

children up from the walker gate, they may do so. Parents may park and wait along 3rd avenue south of Yavapai. Parents may also park on Yuma east of 3rd Ave.

See the map below for the dismissal locations.

Early Pick Up

If you are listed on the enrollment and/or student release form, you may pick up your child by coming to the front office, showing a valid picture ID, and signing out the student before you leave. If you are the legal guardian or parent, but want someone else to pick up your child for an educational activity, you must provide prior written approval. There will be no early release after 2:55 pm and 12:55 pm on Early Dismissal 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.



AFTER SCHOOL CARE

Lowell offers afterschool programming through our 21st Century Learning Center Grant. Tiger Academy programs are free of charge to families, but do require regular attendance. Students who participate in before school or afterschool academy programs are invited to attend programming which includes tutoring in reading and math and enrichment programs that may include Esports, art and robotics or stem. Registration for Tiger Academy programming will be communicated to families. These programs do not begin until September.

You can also sign your child up for afterschool programming at the Boys and Girls Club IG Homes Branch located at 1601 W. Sherman St. Transportation from Lowell to the Boys and Girls Club is available.

If you have other afterschool care needs, please contact Curtis Johnson, Before and After School Coordinator (602-257-4055).

STUDENT SAFETY

Keeping our students safe in any given emergency or crisis is one of our top priorities. To prepare for the event of an emergency, we plan and practice for many different potential scenarios with evacuation and lockdown procedures. Each year, we update our emergency plans and ensure every staff member is trained on proper protocol.

Emergency Drills

Each month, we host emergency drills to teach students the safest, quickest route to exit school buildings. These drills educate students and staff on the proper evacuation procedure in the event of an emergency in the school.

Lock-down drills are also performed monthly at each school. During a lock-down, students remain in their classroom under the supervision of their teacher. This procedure prepares students and staff for the event of an emergency in the surrounding area.

During a drill or an actual emergency, teachers and school staff will give instructions to students. Review these rules for student safety to help ensure that your child remains as safe as possible in the event of an emergency.

- Follow your teacher's instructions.
 - *I will listen to my teacher's directions by being quiet and respectful.*
- In an evacuation, exit the classroom in an orderly manner. Do not run.
 - *I will line up with my classmates and always walk during an emergency.*
- Stay with your teacher or a staff member the entire time.
 - *I will stay with my teacher and keep away from the building until I'm told it's okay to go back in.*
- Do not talk during a fire, emergency or lockdown drill.
 - *I will be quiet and will not talk to my neighbor during a drill.*

If you have questions or concerns about your school's safety plan, please contact your school principal.

Drug-free Zone

Our school campus is a drug-free zone. This policy also applies to off-campus consumption when traveling to or from a district property, as well as all school-sponsored events and activities. In a designated drug-free zone, it is strictly forbidden to use, possess, distribute, or sell controlled substances and drug paraphernalia.

Firearm Safety

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

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

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

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

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.

School Threats

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.

STUDENT HEALTH

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. Dietary restrictions due to allergies must be communicated to the school nurse and include information from your child's doctor. The school nurse will communicate food allergies to the child nutrition department.

Sick Children

Sick children should be picked up promptly when a school designee calls. If you receive a call from your child, please confirm with the school that the nurse had recommended your child go home.

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

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

PATHWAY FOR COMMUNICATION & CONCERNS

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

Guiding Principles regarding communications and concerns:

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

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

Level 1	School Employee	When you have a concern or complaint, the first step is to raise the issue with the school employee that is closest to the matter. The employee involved shall make every effort to follow up with the individual regarding the concern or complaint in a timely manner. Please allow the school up to 48 hours on school/business days for a response. (Please note that school staff are not available on weekends or school holidays/breaks)
Level 2	Front Office or Administrator	If a resolution is not reached at Level 1, you

		may then direct your concern to the school administrator and request a phone call or meeting w/ an administrator AND the employee closest to the issue.
Level 3	Administrator or District Office Designee	If still not resolved, a private meeting with the principal and a district designee (if applicable) can be arranged. We ask that this request is made in writing and includes the steps taken prior to try and resolve the issue prior to the request for a meeting with a district designee.

STUDENT EXPECTATIONS

Student Behavior and Conduct

We ask students to subscribe to our Core Values:

We believe all Tigers are:

Respectful

Orderly

And

Responsible

Our Common School Rules are:

- Keep Hands/Feet/Objects to Myself
- Use Kind Words
- Follow Procedures and Directions Given the First Time
- Be Safe and Use Materials Appropriately
- Keep Our Community Clean

We take an approach for managing student behavior from BoysTown:

