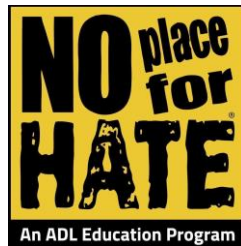
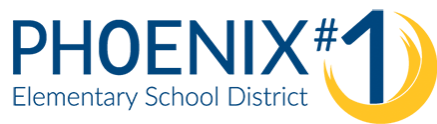




Emerson School

Family/Student Handbook

2026-2027





Who We Are

Emerson School is a community school in the Coronado Historic Neighborhood serving families for more than a century. Through unique community partnerships, Emerson promotes access and opportunity in the sciences and visual, performance, and media arts.

Vision Statement

Emerson is a school where every child belongs—where each student is seen, valued, and supported as a unique individual. We create a nurturing environment that empowers all learners to grow with confidence, explore their potential, and thrive academically, socially, and emotionally.

Mission Statement

As a community school, our mission is to bring the community into our classrooms and our classrooms into the community to create access and opportunity for all students.

Core Values

- Teaming with each other will ensure the success of all.
- Education is a responsibility shared by staff, students, parents, and the community.
- All students and staff are entitled to a caring, supportive, learning environment.
- Collaboration and cooperation is the norm throughout; we believe in high expectations for all students, staff, parents, and the community.



2026-27 Welcome Letter to Our Families

July 30, 2026

Dear Emerson Families and Community, Teachers and Staff,

I'm honored and excited to introduce myself as the principal of Emerson Elementary School. Since 2006, I've served as an administrator in the Phoenix Elementary School District, and I'm thrilled to be a part of the Emerson community—a school rich in history, heart, and promise.

Located in the Coronado Historic Neighborhood, Emerson holds a special place in our district and in the broader Phoenix story. I'm deeply grateful for the opportunity to serve a school rooted in tradition and focused on building a bright future for **all** learners.

My leadership is grounded in collaboration and belonging. I believe that when families, staff, students, and community partners work together, we create the strongest foundation for student success.

This year, our district continues to embrace the research behind **Trajectory-Changing Schools**. At Emerson, this means:

Belonging- Every child feels seen, supported, and empowered.

Consistency- High expectations, strong collaboration, and rigorous instruction in every classroom.

Coherence- A shared instructional vision with aligned priorities schoolwide.

Together, we will ensure that:

- Students are challenged, supported, and celebrated.
- Instruction is clear, focused, and engaging.
- Staff thrive through collaboration and continuous growth.
- Families are valued partners in the learning journey.

Our mission is clear: to ensure every child thrives—academically, socially, and emotionally. Through shared purpose, strong relationships, and a commitment to excellence, we'll make that mission a reality.

I look forward to meeting you, hearing your hopes, and working together to make Emerson the best it can be.

With gratitude and enthusiasm,



Nadine Gofonia

Principal, Emerson Elementary School

Welcome to the 2026–2027 School Year

Emerson School proudly welcomes our 2026–2027 teaching and support team and looks forward to a year of learning, growth, and success for all students and families!

Gen ED Classroom Teachers

Pre-Kindergarten – Renata Bitoy

Kindergarten – Valerie Fuentes

1st Grade – Haley Craig

2nd Grade – Heather Denton

3rd Grade – Zayra Reyna

4th & 5th Grade – Lauren Rotunda

S.U.N. (Supporting Unique Needs) Teachers

Kindergarten – Jonathan Oseguera

Kindergarten/1st Grade – Alexis Odle

1st Grade – Briana Gaitan

2nd Grade – Ana Santos

2nd Grade – Zachary Paynter

2nd–4th Grade – Tongtong Wu

3rd & 4th Grade – Carlee Schram

3rd–5th Grade – Andrea Susanto

Specials & Support Programs

Music – Emily Flathers

Art – Stephanie Kelly

Physical Education – Megan Breckenridge

Media Center – Miranda Lehman

ESS Resource (K–5) – Germaine Koziarski

ALPS – Laurie Fuller

Student Services

Psychologist – Meredith Swank

Social Worker – Jamie Moran

Nurse – Wendy Hall

Speech – Glenn Glass, Sharon McKenney, Sonya Rueda

Occupational Therapist (O.T.) – Kimyia Jamison

F.A.C.E. Specialist – Erika Graves

Reading Interventionist – Kelsey Westover

Office & Administration

Office Manager – Itzel Camacho-Cano

Assistant Office Manager – Monica Ramirez

Principal – Nadine Gofonia

IEIS – Kimberly Driver

Master Teacher, S.U.N. – Adam Lovelady

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RALPH WALDO EMERSON SCHOOL

915 East Palm Lane, Phoenix, Arizona 85006

School Contact Information

Main Office: (602) 257-3853

Attendance Reporting: (602) 257-3853

School Nurse (Wendy Hall): (602) 257-3855

Principal (Nadine Gofonia): (602) 363-0573 - Cell

Registration

Students may register online at www.phxschools.org/enroll. Emerson welcomes students from across the Phoenix metropolitan area through open enrollment.

Required Enrollment Documents

- Parent/guardian photo ID
- Student birth certificate
- Immunization records
- Proof of address

Age Requirements

Kindergarten: Child must be 5 years old by September 1. Students turning 5 by December 30 may request an early entry assessment.

Preschool: Child must be 4 years old by September 1 and complete a Preschool Application. Registration is available after program approval.

Student Directory Information

Phoenix Elementary School District #1 protects student privacy in accordance with FERPA and Arizona law.

Directory information may include:

- Student name
- Photograph
- Dates of attendance
- Enrollment status and grade level
- Participation in activities and sports
- Awards and honors
- Most recent school attended

Parent and Student Rights

Parents/guardians and eligible students (18 years or older or emancipated) have the right to opt out of the release of directory information. Each year, the District will notify families of:

- The types of information designated as directory information.
- Their right to refuse disclosure of this information.
- The process and timeline for submitting an opt-out request.

Address, Phone, and Email Information

Student addresses, telephone numbers, and email addresses are protected and may only be disclosed:

- When required by law;
- With written parent/guardian or eligible student consent; or
- For approved educational or school business purposes when no opt-out request has been submitted.

Questions About Student Privacy

Families with questions about student records, privacy rights, or directory information should contact the school office. The District takes the confidentiality of student information seriously and follows all applicable FERPA and Arizona state regulations.

School Hours

Kindergarten–5th Grade

Monday, Tuesday, Thursday, Friday: 8:15 AM–3:15 PM

Wednesday (Early Release): 8:15 AM–1:15 PM

Preschool

Monday, Tuesday, Thursday, Friday: 8:15 AM–2:15 PM

Wednesday (Early Release): 8:15 AM–1:15 PM

Parents must notify the office of any changes to after-school plans by **12:00 PM** to ensure messages are delivered to students and teachers.

Meals

Breakfast is served daily from **7:55–8:15 AM**. Lunch is served according to classroom schedules.

Early Release Days

Several dates on the district calendar are designated as Early Release Days. Students will be dismissed at **1:15 PM** unless otherwise noted. These days support teacher professional development and parent conferences.

Please arrange for prompt student pick-up on Early Release Days. For questions or emergencies, contact the school office at **(602) 257-3853**.

Before- and After-School Programs

Emerson students may participate in before- and after-school programs offered through community partners. Fees apply; however, families may qualify for assistance through DES Child Care and scholarship programs.

Boys & Girls Club of the Valley (Warner & Shirley Gabel Branch)

1330 N. 15th Street • (602) 252-7968

- Registration opens July 1, 2026. [Register for Boys & Girls Programs](#)
- Emerson students are bused to the branch after school.
- Hours: School dismissal until 7:00 PM.
- Ages 5–12: \$30 annual membership + \$60/month.
- Ages 13–17: \$30 annual membership; after-school program included.
- Activities include homework help, sports, games, art, STEM, leadership programs, and teen activities.
- Scholarships are available; please contact the branch office using the contact information above.

YMCA Y Academy at Monterey Park

2301 N. 3rd Street • (602) 253-6181

- Accepts [DES Child Care Assistance](#) and offers scholarships.
- [Register for YMCA Programs](#)
- Preschool students are bused to Monterey Park for after-school care only.
- K–5 students may receive both before and after-school care with transportation provided between Emerson and Monterey Park.
- **Hours:** Before-school care begins at **6:30 A.M.** and after-school care is available until **6:00 P.M.**
- Before Care Only: \$165
- After Care Only: \$290
- Before & After Care: \$395

G Road / 21st Century Learning Program

Beginning September 8, G Road offers free after-school enrichment on Mondays, Tuesdays, Thursdays, and Fridays from 3:15–5:30 PM.

For more information, contact:

- programs@groad.org
- (623) 387-4095

For district before- and after-school program questions, contact:

- Sara Sims, Executive Director of Strategic Initiatives: (602) 523-8988
- Curtis Johnson, Before and After School Coordinator: (602) 257-4055

School Communication

To receive important school updates, please ensure the Front Office has your current phone number and email address. School communications are sent through Synergy, including phone calls, emails, text messages, and ClassDojo notifications.

Visiting the School

All visitors must check in at the front office and wear a visitor badge while on campus. Volunteers may assist with approved school activities as determined by the principal. These procedures help maintain a safe environment for students and staff.

Student Pick-Up During the School Day

For student safety, adults picking up a student before dismissal must present a valid photo ID in the front office.

To minimize disruptions and ensure a safe dismissal process, early student checkouts are not permitted within 15 minutes of the end of the school day whenever possible.

Student Expectations for Success

School Expectations

Emerson Elementary is a **Positive Behavioral Interventions and Supports (PBIS)** school. Our PBIS framework promotes a safe, respectful, and positive learning environment for all students.

Our three Eagle Expectations are:

- **Be Responsible**
- **Be Respectful**
- **Be Caring**

These expectations apply in every school setting, including classrooms, playgrounds, bathrooms, walkways, the cafeteria, G Road, and on the school bus.

Students are taught, modeled, and encouraged to practice these expectations throughout the school day. Expectation posters are displayed throughout campus, and staff provide regular positive reinforcement to help students develop these important life skills.

We value our partnership with families and encourage you to reinforce these expectations at home to help every Emerson Eagle succeed.