- Teachers and Staff will create a Predictable Environment by establishing procedures that support students and efficiently use instructional time
- Teachers will use the BoysTown Preventative Teaching model to break down procedures, teach and practice them so that they become routine for students
- Teachers will use the BoysTown Preventative Teaching model to teach specific BoysTown social skills
- Teachers will use the BoysTown Effective Praise model to praise students when they follow rules
- Teachers will use the BoysTown Corrective Teaching model and De-Escalation Strategies when students violate school rules - this may include:
 - Calming the student
 - Informing the student of the violation
 - Providing a chance for the student to reflect on their actions and share their perspective
 - Teaching the student the correct actions to take, or helping them problem solve the issue
 - Identifying a strategy for the future
 - Giving the student a consequence
 - Contacting parent/guardian

When students violate school rules and the District's Student Code of Conduct, the following may occur:

- Violation may be dealt with by the school staff member that witnessed it
- Violation may involve the intervention of the administration
- Violation may be referred to an administrator, in the event this happens:
 - Parent/Guardian will be notified by the staff member when referral is written
 - Student will have a chance to reflect and give their perspective on the incident/violation
 - Administrator may give a consequence in alignment with the student code of conduct
 - Administrator may document the incident as an office discipline referral (ODR)
 - Parent/Guardian will be notified by administrator if ODR is processed

- If a student violation involves removal of a student from class, student will be re-entered back into class pending a restorative conversation with the staff member

Student Engagement in Learning

Students are expected to be present and actively participate in class activities. This includes being prepared with materials and homework daily, asking and answering questions and staying on task and completing class work in a timely manner.

Teachers may schedule breaks during the school day outside of natural transition breaks (such as lunch, recess, snack or class changes). Students are encouraged to use the restroom and/or get a drink at scheduled break times. If a student requests to go to the restroom during class time, they must ask permission and sign out. Students will use their designated restroom and wear a pass.

Materials for School

Our school provides some of the learning materials your child will need during the year. If there are any materials that are needed, it will be communicated by your child's teacher. We always appreciate donations of copy paper, tissues, disinfecting wipes, and basic school supplies. Donations can be dropped off to the front office any time of year. Additional donations for student and staff incentives are also greatly appreciated.

To limit distractions, please make sure your child does not bring any toys, games, electronics, or personal items to school. If a child does bring a personal item, it will be confiscated if visible. The school is not responsible if personal items are lost or stolen.

Outside Food

Students are not permitted to chew gum at school. They will be directed to throw it away.

Students should limit outside food to lunches only, which means food is packed up and stored during the school day with the exception of the lunch period. Outside food opened and out upon entering the campus will be thrown away. We encourage students to bring an empty reusable water bottle. Students are asked to not share food due to other students having allergies.

Students are not permitted to eat in the classroom with the exception of class breakfast time and special occasions as communicated by the classroom teacher.

If you would like to provide whole-class snacks to celebrate an occasion, please make arrangements with the teachers prior to bringing them. Generally, the last 15 minutes of the day will be used to pass out the student's treats. Teachers throughout the year may contact you to bring drinks or snacks for celebratory class events.

School Technology

We believe that by providing student access to technology, our schools can expand the scope of available learning materials and resources. Internet connectivity in the classroom allows teachers and staff to seek out enriching, quality curricular resources such as:

- Cultural information from museums, government organizations and national libraries

- Online interviews and guest lectures from authors, researchers, and scientists
- Educational games, puzzles and activities

The potential for learning online goes far beyond these examples. Internet and network access is now a principal part of 21st century education. We work hard to monitor student access to controversial materials via the internet. Through the use of filtering, we restrict access to certain sites and items determined to be inappropriate for our students. However, it's important to note that internet access requires students to act responsibly and thoughtfully. In a shared network, there is always a possibility that students may encounter materials that do not provide educational value. Therefore, it's important that students recognize the expectations for their conduct when utilizing computers or other electronic devices at Phoenix #1.

Students and parents need to sign a technology agreement and permission form in order to be assigned a computer to use at school.

Please take the time to review these expectations with your child to help your child use school internet-connected devices responsibly.

- Be polite, respectful and use appropriate language. I will not send, or encourage others to send, abusive messages.
- Protect your privacy, as well as others' privacy. I will not reveal any home addresses, or personal phone numbers or personally identifiable information.
- Be considerate of how your network use affects others. I will not use the network in any way that would disrupt others.
- Carefully follow the instructions of your teacher. I will not ignore the directions my teacher gives me on what sites to visit and what activities to participate in online.

Outside Electronic Devices

“Away for the Day”

Cell Phone and Mobile Device Guidelines

Phoenix Elementary School District #1

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

- **Turn it off.** Personal cell phones and mobile devices shall be “Turned Off” when entering the school campus.
- **Pack it away.** Personal cell phones and all mobile devices shall be kept in a student's backpack or locker--not in clothing pockets during the school day.
- **Phone limits.** Personal cell phones and mobile devices shall not be used in the classroom, library, restrooms, or common areas unless approved by a teacher/staff member.
- **Keep it quiet.** Personal cell phones and mobile devices shall not be used during transition times or between classes without teacher/staff approval.

- **Need to call home?** If a student needs to make an emergency call during the day, they may do so in the front office with teacher approval.
- **After school.** Personal cell phones and mobile devices may be turned back on at the end of the school day to facilitate direct communication with family/friends who are assisting with transportation.

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

Outside electronic devices that are visible or audible during the school day may be confiscated and locked in the school office. On the first offense, the student may pick up the phone from the front office **after** the school day. On the second offense, the parent must pick up the phone from the principal **after** the school day.

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

Students may turn in their cell phones and/or personal technology devices at the beginning of the day to be stored and locked in a secure place in a homeroom teachers' classroom or front office. The school/district is not responsible for lost or stolen cell phones.

Student Dress Code

To assist in creating a positive educational environment, as well as to help promote campus safety and school unity and pride, Lowell School's dress code includes:

- All clothing must be suitable for school and shall be sufficient to conceal undergarments at all times.
- Shoes must be worn at all times. Sneakers are highly recommended. Slippers, thong-like sandals and steel-toed shoes are not acceptable. In addition, shoes must have a back strap.

In accordance with district policy, 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.

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

- Be asked to go to the nurse and contact parents for alternative school appropriate clothing from home.

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

MULTI-TIER SYSTEMS OF SUPPORT (MTSS)

Our district uses Multi-Tier Systems of Support (MTSS) to support students. When students are struggling to meet academic and/or behavioral expectations, the team will use universal, targeted, and individualized interventions of support as needed. Parent collaboration is critical in this process, and you can expect team members to reach out to you if your child is struggling to meet school expectations.

Lowell has staff available to support your child's learning and social needs. If you have any questions, concerns, or comments about these services or your child's education, feel free to contact the school.

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 is safe and familiar.

For your child to participate you may have to provide additional permission as a parent or guardian.

To learn what extracurricular programs your student's school offers, visit your school website at www.phxschools.org or call the school's front office.

Eligibility Participation in a school's extracurricular activities is a privilege. Phoenix #1 students earn this privilege by meeting required standards for academic performance. While we believe that extracurricular activities are a valuable aspect of a student's education, we strive for our students to enjoy these endeavors without losing sight of academic pursuits.

To do this, our policy for eligibility in extracurricular activities requires a student to:

- Have passing grades in all classes
- Maintain progress toward promotion or graduation.
- If a student's academic performance is checked and does not meet the standards for eligibility, then the school will notify you and your student.
- Student behavior can also be grounds for ineligibility. If a student's behavior presents a problem or jeopardizes school discipline, then the student may be deemed ineligible for extracurricular programs until behavior improves.
- Students will have academic and behavioral checks throughout their involvement in extracurricular activities.
- These same general standards apply to special education students; however, eligibility shall be determined on a case-by-case basis in relationship, depending on the students' individual education programs.

PROMOTION AND RETENTION (Policy IKE)

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

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

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

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

Retention of students is a process that is followed when the professional staff, in consultation with the parent, determines it to be in the best interest 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.

FAMILY COMMITMENT

Parents and family are critical to student success! Engaging in your child's education will make them a more successful student. There are many ways to be involved! The more ways you get involved, the better your child will do in school. Some examples of parental involvement include:

- Join and support PTO (Parent Teacher Organization)
- Participate in open house, curriculum nights and school data nights
- Bring your child to school on time every day unless he/she is ill
- Build rapport with teachers and staff
- Attend Individual Parent/Teacher Conferences
- Check your child's homework, progress reports, and report cards
- Attend school and community events
- Make sure your child reads every night
- Arrange family activities to honor students for their effort and hard work
- Encourage them to take advantage of tutoring if they are struggling
- Complete school surveys
- Communicate regularly with your child's teacher
- Actively review teacher feedback and convey any concerns to the teacher
- Volunteer in the classroom or school
- Join and communicate with teachers on Class Dojo, Parent Vue, or through email and phone calls

We have a **Family Engagement Specialist, Martha Lupercio**, to help families get connected with the school community and volunteer. Please call her at (602) 523-8811 with any questions.

MONITORING STUDENT PROGRESS AND SCHOOL EVENTS

At the end of each quarter, report cards will be sent home to inform parents of student progress. Notes, progress reports, and phone calls may take place during the quarter as well to communicate student progress. Feel free to call, email or contact your child's teacher via ClassDojo if you have any questions or concerns. Please expect the teacher to respond before or after school as they do not make parent phone calls during instructional time.

Parent Vue - is an online tool to check your student's grades and assignments. After receiving your login code, please create an account to have access to your child's academic progress.

Class Dojo - communicate with the teacher and other school staff, get class and school updates, monitor your child's behavior, and check on how many Dojo points they have earned. Classroom teacher will send out the link to join.

Parent Vue and Class Dojo should be set up upon receiving your code or login information to keep yourself up-to-date on your student's progress as well as school events.

BULLYING, HARASSMENT, AND INTIMIDATION

Lowell 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:

- Anyone can report any bullying, harassment, and intimidation reports by filling out a form in the front office.
- Any staff member at Lowell School 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