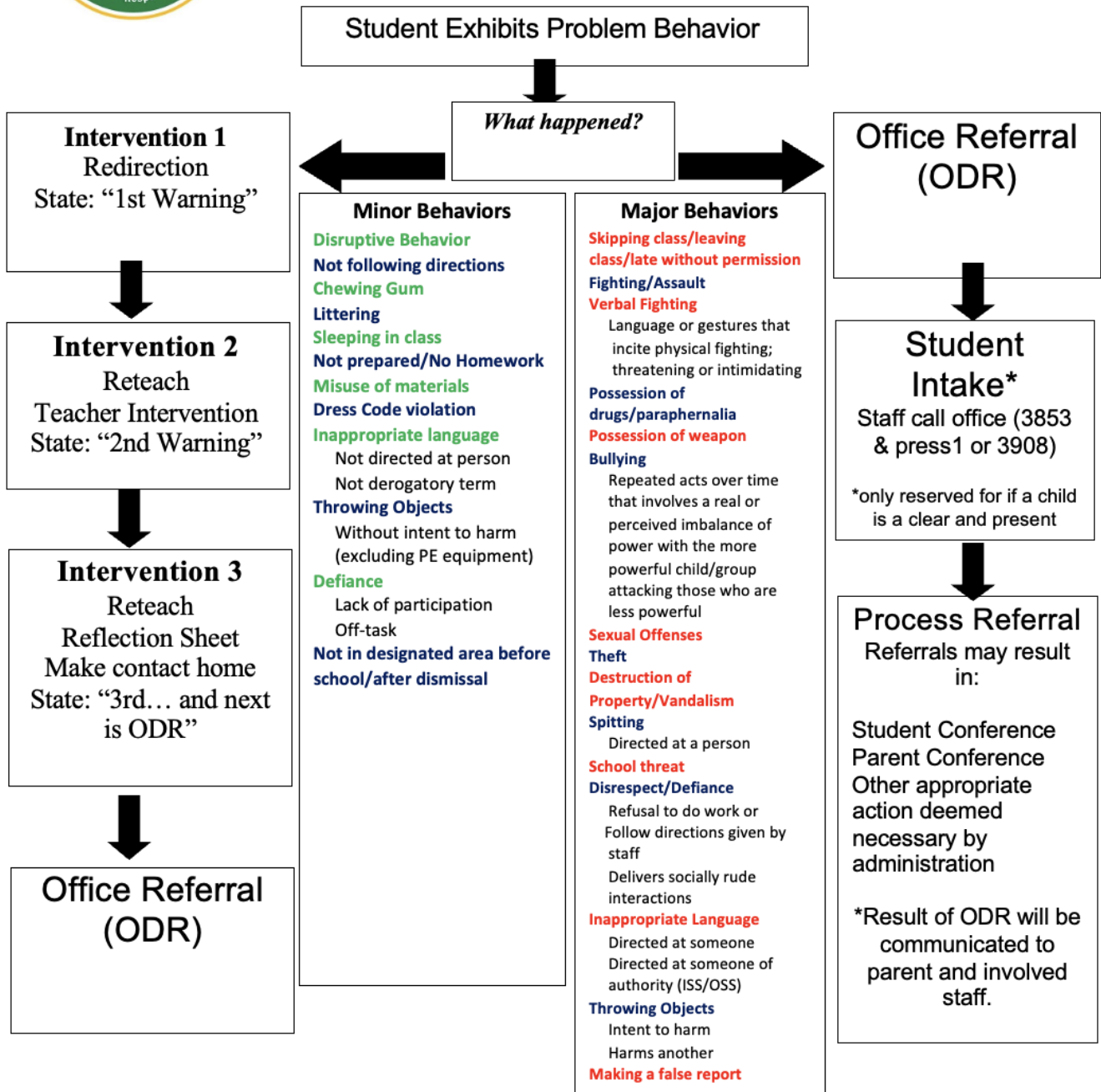


EMERSON EXPECTATIONS

	Respectful	Responsible	Caring
Classroom	- Be on time and prepared to learn - Be on task and participate at all times - Always walk - Follow classroom routines	- Actively listen to others - Use materials and equipment safely and correctly - Use inside voices - Follow staff directions	- Be kind and use positive words - Keep your hands and feet to yourself - Keep the area clean - Report problems to a staff member
Cafeteria	- Get what you need the first time - Always walk - Raise your hand for help or to get out of your seat - Use time wisely	- Stay in a straight line and wait for your turn - Use an inside voice - Follow staff directions - Keep food in the cafeteria	- Be kind and use positive words - Keep your hands and feet to yourself - Keep the area clean - Report problems to a staff member
Bathroom	- Use time wisely - Flush the toilet and wash your hands - Always walk	- Keep the bathroom free of graffiti - Use only supplies that are needed - Use inside voices	- Give others privacy - Keep your hands and feet to yourself - Keep the area clean - Report problems to a staff member
Playground	- Play by the game rules with good sportsmanship - Line up with your class when the bell rings - Stay in the designated area	- Use equipment safely and correctly - Leave sand and rocks on the ground - Follow staff directions	- Be kind and use positive words - Keep your hands and feet to yourself - Keep the area clean - Report problems to a staff member
Walkways	- Carry a hall pass - Be prompt - Always walk - Keep feet on the ground	- Be considerate of school property - Use an inside voice - Follow staff directions	- Be kind and use positive words - Keep your hands and feet to yourself - Keep the school clean - Report problems to a staff member
GRoad	- Be on time to GRoad - Hang up your backpack - Always walk - Stay in your designated area	- Address GRoad staff members by their name - Use materials and equipment safely and correctly - Use inside voices - Follow staff directions	- Be kind and use positive words - Keep your hands and feet to yourself - Keep the area clean - Report problems to a staff member



EMERSON DISCIPLINE FLOW CHART



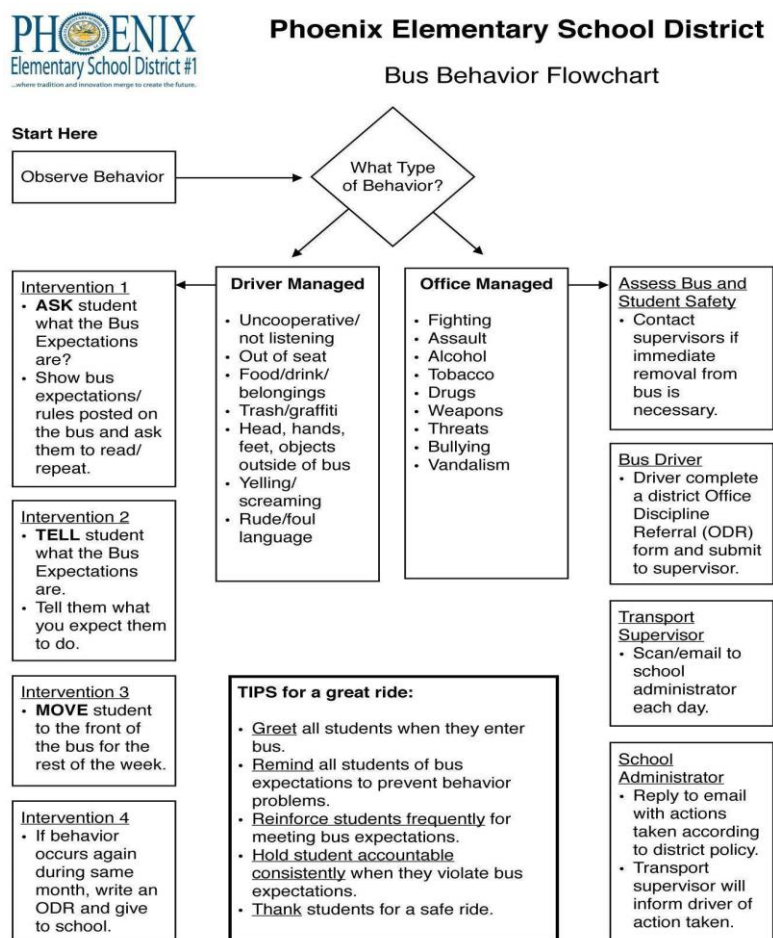
Transportation & Bus Expectations

Keep Your Bus Riding Privilege!

To ensure a safe and enjoyable ride for everyone, students are expected to:

- Follow the bus driver's directions at all times.
- Remain seated while the bus is moving.
- Keep food, drinks, and personal belongings inside backpacks.
- Help keep the bus clean and free of damage or graffiti.
- Keep hands, feet, head, and all objects inside the bus.
- Use quiet, respectful voices.
- Use appropriate language and treat others with kindness and respect.
- Arrive at the bus stop on time before and after school.

Safe and respectful behavior helps ensure that all students enjoy a positive transportation experience. Bus riding is a privilege that depends on following these expectations.



Student Discipline

Student Dress / Uniforms

Emerson is a non-uniform school but follows the Board-approved Student Dress Code (Policy JICA) to ensure a safe and respectful learning environment.

Student clothing and appearance should not:

- Create a safety or health hazard.
- Disrupt learning or the school environment.
- Damage school property.
- Display gang-related symbols or affiliation.
- Include offensive language or images related to drugs, alcohol, or discrimination.

Religious clothing, symbols, and accessories are permitted to the same extent as other permitted attire.

Emerson Dress Guidelines

- Clothing must fully cover undergarments.
- Shorts and skirts must be fingertip length or longer.
- Shirts must meet the waistband when standing.
- Hats and hoods may be worn outdoors only.
- Closed-toe shoes that cover the heel are required for safety.

Non-Educational Materials

Students **may not** bring non-instructional items (including gum) without teacher permission, as these items can disrupt learning and damage school property.

Personal Items

Personal items such as toys, electronics, or games are not permitted at school. These items are not the school's responsibility and may be confiscated if brought on campus.

School staff may search personal belongings when there is reasonable suspicion of a policy violation. Confiscated items may be returned at the end of the day or held depending on circumstances. Repeated violations may result in longer retention or administrative action.

“Away for the Day” – Cell Phone & Mobile Device Policy

To maintain a focused learning environment, Emerson follows the district “Away for the Day” policy:

- Devices must be turned off upon arrival to campus.
- Phones and mobile devices must remain in backpacks during the school day (not in pockets).
- Devices may not be used in classrooms, restrooms, or common areas unless specifically approved by staff.
- Phones may only be used for emergencies with permission in the front office.
- Devices may be turned back on after dismissal.

Consequences for Violations

- **1st Offense:** Device held in the office for parent/guardian pick-up.
- **2nd Offense:** Device held for parent/guardian pick-up and student placed on a cell phone contract.
- **3rd Offense:** Student must turn in device daily upon arrival; it will be returned at dismissal.

These expectations support a safe, respectful, and focused learning environment for all students.

Bullying, Harassment, & Intimidation

Emerson Elementary is committed to building a safe, respectful, and welcoming community where every student feels valued and supported. We promote positive behavior, student leadership, and inclusive activities that encourage respect for self and others. Emerson has a **zero-tolerance policy** for bullying, harassment, or intimidation on school grounds, on school buses, at bus stops, and at all school-sponsored events.

In accordance with Governing Board Policy, Phoenix Elementary School District #1 has established procedures to address and respond to concerns of bullying, harassment, or intimidation. These include:

- A confidential process for students to report incidents.
- A written reporting process for parents/guardians.
- Required reporting by all district staff when incidents are suspected.
- Annual education for students, staff, and families on prevention and reporting.
- A formal process for documenting and investigating reports.
- Appropriate disciplinary action for students found responsible for bullying.
- Consequences for knowingly submitting false reports.
- Access to social-emotional support for students involved.

Definition of Bullying

Bullying occurs when a student or group of students engages in behavior that:

- Causes physical or emotional harm, damages property, or places a student in fear of harm or damage;
- Is severe, persistent, repeated, or pervasive enough to create a threatening or abusive environment;
- Involves a real or perceived imbalance of power; or
- May violate the law.

Emerson Elementary is committed to ensuring all students learn in a safe environment free from fear, intimidation, and harassment.

Student Rights and Services

When a report of bullying, harassment, or intimidation is submitted, Phoenix Elementary School District #1 follows Arizona Revised Statutes (A.R.S. § 15-341.36) to ensure appropriate response, investigation, and support.

Reporting a Concern

Reports may be submitted in one of the following ways:

- Online using the Bullying Report Form, or
- By requesting a paper form from the school office

Investigation Process

- An administrator will begin an investigation within **48 hours** of receiving a report.
- Parents/guardians of both the alleged victim and alleged aggressor will be contacted.
- Families will be notified of the outcome of the investigation and whether the report was substantiated.

If bullying is substantiated, appropriate steps will be taken to stop the behavior and provide support for the student who was impacted.

If bullying is not substantiated, the school will determine appropriate next steps, which may include mediation, restorative practices, or other interventions as appropriate.

Protections and Services

Additional information is available from the principal or school discipline team regarding:

Protections

- Threat assessment procedures
- Disciplinary consequences for violations
- Health center referrals when needed
- Individual safety plans and other case-by-case protections

Services

- Prevention counseling
- Small-group counseling
- Intervention strategies
- Peer mediation and other supportive services

General Discipline

When a student violates school rules, an Office Discipline Referral (ODR) may be completed following the Emerson discipline process.

If a violation is confirmed, administration will determine appropriate consequences. Parents/guardians will be notified, and ODR documentation may be shared upon request.

Possible disciplinary actions include:

- Conferences with staff or administration
- Parent/guardian involvement
- Loss of privileges
- Restorative practices or mediation
- Detention
- In-school suspension
- Out-of-school suspension
- Expulsion
- Community service

Due Process

All students are entitled to due process. This includes:

- Being informed of any accusations
- Receiving an explanation of the facts supporting the accusation
- Having an opportunity to present their perspective or alternative information

Family and Community Engagement

Vision for Family Engagement

Phoenix Elementary School District is committed to partnering with families and the community to meet the academic, social, and emotional needs of all students. Through equitable programs, resources, and support, we work together to ensure every child reaches their full potential.

PTO (Parent Teacher Organization) & Site Council

Families are encouraged to actively participate in Emerson's PTO. The PTO supports school-wide engagement by:

- Organizing family events
- Coordinating volunteer opportunities
- Supporting fundraising efforts that benefit students and staff

Attendance, Absences, and Tardiness

Regular attendance is essential for student success. Research shows that students are most successful with at least a **96% attendance rate**.

- Students are considered tardy after **8:15 AM**.
- The warning bell rings at **8:10 AM**.
- Arizona law holds parents responsible for excessive unexcused absences.

Reporting Absences

Parents/guardians must notify the school at **(602) 257-3853** when a student is absent. If advance notice is possible (appointments, etc.), please send a note or call ahead.

If the school does not receive notification, an automated system will contact families.

Truancy (C.U.T.S. Program)

Excessive unexcused absences may result in referral to the **Court Unified Truancy Suppression (C.U.T.S.)** program in partnership with Maricopa County Juvenile Probation. Consequences may include court involvement, fines, community service, or loss/delay of driving privileges.

Extended Absences

Parents/guardians must notify the school of extended absences. If the school cannot verify attendance within **10 days**, the student may be withdrawn in accordance with state law.

Closed Campus

Emerson is a closed campus. Students may not leave during the school day unless signed out by a parent/guardian.

Early Release & Student Pick-Up

- Students must be signed out in the front office by an authorized adult with ID.
- No student may be dismissed without office verification.
- Early pick-ups should be completed **before 1:00 PM on Wednesdays and before 3:00 PM on other days**.
- No changes to dismissal plans will be accepted within **15 minutes of dismissal**, except emergencies.

Withdrawal / Transfer

Families must notify the office at least **one week in advance** of withdrawal. All school materials must be returned before records are released.

Communication with Teachers

Parents/guardians are encouraged to communicate with teachers via:

- Phone messages
- Email
- ClassDojo

Teachers will respond outside of instructional time. For emergencies, contact the front office.

Parent-Teacher Conferences

Formal conferences are held **twice per year**. Families are expected to attend to discuss student progress and goals.

Promotion and Retention (Board Policy IKE)

Student promotion is based on mastery of state standards in reading, writing, math, science, and social studies.

Grade 3 Promotion Requirement

Arizona's **Move On When Reading (MOWR)** law requires students who score in the lowest performance category on the state reading assessment to be considered for retention, with some allowable exemptions.

Retention

Retention decisions are made collaboratively between staff and families based on academic, developmental, and social factors to support student success.

Appeals Process

Parents/guardians may appeal promotion or retention decisions to the Governing Board. The burden of proof rests with the parent/guardian and student to demonstrate mastery of required standards.

Student Health & Safety

Suicide Prevention

Emerson Elementary prioritizes the safety and well-being of all students. Phoenix Elementary School District #1 has adopted a suicide prevention policy (IHAMD) to support early identification, intervention, and care.

Staff is trained to recognize warning signs of suicide and respond appropriately. Designated district mental health professionals, including school counselors, social workers, and psychologists, serve as points of contact for students in crisis.

When a student is identified as at risk, a trained professional will complete a risk assessment and contact the parent/guardian as soon as safety is established. A safety plan will be developed, and families will be connected to appropriate resources.

Crisis Resources

Students and families may access 24/7 support through:

- 988 Suicide & Crisis Lifeline
- Crisis Text Line: Text **TALK** to 741741
- Teen Lifeline: 602-248-8336
- Maricopa County Crisis Line: 602-222-9444

Emerson promotes a culture where students are encouraged to seek help for themselves or others. In situations involving safety risk, student safety takes priority while maintaining appropriate family notification.

Firearm Safety

Emerson and Phoenix Elementary School District #1 are committed to promoting safe environments for all students. Families are encouraged to ensure firearms in the home are securely stored to prevent unauthorized access.

The district provides resources to support safe storage practices and encourages open conversations between families and children about safety and responsible behavior. Students are also encouraged to “say something” to a trusted adult if they become aware of potential danger or threats.

Health Services

A registered nurse is available at school daily. Health services may include:

- Vision, hearing, dental, growth, scoliosis, and other screenings
- First aid and care for illness or injury
- Health counseling and support

Student Illness

If a student becomes ill at school, parents/guardians will be contacted for pick-up. Students must be signed out by an authorized adult with proper identification.

Medication

Prescription Medication

- Must be in original pharmacy-labeled container
- Delivered by parent/guardian to the nurse
- Requires completed authorization form
- Limited to a 30-day supply
- Students may not carry medication

Non-Prescription Medication

- Must be in original container with written parent permission
- Must be stored and administered through the nurse

Immunizations

Arizona law requires up-to-date immunizations for school attendance. Students without required documentation may be excluded from school until compliance is met.

For assistance, contact the Maricopa County immunization hotline:

- English: (602) 506-6115
- Spanish: (602) 506-6865

Emergency Information

Families must keep all contact and emergency information current with the school. This includes phone numbers, addresses, and health information. Accurate information is essential for student safety.

Physical Education Restrictions

Students are required to participate in physical education unless excused in writing. Notes must specify the reason and duration. Extended restrictions require a physician's note.

Child Abuse & Neglect Reporting

School staff are mandated reporters under Arizona law and are required to report suspected child abuse or neglect to the Arizona Department of Child Safety or law enforcement.

Mandatory Reporting Responsibilities

All district employees are required by law to report any suspected abuse, neglect, or child exploitation. Reports must be made directly to law enforcement and/or the Arizona Department of Child Safety. Failure to report may result in legal consequences.

Lost & Found

Families are encouraged to label personal belongings. Unclaimed items are placed in the school's Lost & Found area.

Office Phone Use

Students may only use school phones for emergencies with staff permission. Parent contact during the school day should be coordinated through the front office or teacher.

Birthday Celebrations

Birthday celebrations must comply with the Arizona Healthy Schools Act and be coordinated with the front office or classroom teacher in advance.

Guidelines are available on the Phoenix Elementary School District website:

- No shared or homemade food items
- Classroom participation is limited to students in the assigned homeroom
- Celebrations should minimize instructional disruption and follow allergy guidelines
- Students will still receive their school lunch in addition to birthday snacks

Breakfast, Lunch, & Snacks

Free breakfast and lunch are provided daily to all students. Families may also send meals from home.

Snacks may be allowed at teacher discretion. Families are encouraged to provide healthy options and limit high sugar or high-fat foods to support student learning and wellness.

Appendix

Child Find for Special Education

Phoenix Elementary School District #1 is committed to identifying, locating, and evaluating all children with disabilities from birth through age 21. This includes ensuring that families are informed of available services and how to access them.

The District provides special education services for eligible students ages **3–21** and also supports referrals for early intervention services for children **birth through age 2** through the Arizona Early Intervention Program (AzEIP).

All services are provided at no cost to families and are designed to ensure a **free appropriate public education (FAPE)** under federal and state law.

Screening and Identification

For new students, classroom teachers complete screening within the first **45 days of enrollment**. Screening may include review of:

- Academic skills
- Vision and hearing
- Communication abilities
- Social/emotional development
- Motor and adaptive skills

If concerns are identified, students may be referred for additional evaluation or support services.

Early Intervention and Transition to Preschool

Children receiving early intervention services (birth–age 2) who may qualify for preschool special education services will receive coordinated support to ensure a smooth transition.

This process includes:

- Transition conferences between ages 2 years 6 months and 2 years 9 months
- Development of an Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) by the child's third birthday
- Determination of service start dates, including eligibility for Extended School Year (ESY) when applicable

Referrals and Contact Information

If you have concerns about a child's development or learning needs, please contact:

Student Services

(602) 257-3805

The District encourages families and community members to reach out early so that appropriate supports and services can be provided.

Parent Involvement

Emerson Elementary School staff and parents work in partnership to support student learning. This policy has been jointly developed by school leadership and parents and is shared in both English and Spanish within the school handbook. The School-Parent Compact outlines shared responsibilities for student success.

2026–2027 Emerson Parent & Family Engagement Policy

Emerson is a **Community School** committed to bringing families into the classroom and connecting learning to the broader community to ensure access and opportunity for all students.

We believe every child belongs at Emerson. Each student is valued, supported, and encouraged to grow academically, socially, and emotionally in a safe and inclusive environment.

Family Engagement Strategies

To strengthen the partnership between home and school, Emerson will:

- Host a **Meet the Teacher Night** prior to the start of the school year
- Send a welcome letter from school leadership to families
- Hold Title I meetings to share program information and student achievement data
- Conduct family-student-teacher conferences in **October, January, and April**
- Offer Family Engagement Nights focused on supporting learning at home
- Provide an annual Family/Student Handbook, including involvement policies and the school compact
- Maintain a Family/Parent Center led by the Family and Community Engagement Specialist
- Host monthly **Principal Coffee Talks** for family input and school updates
- Support an active Parent Teacher Organization (PTO) with monthly meetings (in-person and/or virtual).

McKinney-Vento Information Regarding Homelessness

If your family lives in any of the following situations:

- In a shelter, motel, vehicle, or campground
- On the street
- In an abandoned building, trailer, or other inadequate accommodations, or doubled up with friends or relatives because you cannot find or afford housing

Then, your preschool-aged and school-aged children have certain rights or protections under the McKinney-Vento Homeless Education Assistance Act.

Your children have the right to:

- Go to school, no matter where you live or how long you have lived there. They must be given access to the same public education, including preschool education, provided to other children.
- Continue in the school they attended before you became homeless or the school they last attended, if that is your choice and is feasible. If a school sends your child to a school other than the one you request, the school must provide you with a written explanation and offer you the right to appeal the decision.
- Receive transportation to the school they attended before your family became homeless or the school they last attended, if you or a guardian request such transportation.
- Attend a school and participate in school programs with children who are not homeless. Children cannot be separated from the regular school program because they are homeless.
- Enroll in school without giving a permanent address. Schools cannot require proof of residency that might prevent or delay school enrollment.
- Enroll and attend classes while the school arranges for the transfer of school and immunization records or any other documents required for enrollment.
- Enroll and attend classes in the school of your choice even while the school and you seek to resolve a dispute over enrolling your children.
- Receive the same special programs and services, if needed, as provided to all other children served in these programs.
- Receive transportation to school and to school programs.

When you move, you should do the following:

- Contact the school district's local liaison for homeless education (see phone number below) for help in enrolling your child in a new school or arranging for your child to continue in his or her former school. (Or, someone at a shelter, social services office, or the school can direct you to the person you need to contact.)
- Contact the school and provide any information you think will assist the teachers in helping your child adjust to new circumstances.
- Ask the local liaison for homeless education, the shelter provider, or a social worker for assistance with clothing and supplies, if needed.

Local Area Contacts:

Ms. Sherry Zeeb
602-257-3764
Ashley King
602-257-3746

If you need further assistance, call the
National Center for Homeless Education
at the toll-free Help Line number:
1-800-308-2145



Electronic Devices Agreement

Phoenix Elementary School District #1 acknowledges the importance of electronic communication between students and parents before and after school. Additionally, the school recognizes that instructional time is precious and must be protected from unnecessary disruption. For this reason, personal electronic devices including ear buds and headphones may not be seen or used during the school day, *unless with teacher permission within a classroom*. Otherwise, they be **turned off and packed away in backpacks** before entering the front gate and during the entire school day. The District is not responsible for and will not investigate damaged/lost/stolen personal electronic devices. The District will follow the Phoenix #1 Handbook for Student Success with regards to inappropriate or disruptive use of personal electronic devices. Please review the handbook so that you and your child are aware of the policy as violations of the policy will likely fall under the category of "Electronic Devices (Improper Use)".

Personal electronic devices that are not turned off and packed away in backpacks during the school day will be confiscated and turned into the office. In most cases, your child may pick up the confiscated item at the end of the school day. If this behavior is repetitive (defined as three separate incidents or more), a parent will be required to pick up the confiscated item and the student may face disciplinary action. Again, we ask that you please review the Phoenix #1 Handbook for Success as violations of this type will likely fall under the category of "Defiance, Disrespect Toward Authority, & Non-Compliance".

Please assist us in keeping our learning environment free from distractions. When it is necessary for your child to contact you during the day, he or she may access a school phone. If it is necessary for you to get an important message to your child during the school day, you may contact our office and our staff will relay the message to your child.

Student Section

(Please print) Please fill out one per student and return to your homeroom teacher.

Student Name _____ Grade _____ School _____ Teacher _____

I have read (or had explained to me) and understand the *PESD #1 Guidelines for Electronic Devices*. I agree to follow the rules contained in this document. I understand that if I violate any of these procedures and practices that these electronic devices can and will be confiscated.

Student Signature		Student ID #	
-------------------	--	--------------	--

Parent or Guardian Section

I verify that my child and I are aware of the *PESD #1 Guidelines for Electronic Devices*. I will emphasize to my child the importance of following these guidelines.

Parent Signature		Date	
------------------	--	------	--

Parent/Guardian Name (printed) _____

Inspiring Every Child to Achieve



July 2026 - June 2027

July 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2027						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

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

August 2026						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2027						
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

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

September 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
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20	21	22	23	24	25	26
27	28	29	30			

March 2027						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Weekly Early Release Schedule	
August: 5, 12, 19, 26	January: 13, 20, 27, 28, 29
September: 2, 9, 16, 23, 30	February: 3, 10, 24
October: 21, 28, 29, 30	March: 3, 24, 31
November: 4, 18	April: 1, 2, 7, 14, 21, 28
December: 2, 9, 16	May: 5, 12, 19, 25

October 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2027						
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						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Quarters	
Quarter 1: 8/3/26 - 10/1/26 (43 Days)	Quarter 3: 1/9/27 - 3/16/27 (45 Days)
Quarter 2: 10/2/26 - 12/16/26 (44 Days)	Quarter 4: 3/19/27 - 5/25/27 (48 Days)

November 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2027						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Final Grade Submissions Window	
1st Quarter Window: 9/23/26 - 10/1/26	3rd Quarter Window: 3/5/27 - 3/16/27
2nd Quarter Window: 12/10/26 - 12/16/26	4th Quarter Window: 5/1/27 - 5/25/27

December 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

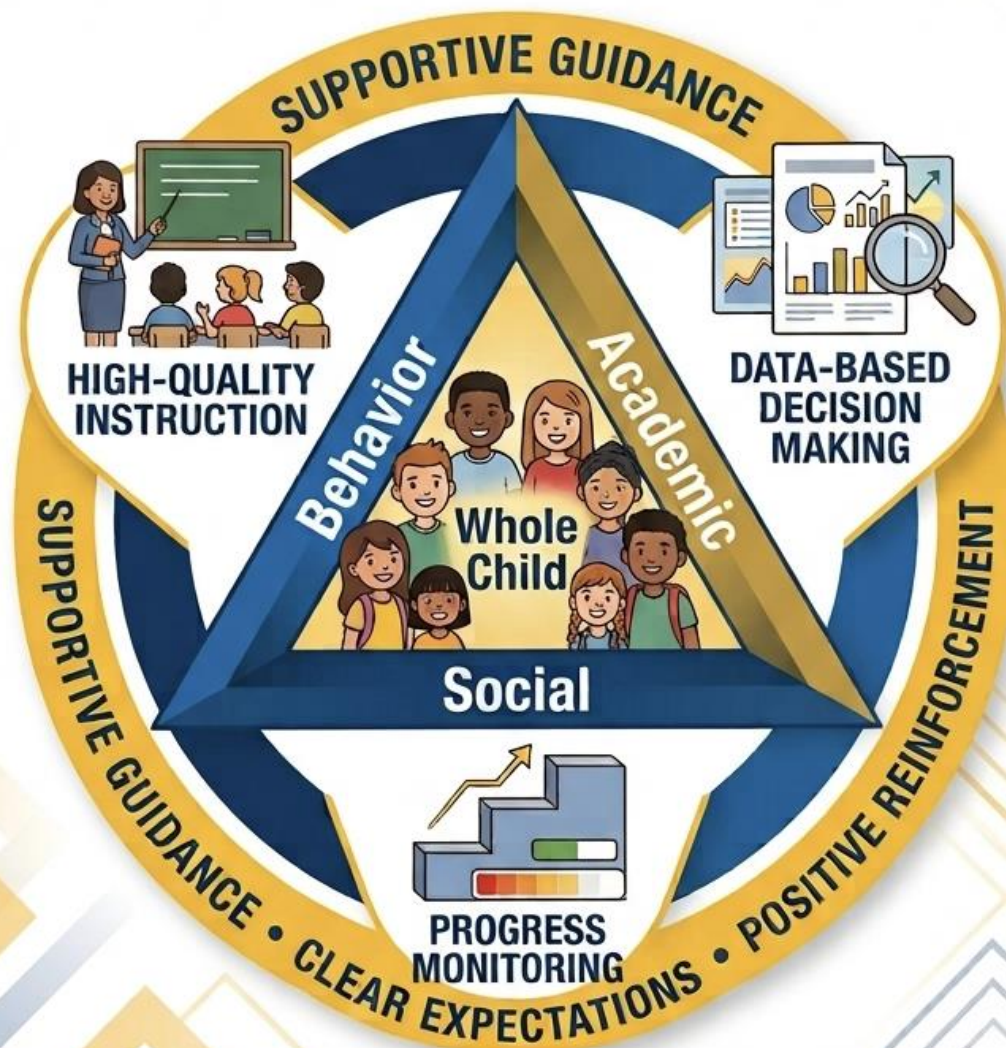
June 2027						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

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 12/29/2024

STUDENT CODE OF CONDUCT GUIDELINES AND INTERVENTIONS



Inspiring every child to achieve

PHOENIX #1
Elementary School District

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Basic Information On the Student Code of Conduct

What is the Student Code of Conduct?

The Student Code of Conduct outlines the behavior expectations, rights and responsibilities of students and staff. It also provides a guide for the appropriate interventions and consequences for violation of those behavior expectations.

Why is it Important?

The Student Code of Conduct seeks to ensure that:

- Students, caregivers, staff, and administrators can work together to create safe, supportive, and inclusive learning environments.
- Students can learn from mistakes and be supported in making safe, responsible, and kind decisions
- Consequences are non-discriminatory, fair, and age appropriate
- Rules, consequences, and interventions are applied consistently, within and across all campuses, so students receive similar consequences for similar violations

When and Where Does the Code Apply?

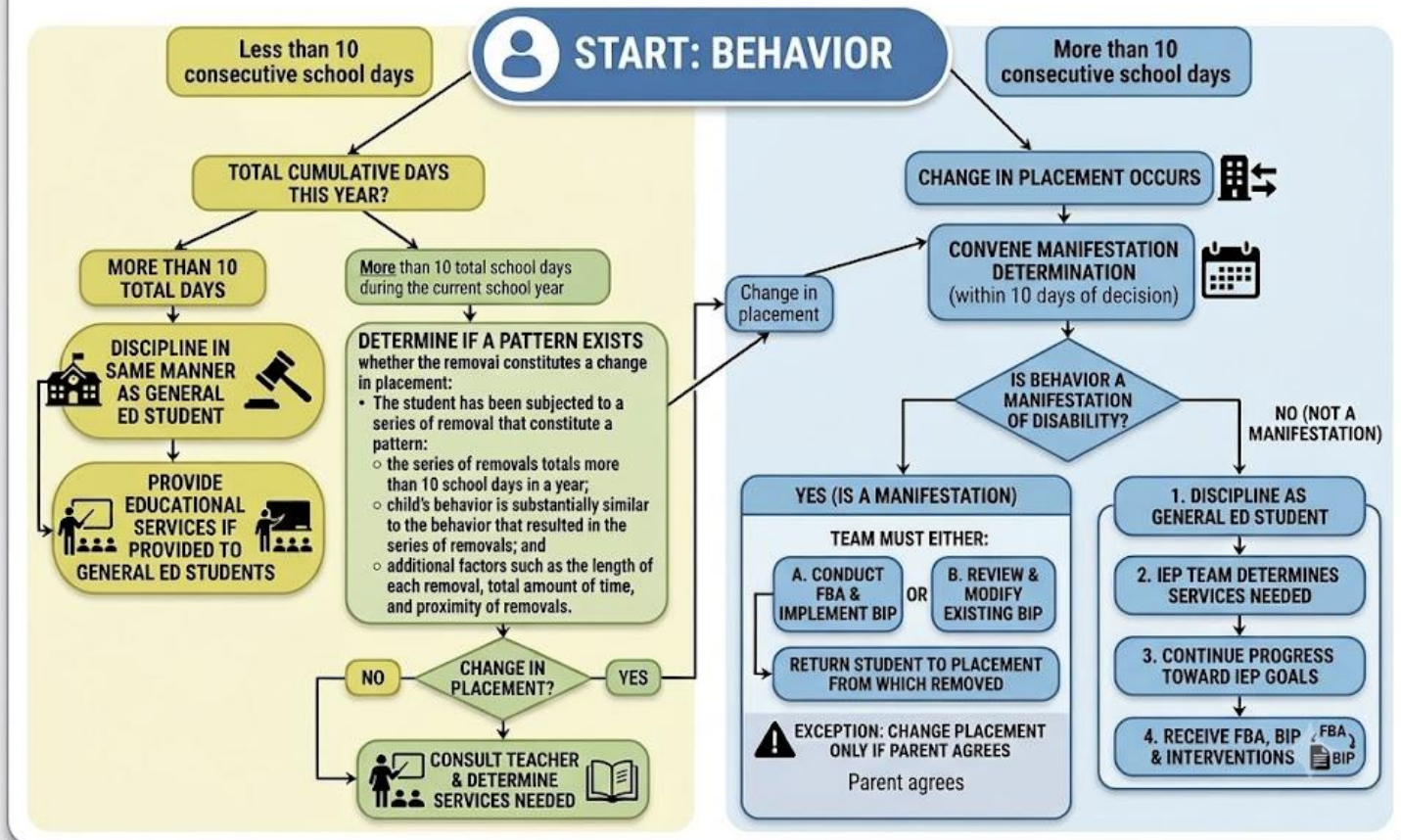
The Student Code of Conduct applies in all of the following situations:

- Regular school hours (including when students are going to and from school)
- While students are being transported on a school bus or vehicle used for school purposes
- At all times and places where a school official or employee has authority over students
- School-sponsored / school-related events and activities (including field experiences and athletic events)
- On-or-off campus actions resulting in harmful effects on students or the educational process.
- On PESD #1 property, at any time, (See Policy JICH)

How is Discipline Administered For Students With Disabilities?

All district personnel administering discipline must take into account a student's disability under either Section 504 or the Individuals with Disabilities Education Act (IDEA) if the student is suspected of having--or is being considered for an evaluation for--a disability. PESD #1 must follow specific procedures for students considered disabled under federal law, including determining whether a behavior is a manifestation of a student's disability.

SPECIAL EDUCATION DISCIPLINE PROCEDURES FLOW CHART



Created by Heather Pierson, Udall Shumway

How Can I Get More Information or Make an Oral or Written Complaint?

Governing Board Policies and Regulations related to discipline are available for review in the principal's office at every school or at <https://www.phxschools.org/district-82/governing-board/policies>

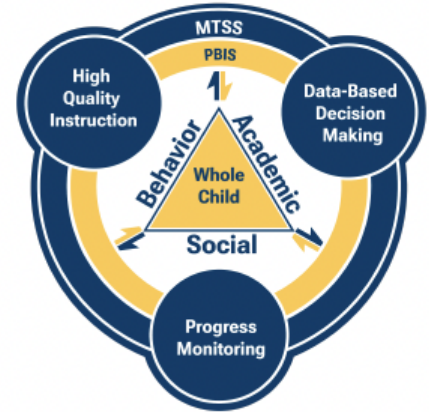
Students or parents/guardians may make a complaint related to discrimination, harassment, hazing, abuse, bullying, or unfair disciplinary actions with the school principal or email communityrelations@phxschools.org.

Belonging

Belonging is built on a simple, powerful truth: at Phoenix #1, we believe every student, family, staff member, and person involved in our school community belongs.

Our Superintendent Student Advisory Team beautifully defines belonging as:

“feeling at home at school - safe, comfortable, and able to be yourself without worrying about fitting in. It’s when everyone is welcomed kindly and fairly, people include and encourage each other, stand up for one another, and make sure school is a place where we can have fun, and know we truly matter.”



Our schools work to create an emotional climate of psychological safety that activates students' ability to excel. Our staff members work intentionally to build authentic relationships between students and staff and peer-to-peer, gain deep knowledge about each student—understanding their individual strengths and needs—in order to co-create achievable academic, social, and behavioral goals.

When thinking about behavior, we consider every action as a means to meet a need. By working together to understand what a student is trying to communicate or achieve through their behavior, we can intervene with compassion, targeted support, and meaningful guidance, using behavior as opportunities to teach rather than provide punitive consequences.

Positive Behavior Intervention (PBIS) and Core Practices

Positive Behavioral Interventions and Supports (PBIS) is a proactive framework used throughout our school district to create a safe, positive, and fair learning environment. Instead of using traditional punishment, this system focuses on teaching, modeling, and reinforcing positive behaviors. By clearly defining behavior expectations across all schools, we help students succeed academically, socially, and emotionally.

Our PBIS systems include:

1. Schoolwide Expectations, each site has a matrix of Schoolwide Expectations and expected priority behaviors that align with the expectations.
2. Reinforcement Systems for positively recognizing students behavior that meets the expectations
3. Behavior Flowchart and process for the school community understanding of major, office handled versus minor, classroom managed behaviors
4. All schools are expected to monitor behavior data and intervene in areas of concern at Tier 1, 2 and 3. PBIS and Leadership Teams identify trends, prevent escalation by intervening and monitor progress of interventions.

PBIS is a preventative framework of proactive behavior teaching and reinforcement that supports schoolwide climate and culture. It is expected that classroom teachers are educated about the site based systems, are accountable to following the systems with fidelity and work proactively to engage students in learning behavior just as they learn reading, writing and math. When repeated infractions occur students are taught, parents are notified and the behavior flowchart is followed to track minor behaviors in the classroom.

Students are also taught expected behavior, the consequences of both positive and negative behavior and given opportunities to learn to meet expectations.

PBIS allows our schools to be proactive rather than reactive as it relates to behavior.

All sites have a PBIS Lead and a PBIS team. The recommended team members include administrators, general education teacher/s, Exceptional Student Services teacher/s, social worker, behavior intervention specialist, parent and student voice.

Administrators, social workers, behavior intervention specialists and multi-disciplinary teams work together to use behavior infractions as teaching opportunities that identify missing behavioral skills, provide targeted interventions, and keep students engaged in learning. We are committed to creating a safe, respectful learning community where all belong. We believe that every student can learn from mistakes, repair harm, and strengthen relationships.

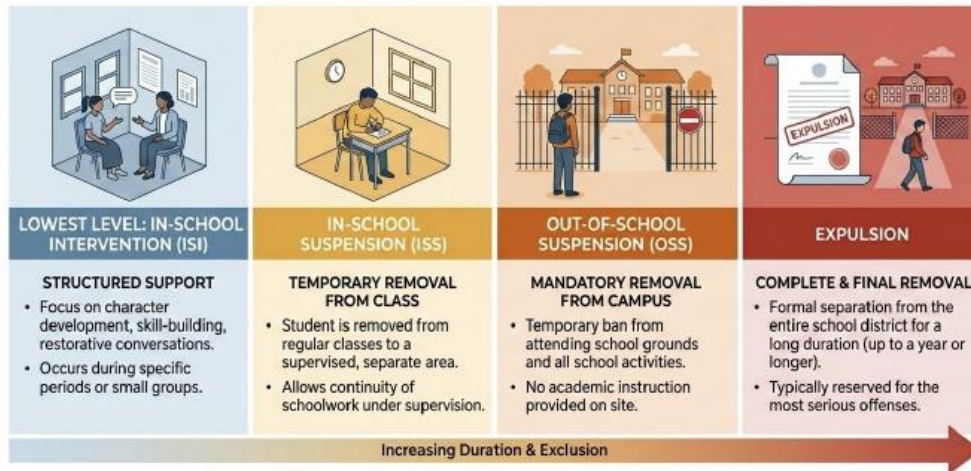
Core Practices Include:

- Predictable Environments: Teaching and reteaching expectations, routines and procedures
 - Positive Reinforcement: recommended 5:1 positive reinforcement to redirection
 - Skill Identification: Pinpointing specific behavioral gaps and providing targeted learning readiness and social skills training.
 - Restorative Conversations: Teaching vital social skills through reparative dialogues where students take accountability for their actions.
 - Community Building: Utilizing community building circles to foster a supportive classroom and school climate.
 - Reflection & Regulation: Providing behavior reflection tools and dedicated de-escalation spaces for emotional self-regulation.
 - Structured Monitoring: Implementing Check-In/Check-Out (CICO) protocols and collaborative behavior contracts.
 - Supported Transitions: Conducting intentional re-entry meetings to smoothly transition students back into the learning environment.
-

Exclusionary Consequences

Exclusionary consequences involve removal of a student from classroom instruction for longer than thirty minutes or longer than one class period. These include positive alternatives to out-of-school suspension (see page 6) settings or programs, in school suspensions, out-of-school suspensions, and expulsions.

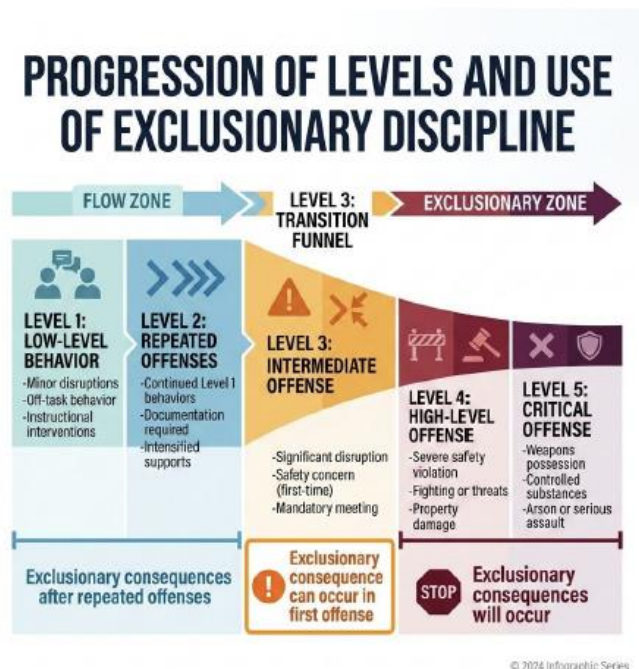
FORMS OF EXCLUSIONARY DISCIPLINE: ESCALATING SEVERITY



When Do Exclusionary Consequences Apply?

If Exclusionary Consequences are imposed, students will have fair due process that includes an opportunity to appeal (see information on due process, page 10) for all offenses, disciplinary consequences must be paired with meaningful instruction and supportive guidance (e.g. constructive feedback and re-reaching) so students are offered an opportunity to learn from their behavior and, where possible, an opportunity to continue to participate in the school community. School Safety personnel will not participate in discipline decisions occurring after an incident. This in no way prohibits School Safety involvement during or immediately after an incident to protect campus safety.

Positive Alternatives to Out-Of-School Suspension



Principals are encouraged to utilize positive alternatives to suspension whenever practicable. Some of the most common alternatives include:

Office Discipline Flow Chart: Guidance for what occurs when students are removed from class for disruptive behaviors (clarity needed on the time allotment)

[District Office Visit Flow Chart](#)

In-School Suspension (ISS) (Level 1 or Level 2) (Reassignment to a Different Class or Area)

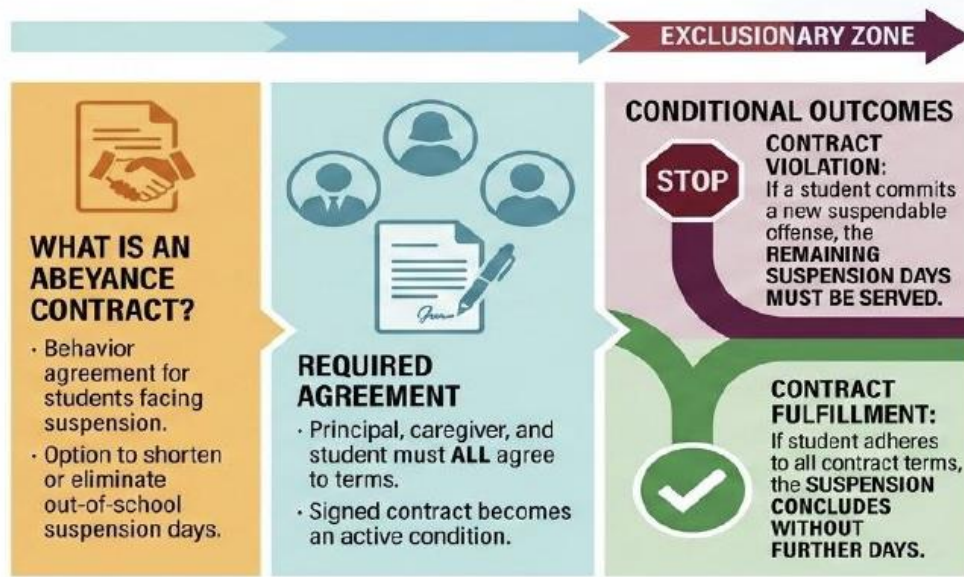
ISS is an alternative to short-term suspension in which students remain on campus but learn and work in an area separate from their peers. Students in ISS may be supervised by a highly qualified teacher or other staff member, and will continue to receive their core curriculum in a supervised setting. If a student has an IEP they must have access to their special education teacher and daily services. All students will have access to the general education curriculum while in ISS.

If a student has an IEP and is assigned to ISS, this time constitutes a removal just as if it were OSS and therefore would lead to a manifestation hearing if the student reaches 10 days over the course of a year.

Abeyance Contracts

An Abeyance Contract is a behavior contract that may be offered to a student who is facing a suspension and can be used to shorten or eliminate the number of days a student is out of school. The Principal, caregiver, and student must agree to and sign the Abeyance Contract, with the understanding that if the student violates the contract with a suspendable violation, the remaining suspension days must be served. Students at low risk of repeating an incident or offense are generally the best candidates to receive an abeyance contract. Students on an abeyance contract should be supported by administration and staff in their success through check ins, monitoring, and other reasonable supports.

UNDERSTANDING ABEYANCE CONTRACTS: A STRUCTURED ALTERNATIVE



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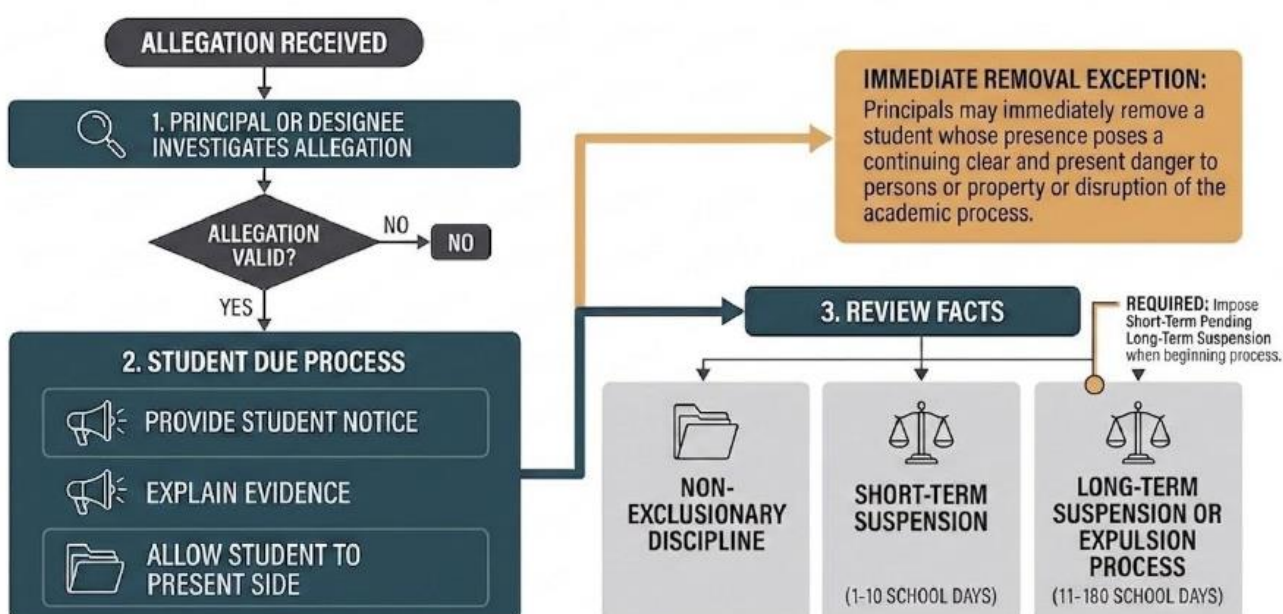
Intensive Therapeutic Intervention (ITI)

The ITI program is designed for students requiring individualized intervention through MTSS or IEP services. These therapeutic services are provided at an off-campus location where students receive intensive behavioral and emotional supports tailored to their specific needs. Additionally, the ITI program can serve as an alternative to out-of-school suspension, offering a structured environment where students reflect on their choices and develop problem-solving and social skills to prevent future behavioral challenges. By maintaining a predictable and supportive learning space, the program helps students build positive replacement skills while managing emotional baselines. Ultimately, the ITI team collaborates with home campuses to establish consistent procedures, ensuring a smooth and successful transition back to the student's typical school setting.

Due Process for Short Term Suspension or Expulsion

Any student facing a suspension or expulsion will be provided basic due process as a legal safeguard to protect the constitutional rights of the student and his or her caregivers. Expulsion is the permanent withdrawal of the privilege of attending any school in the District unless the Governing Board reinstates the privilege.

INVESTIGATIVE & DISCIPLINARY PROCEDURE: PRINCIPAL'S GUIDELINES



Upon learning of a potential Code of Conduct violation, school administration will conduct a prompt and thorough investigation, following the due process described here. That investigation will generally be conducted within 1-2 school days, but may take longer, if necessary, based on the individual circumstances of the matter being investigated. School administrators may impose discipline as soon as they have followed the due process requirements, and they are satisfied that the student violated the Code of Conduct. In certain cases, administrators may learn new information would have resulted in a different disciplinary decision (i.e., a contrary finding about whether a violation occurred or a finding that a different level of violation occurred), the administrator will update the disciplinary decision accordingly and will follow all notice and due process requirements for the updated violation.

Due Process for Long-Term Suspension or Expulsion

Principals must impose a “short-term pending long-term suspension” if they are considering long-term suspension or expulsion, and must first comply with the base due process described on page 8 (the short-term pending long-term suspension period will count toward the long-term suspension). Once a principal decides to impose a long term suspension or expulsion, the District shall provide more formal due process as a legal safeguard to protect the constitutional rights of students and caregivers. Student, parent, and guardian rights include: *the right to be present for all proceeding, access to records and evidence, ability to present evidence and witnesses, having testimony presented and saved, and access to an interpreter if necessary.*

STUDENT RIGHTS IN A DUE PROCESS HEARING



PARENT/GUARDIAN PRESENCE

- Right to representation
- Parents/Guardians present at all proceedings



ACCESS TO EVIDENCE & RECORDS

- Reasonable access to evidence and records; at least 2 days prior to hearing



FREE FROM SELF-INCRIMINATION

- Presenting evidence against themselves is optional



PRESENT FAVORABLE EVIDENCE

- Present evidence and witnesses; question existing evidence and witnesses at the hearing



TESTIMONY PRESENTED & SAVED

- Have the testimony presented and saved (recorded).



INTERPRETER ACCESS

- An interpreter is provided if necessary



WAIVER OF RIGHTS

- Waive any or all rights once they are made known

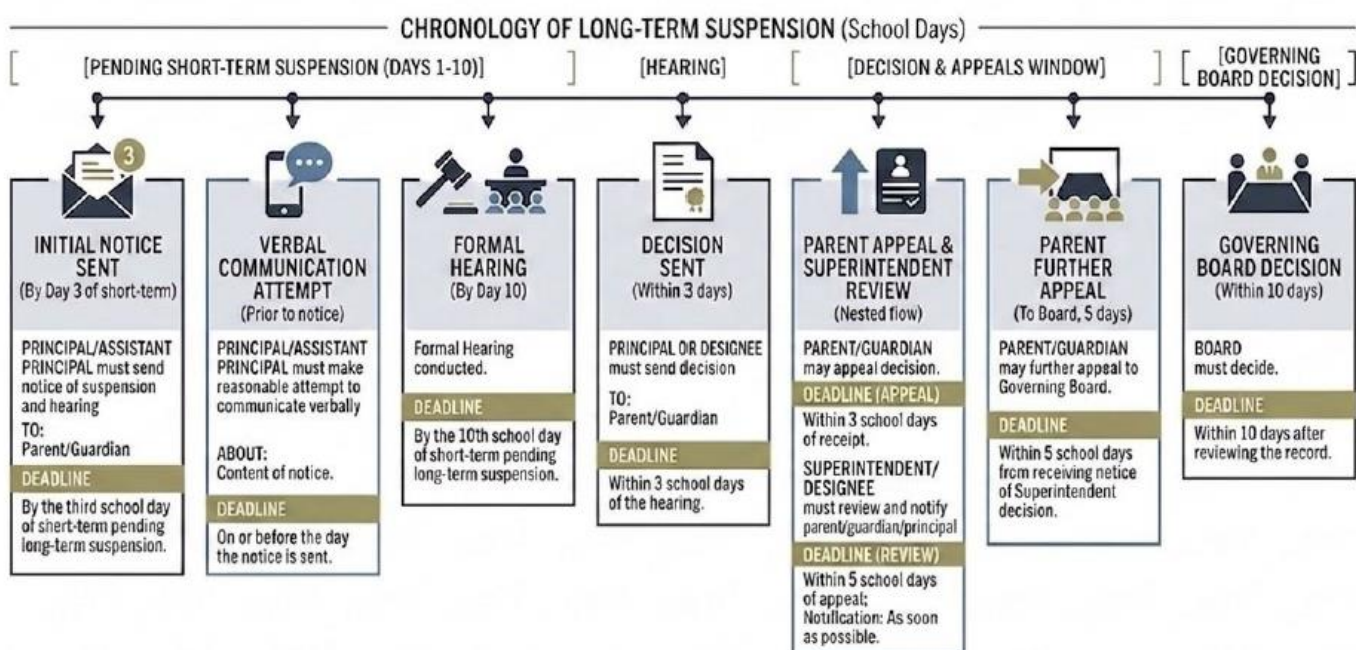
Long-Term Suspension Decision and Appeal Process

At the beginning of the process for a long term suspension, the Principal must send notice of suspension and hearing to the parent/guardian by the **third school day** of the short-term pending long-term suspension. On or before the day the notice is sent, the Principal must make a reasonable attempt to communicate verbally to the parent/guardian about the content of the notice

Formal Hearing must be held by the 10th school day of the short-term pending long term suspension. Following the hearing, the principal must send the decision within 3 school days. Parent/guardian may appeal within 3 school days of receipt; the Superintendent or designee must review within 5 school days and notify the parent/guardian/principal as soon as possible.

The parent/guardian may further appeal to the Governing Board within 5 school days from receiving notice. Board must decide within 10 days after reviewing the record.

TIMELINE FOR LONG-TERM SUSPENSION PROCESS (PROCEDURAL DUE PROCESS)



Guidelines for Applying Actions

1. Nothing in the Code of Conduct shall prevent school personnel from protecting campus safety as appropriate
2. The Superintendent and Chief Academic Officer will continuously review all suspensions. In the case of some level 3 and all level 4 and 5 infractions it is critical that the Superintendent and/or Chief Academic Officer be contacted:
 - a. If law enforcement is contacted
 - b. If the consequence involves more than 3 days of OSS
 - c. If the violation involves a violation of “other school threat”
3. Principals may request a waiver of mandatory actions for level 4 or 5 consequences by contacting the Superintendent or Chief Academic Officer. Waivers may not be sought when the prescribed disciplinary action involves the possession of a firearm or threatening an educational institution. By state law, in such a case, only the Governing Board may decide, on a case by case basis, whether to impose less than the mandatory penalty.
4. A student who willingly assists or forces another student to commit a violation of these guidelines may be held equally accountable for the violation.
5. All parent/guardian conferences will be made in a timely manner. Parents/guardians may participate in a conference via phone or another accessible mode of communication. Students will not be disciplined further merely because their parent/guardian cannot participate in a conference (i.e. extension of exclusionary discipline until a conference is held).
6. Attempted violations, including physical conflict may require Actions. Principals will determine the appropriate level of action for attempted violations. Actions will generally be at a lower level than the actual violation.
7. When determining the appropriate level of action to take, Principals shall consider a student’s claim of self-defense, defense of others or defense of property.
8. Law Enforcement and School Safety Officers, and other security personnel, shall not be involved in low-level student discipline (levels 1-2). **This in no way prohibits contacting school safety officers or law enforcement during or immediately after an incident to protect student, staff, or visitor safety.** A Principal must immediately notify the Superintendent and/or Chief Academic Officer when law enforcement is contacted. Law Enforcement may be contacted in cases of vandalism where the District is seeking restitution for damage to school property.

Transition Back to School After Fights/Assault

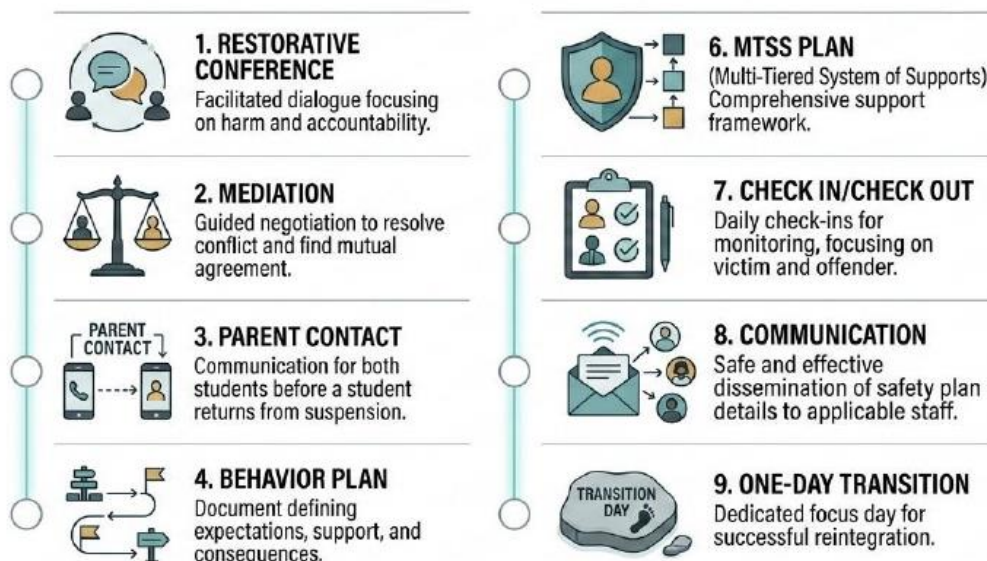
Students returning from suspension for fights or assaults will participate in either a mediation or other restorative practices. In addition, any student(s) involved as the victim(s) of the returning student's conduct will be notified that the student is returning, and appropriate supports will be put in place to ensure student safety.

When students return to school from suspension under these circumstances, *a student supervision and/or supervision plan must be implemented with either the offender, victim, or both*. In addition, administrators may implement one or more of the following options:

1. Restorative conference;
2. Mediation;
3. Parent contact for both students before a student returns from suspension when an altercation has occurred;
4. MTSS plan;
5. Check in and check out for victim and offender;
6. Communication of safety plan for applicable staff;
7. One-day transition

ADMIN PROTOCOLS: POST-CONFLICT REINTEGRATION

Critical Steps for Successful Student Return After Suspension



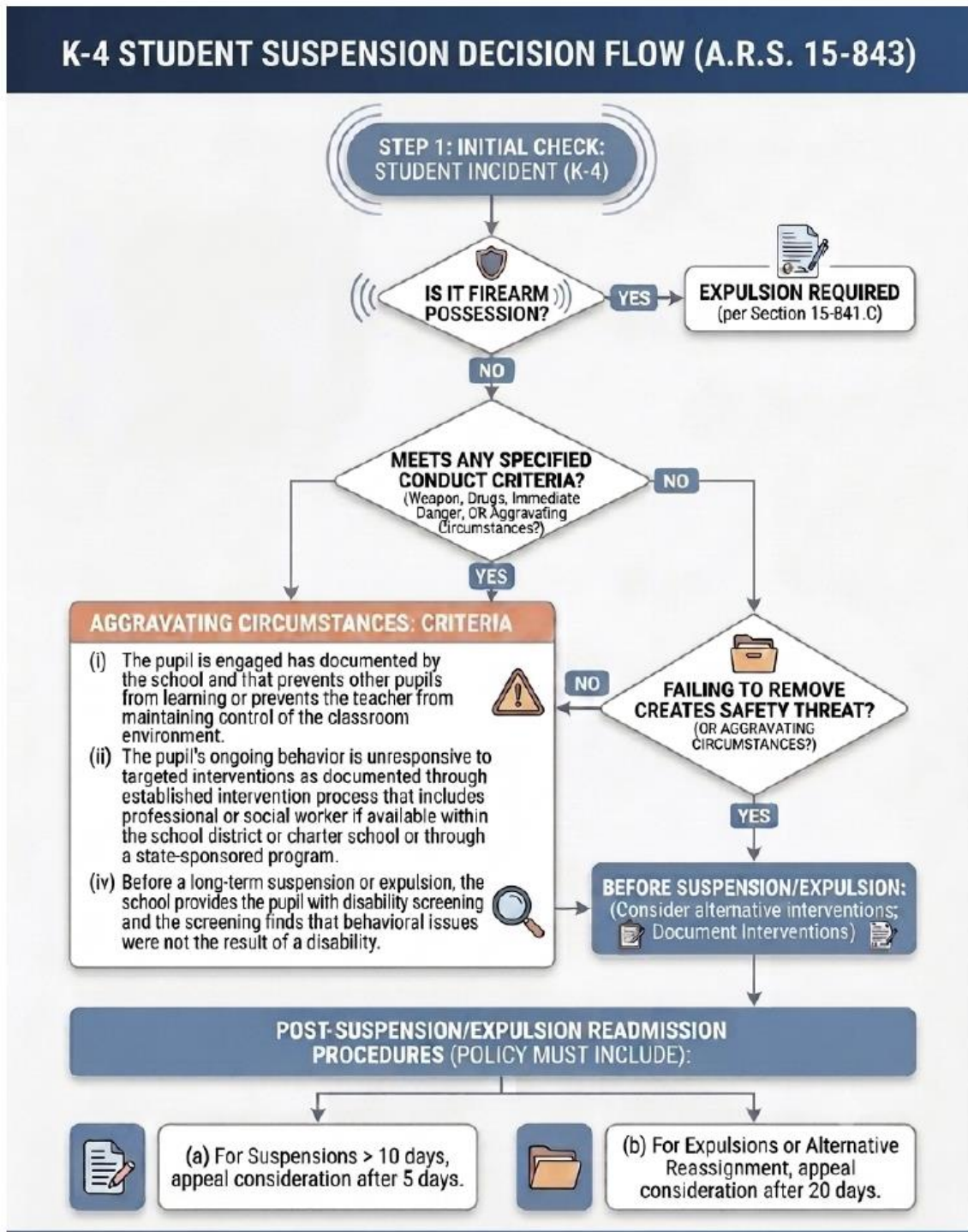
ADMINISTRATION OVERVIEW & OPTION SELECTION



SCHOOL REINTEGRATION PROTOCOLS 2024

K-4 Law Suspension/Expulsion

The suspension or expulsion of K-4 students is governed by [A.R.S. 15-843](#), where a K-4 student commits a violation subject to suspension, the student may be suspended for a maximum of two days, and the aggregate suspensions for that student may not exceed 10 days within a school year, unless an exception to their rule applies. The exceptions are set forth in the flow chart below:



Action Levels for K-5 Elementary Students

Guidance Effective K-2 discipline requires shifting from a "punishment" mindset to a guidance and teaching approach that accounts for young children's rapid neurological and social-emotional development. At this age, behavior is a form of communication often rooted in underdeveloped impulse control rather than intentional defiance. The developmental age and stage is to be considered with making decisions about discipline, especially when investigating. Effective K-2 discipline requires shifting from a "punishment" mindset to a guidance and teaching approach that accounts for young children's rapid neurological and social-emotional development. At this age, behavior is a form of communication often rooted in underdeveloped impulse control rather than intentional defiance. The developmental age and stage is to be considered with making decisions about discipline, especially when investigating.

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

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

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

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

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

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

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

Level 0

Before referring a matter to school administration, classroom teachers are expected to employ at least three classroom-level interventions – with appropriate documentation – for a Level 1 offense.

- | | | |
|---|---|------------------------------------|
| • Parent/Guardian Notification and Conference Request | • Detention (before/after school/lunch) | • Meeting with Social Worker |
| • Student Conference | • Saturday School | • Peer Mediation |
| • Restorative Conference and/or Restorative Circle | • Delayed Departure from School | • Functional Behavioral Assessment |
| • Verbal/Written Apology | • Time Out (not to exceed 30 minutes) | • Behavior Contract |
| • Reflective Activity | • Reassignment to Different Class | • Behavior Intervention Group |
| • Warning | • Suspended Privileges | • Behavior Intervention Plan |
| | • Community Service (not work detail) | • Other Action |
| | • Restitution | |
| | • Teen Court | |
| | • Referred to Outside Agency | |

**Some actions may not be available at all schools*

Level 1

Level one consequences can be utilized in partnership with progressive consequences for all level one, two, three, and four offenses and in adherence with the Arizona K4 Law.

Offenses	Consequences
Offense #1	• Student Conference and Caregiver Contact
Offense #2	• Detention and Caregiver Contact
Offense #3	• 1 Day Reassignment and Caregiver Contact
Offense #4	• MTSS Referral, Caregiver Conference to Develop Behavior Contract
Offense #5	• Escalates to a level 2 with a Request to Elevate Discipline

Level 2

Level two consequences can be utilized in partnership with progressive consequences for all level one, two, three, and four offenses and adherence with the Arizona K4 Law .

Offenses	Consequences
Offense #1	• Student Conference and Caregiver Contact
Offense #2	• Detention and Caregiver Contact
Offense #3	• Reassignment (1-3 Day) or In School Intervention (1-3 Days) and Caregiver Contact
Offense #4	• MTSS Referral, Caregiver Conference/Behavior Contract, Social Work Referral
Offense #5	• Escalates to a level 3 with a Request to Elevate Discipline

Level 3

Level three consequences can be utilized in partnership with progressive consequences for all level one, two, three, and four offenses and in adherence with Arizona K4 Law.

Offenses	Consequences
Offense #1	• Caregiver Conference + OSS/ISI or Reassignment (1-2)
Offense #2	• Caregiver Conference + OSS/ISI or Reassignment (2-4)
Offense #3	• Caregiver Conference + OSS/ISI or Reassignment (4-7)
Offense #4	• Elevation to Level 4 with a Request to Elevate Discipline

Level 4	Level four consequences in adherence with the Arizona K\$ Law. Hearing officers have the option to offer alternative education programs (see ITI) as an alternative or in partnership with a consequence when making decisions at a long-term suspension hearing. <i>Due to the serious nature of the violation, there is no consequence progression</i>	
	<table border="1"> <tr> <td>Consequences</td><td> OSS (11-30 days) option of Abeyance OR Hearing for Long Term Suspension - Any action from the prior level(s) may also be imposed - Restorative Conference/Circle and Success Plan (upon re-entry to school) </td></tr> </table>	Consequences
Consequences	OSS (11-30 days) option of Abeyance OR Hearing for Long Term Suspension - Any action from the prior level(s) may also be imposed - Restorative Conference/Circle and Success Plan (upon re-entry to school)	
Level 5	Any Action from the prior level(s) may also be imposed. - Out-of-School Suspension and/or Abeyance – Long-term (11-180 Days) when deemed appropriate in adherence to the Arizona K4 Law. - Restorative Conference/Restorative Circle and Success Plan (upon re-entry to school) - Expulsion (181+ Days) Expulsion is the permanent withdrawal of the privilege of attending any school in the District unless the Governing Board reinstates the privilege.	

Violation Levels

AGGRESSION		
Violation		Action Level
Provocation (verbal or nonverbal)	Using offensive language or gestures that may incite another person to fight.	1
Recklessness	Engaging in unintentional, careless behavior that may pose a safety or health risk for yourself or for others.	1
Minor Aggressive Act	Engaging in intentional, non-serious but inappropriate physical contact such as, but not limited to: hitting, poking, pulling, pushing, tripping, pulling a chair out from underneath another person, or other behaviors that demonstrate low level hostile conduct.	2
Endangerment	Recklessly putting self or another person at substantial risk of imminent death or serious physical injury through acts such as, but not limited to: throwing objects such as heavy water bottles, rocks, books from heights or directly at individuals, climbing school roof, scaling high perimeter fences, physical stunts, supply misuse that could cause injury. <i>For elementary students it is important to determine if a typical student of this age would understand that this act could put themselves or another person in risk of injury.</i>	3
Physical Conflict		
Other Aggression	"Intentionally or knowingly engaging in physical contact that has a reasonable risk of resulting in physical injury" (e.g. pushing, kicking, biting, hitting, slapping, spitting, and punching with no physical injury etc.) Similar conduct not meeting the definition of "Other Aggression" shall be treated as the level 2 offense of "Minor Aggressive Act".	3

Fighting	A fight is defined as a physical altercation in which both parties are willing participants who had one or more opportunities to de-escalate the situation, leave the situation, or notify a school official of the potential fight prior to making the decision to participate, and where the circumstances present a threat to safety because of the number of participants or the intensity and violence of the conduct.	3
Assault	Intentionally or knowingly causing another person physical injury. "Physical injury" includes the temporary or substantial loss or impairment of any body organ or part (e.g. the fracture of a bone), and temporary but substantial disfigurement (e.g. bleeding, bruising,, or a visibly open wound). Injuries may not be visible if internal injury is present (e.g. head injury).	4
Aggravated Assault	1. Intentionally or knowingly causing serious physical injury to another. "Serious physical injury" includes physical injury that creates a reasonable risk of death, or that causes serious and permanent disfigurement, serious impairment of health, or loss or protracted impairment of the function of any bodily organ or limb. 2. Committing an assault using a firearm, simulated firearm, dangerous item, or other weapon (as defined in the Code of Conduct) 3. Placing a person in reasonable apprehension of imminent harm by threatening to use a firearm, simulated firearm, dangerous item, or other weapon (as defined in the Code of Conduct). 4. Committing the assault while the victim is being held or otherwise physically restrained or while the victim's capacity to resist is substantially impaired. 5. Committing assault and the person in violation of an order of protection 6. Committing the assault knowing or having reason to know that the victim is any of the following - o Teacher or any school employee on school grounds - o Law enforcement officer, Firefighter, EMT/Paramedic Engaged in official duties, on grounds adjacent to the school or in any part of a building or vehicle used for school purposes.	5 Mandatory report to law enforcement

Interventions for Aggression Violations	MTSS referral and intervention to understand form and function of behavior (attention, escape/avoidance, tangible, sensory), to develop individualized intervention plans Consider ITI based on data of previously attempted interventions, discipline history (OSS days) or level of risk (referral to school based threat assessment team (CSTAG) Restorative Conference/Mediation, Check In, Check Out, Behavior Contract, Skill-based Intervention Group, Support Group, Intensive Therapeutic Intervention (ITI) program*, referral to school based Threat Assessment Team (TAT)**.
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* The ITI program understands that a student's misbehavior can be attributed to a lack of motivation, a performance deficit or a skill deficit. We strive to create a predictable structure in which motivating consequences are contingent on behavioral performance. Thus, it is important to explicitly teach students the social skills and coping strategies necessary for success in a generalized environment.

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

ALCOHOL, TOBACCO AND OTHER DRUG VIOLATIONS

Definitions

Drug Violation	Unlawful use, distribution, sale, purchase, possession, transportation or importation of any controlled drug or narcotic substance or equipment, and devices used for preparing or taking drugs or narcotics. Includes being under the influence of drugs at school, school-sponsored events, and on school-sponsored transportation. Includes over-the-counter medications if abused by the student.
Possession	Knowing exercise of dominion or control over an item.
Use	The act of using or being under the influence.
Sale	To transfer or exchange an item to another person for anything of value or advantage, present or prospective.
Share	To allow another person to use or enjoy something that one possesses.

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

ATTENDANCE POLICY VIOLATIONS (OUT OF SCHOOL SUSPENSION IS NOT PERMITTED)

Violation		Action Level
Other Attendance Violations	Examples: leaving school without signing out in the main office; obtaining a pass to go to a certain place and not reporting there, coming to school but not attending classes, hiding in restroom or other area with the intent to avoid going to class	1
Tardy	Arriving at school or class after the scheduled start time.	1
Unexcused Absence	Missing school for an entire day with no acceptable excuse.	1
Leaving School Grounds without Permission	Leaving school grounds or being in an “out-of-bounds” area during regular school hours without principal or designee permission.	1
Truancy	Having an unexcused absence for at least one class period during the day (applies to students aged 6-16).	1
Interventions for Attendance Violations	Use of PBIS systems to provide positive incentives, Caregiver/Administrative/Student Meeting, development of Student Success Plan, Student Attendance Success Plans and My Family's Help Bank ; Completion of Understanding of Root Causes checklist, Worksheet: Understanding the root causes for student absenteeism ; referral to MTSS team	

OTHER VIOLATIONS OF SCHOOL POLICIES

Violation		Action Level
Dress Code Violation	Wearing clothing that violates dress code guidelines stated by school or district policy.	1
Public Display of Affection	Kissing or other inappropriate displays of affection.	1
Bus or School Transportation Violation	Student bus or school transportation privileges may be revoked in addition to other applicable consequences of the Code of Conduct.	1
Other Violation of School Policies and Regulations	Committing some other violation of school or district policy or regulation. <i>This category should only be used after consultation to determine if there is no other, more specific, violation the incident could be categorized under.</i>	1
Inappropriate Language (verbal or nonverbal)	Delivering verbal or nonverbal messages that include swearing, name calling, or use of words or gestures in an inappropriate way. <i>Pursuant to the requirements set in Guidelines, above, a Principal may, but is not required to elevate the Action Level for a student swearing at a staff member where the circumstances demonstrate a lack of respect towards authority (rather than just the use of a curse word or words). Similarly, a Principal may use similar discretion in which language that targets, degrades, or intimidates an individual or group based on actual or perceived identity (including race, color, religion, national origin, gender identity, sexual orientation, or disability) and creates a hostile or disruptive educational environment.</i>	2
Defiance or Disrespect Towards Authority and Non-Compliance	Engaging in repeated behavior including, but not limited to, refusing to follow directions, talking back, or engaging in socially rude interactions. <i>Pursuant to the requirements set out in Guideline #4, above, a Principal may, but is not required to, elevate a student engaging in defiance/disrespect towards a staff member as a Level 3 consequence where the circumstances demonstrate an intentional behavior with staff that insults one's disability, race, color, religion/religious beliefs, sex, sexual orientation, gender identity or expression, age, or national origin or current or former immigration statuses with c is covered in policy AC Non-discrimination, as well as, appearance, professionalism, general insults, insults that involve curse words, throwing objects at the staff member, destroying classroom property belonging to the staff member.</i>	2

Contraband	Possessing items stated in school policy as prohibited because they may disrupt the learning environment.	2
Combustible	Possessing a substance or object that is readily capable of causing bodily harm or property damage (e.g. matches, lighters).	2
Disruption	Intentionally engaging in behavior causing a substantial interruption in a class or activity including, but not limited to, loud talking, yelling, or screaming; noise with materials; throwing objects; or out-of-seat behavior.	2
Gambling	Playing games of chance for money (or thing of value) or betting a sum of money (or thing of value).	2
Negative Group Affiliation/Illegal Organization	Engaging as a member or potential member of an anti-social organization, secret society, criminal street gang, or other set of individuals that are not sanctioned by the Governing Board and which are determined to be disruptive to teaching and learning. This includes wearing of symbolic apparel, making gestures, writing on and marking of property, or altering of personal appearance to symbolize membership in an organization with a history of, or determined to be, a disruption to teaching and learning.	3
Interventions for Other Violations of School Policies	Restorative Conference/Mediation, Service Learning, Behavior Contract, Skill-based Intervention Group, Support/ Counseling Group.	

DISHONESTY

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

TECHNOLOGY, IMPROPER USE OF

Violation		Action Level
Telecommunication Device or Other Technology	Students may possess and use cellular telephones and/or other electronic signaling devices subject to limitations of this and other policies of the District under the following conditions and guidelines: (1) They are to be kept out of view in a student's locker, pocket, or a carrying bag; (2) They shall not be turned on or used during instructional time, except as authorized by the teacher (3) The principal shall establish additional guidelines appropriate to campus needs (4) Students violating the policy may have the electronic device confiscated and be subject to disciplinary action. (5) Any search of the contents of an electronic device shall be by a Principal/IEIS in accordance with the Student Code of Conduct (see Policy JICJ). <i>NOTE: May be elevated to a Level 3 violation if it involves an intention to cause harm to another person.</i> Examples: Use of telecommunication devices (cell phones, pagers, etc.) or other technology	2

	(gaming systems, wearable technology,, iPads, Tablets, etc.) for a non-instructional purpose, <u>including posting videos of fights onto social media or posting images of school community members in a manner intended to cause harm to another person.</u>	
Computer or Network Violation	Examples (Computer): Using school computers for non-instructional purpose, copyright or trademark infringement, knowingly uploading or downloading destructive or malicious programs or software, loading personal software or disks onto school computers without permission of a Principal/Assistant Principal or a District Administrator, vandalism of computers or computer equipment. Examples (Network): Using computer network for non-instructional purpose, knowingly uploading or downloading destructive or malicious programs or software, sharing passwords, attempting to read, delete, copy, or modify the email of other users, accessing secure areas other than for educational purposes, transmitting material information or software in violation of any district policy or regulation, local, state, or federal law or regulation, or tampering with or misuse of the computer networking system or taking any other action inconsistent with this regulation will be viewed as a network violation.	2
Interventions for Improper Use of Technology Violation	Restorative Conference/Mediation Service Learning, Behavior Contract, Skill-based Intervention Group, Support Group., Educational Assignment/Learning Opportunity.	

TRESPASSING; VANDALISM OR CRIMINAL DAMAGE

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

ARSON

Definitions

Structure	A building or place with sides and a floor used for lodging, business, education, transportation, recreation, or storage.
Occupied Structure	Any structure in which one or more persons is, or is likely to be, present or is so near as to be in equivalent danger at the outset of the fire or explosion. This includes any dwelling house, whether occupied or not.
Property	Anything other than a structure that is owned and has value of any kind (e.g., a backpack, school book, clothing, etc.).
Damage	As used here, it means a tangible or visible impairment to a surface.
Reckless Burning	Recklessly causing a fire or explosion resulting in damage to a structure, wild land, or property.

Violation		Action Level
Arson of a Structure or Property	Knowingly and unlawfully damaging a structure or property by knowingly causing a fire or explosion. Burning one's own property is not arson, except for burning one's own property with the knowledge that it will ignite another's property or a structure (but may, where appropriate, be considered reckless burning).	4
Arson of an Occupied Structure	Knowingly and unlawfully damaging an occupied structure by knowingly causing a fire or explosion. <i>NOTE: Principals/Assistant Principals may consider acts of arson that are only reckless (as opposed to knowing or intentional), or that damage property with a value under \$100 at Level 3. Please see the definition of Reckless Burning above.</i>	5 Mandatory report to law enforcement and fire department
Interventions for Arson Violation	Restorative Conference/Mediation, Behavior Contract, Skill-based Intervention Group, Support Group, Regional Intervention Program, Intensive Therapeutic Intervention (ITI) program, referral to school based Threat Assessment Team (TAT).	

Title IX Guidelines

Governing Board Policy-ACAA Title IX Sexual Harassment

Title IX of the Federal Education Amendments Act protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. The District does not discriminate on the basis of sex and is required by Title IX not to discriminate in such a manner. The District adheres to all conditions established by Title IX by recognizing the right of every student who attends school in the District and every employee who works in the District to do so without the fear of sexual harassment.

The District accepts and shall employ the definition of sexual harassment as established by the Title IX regulations. Sexual harassment means conduct on the basis of sex that satisfies one (1) or more of the following:

- A. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
- B. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
- C. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

The District also accepts and shall employ the definition of a complainant as an individual who is alleged to be the victim of conduct that could constitute sexual harassment, and a respondent as an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

SEXUAL OFFENSES

For Level three, four, and five sexual offenses, school administrators will work with the district's designated Title IX coordinator when issuing consequences.

Violation		Action Level
Harassment, Sexual	Making unwelcome sexual advances, requests for sexual favors, and other verbal, graphic, written, or physical conduct of a sexual nature where such conduct has the purpose or effect of creating an intimidating, hostile, or offensive educational environment. Sexual harassment can include nonverbal forms (e.g., "sexting," tweeting, or otherwise sending messages through networking sites and/or telecommunication devices).	3
Harassment, Sexual with Contact	Committing sexual harassment that includes physical contact.	3
Pornography	Possessing or providing sexually explicit and obscene depictions of persons, in words, or images. Examples: viewing and/or sharing nude or sexually-charged images (non-art, non-educational) of people in books, magazines, electronic devices, or on the internet; using an electronic device to send or receive nude images, partially-nude images, or images that are sexual in nature ("i.e. sexting"), or drawing nude images, partially-nude images, or images that are sexual in nature that have no redeeming educational value.	3
Indecent Exposure or Public Sexual Indecency	Engaging in sexual acts or public sexual indecency. Examples: Public urination, streaking, masturbation, "peeping tom" (including taking photos or videotaping), exposing another student's private parts, or engaging in intercourse or oral sex.	3
Sexual Assault or Rape	Intentionally or knowingly engaging in sexual intercourse or oral sexual contact with any person without consent of such person.	5 Mandatory report to law enforcement
Interventions for Sexual Offense Violation	Restorative Conference/Mediation, Behavior Contract, Skill-based Intervention Group, Support Group, Regional Intervention Program, Intensive Therapeutic Intervention (ITI) program, referral to school based Threat Assessment Team (TAT).	

HARASSMENT AND THREAT, INTIMIDATION

Violation		Action Level
Threat or Intimidation	Indicating, by words or conduct, the intent to cause physical injury or serious damage to a person or property, or intentionally placing another person in reasonable apprehension of imminent physical injury. This may include threats or intimidation that occur online or through a telecommunication device. <i>Pursuant to the requirements set in Guidelines, above, a Principal may, but is not required to elevate the Action Level for a student who by words or conduct, the intent to cause physical injury to a school employee or guest on school property or serious damage to an employee's property or guest of the district's property or intentionally placing a PESD #1 employee or school guest in reasonable apprehension of imminent physical injury. This may include, conduct that occurs through a telecommunication or digital device or online.</i>	3

Bullying	Intimidating students by the real or threatened infliction of repeated physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another, or when such act(s) interfere with the authority of the school system to maintain order. It may include but not be limited to actions such as Engaging in intentional behavior with another student that insults one's disability, race, color, religion/religious beliefs, sex, sexual orientation, gender identity or expression, age, or national origin or current or former immigration status which is covered in policy AC Non-discrimination, verbal taunts, name-calling and put-downs, including ethnically based or sex or gender-based verbal put-downs, and extortion of money and/ or possessions. Bullying can be physical in form (e.g., pushing, hitting, kicking, spitting, stealing); verbal (e.g., making threats, taunting, teasing, name-calling); non-verbal/ cyber-bullying (e.g., text messages, email, any social media; or psychological (e.g., social exclusion, spreading rumors, manipulating social relationships). Knowingly submitting a false report of bullying shall subject the student to discipline.	3
Harassment, Nonsexual	1. Anonymously or otherwise communicates or causes a communication with another person by verbal, electronic, mechanical, telegraphic, telephonic, or written means in a manner that harasses. 2. Repeatedly commits an act or acts that harass another person. 3. Surveils or causes another person to surveil a person for no legitimate purpose. 4. On more than one occasion makes a false report to a law enforcement, credit, or social service agency. 5. Stalking/following another person in or about a public place for no legitimate purpose after being asked to desist. <i>NOTE: Bullying and sexual harassment are types of harassment. Indicate harassment, nonsexual if the violation is not specifically bullying or sexual harassment, or if the specific type of harassment is not known.</i>	3
Hazing	Committing an act against another student, in which <u>both</u> of the following apply: 1. The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any organization (athletic team, association, club, or other similar group that is affiliated with the school and whose membership consists primarily of students enrolled at the school that is affiliated with an educational institution) affiliated with an educational institution. 2. The act contributes a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation.	3
Interventions for Harassment and Threat, Intimidation Violation	Restorative Conference/Mediation, Behavior Contract, Skill-based Intervention Group, Support Group, Regional Intervention Program, Intensive Therapeutic Intervention (ITI) program, referral to school based Threat Assessment Team (TAT).	

SCHOOL THREAT OR INTERFERENCE		
Definitions		
	A School Threat occurs where a student uses words or actions to place students, staff, or school property guests in apprehension of harm, or to interfere with or disrupt an educational institution.	
Violation		Action Level
Fire Alarm Misuse	Intentionally ringing a fire alarm when there is no fire, disabling a fire alarm, or misuse of a fire extinguisher.	4
Other School Threat	Where a student, acting either for the purpose of causing or in reckless disregard of causing interference with or disruption of an education institution, uses words or actions that do not	4

	amount to a threat but that place students, staff, or property guests in apprehension of harm (e.g., verbal threat not made directly to the school population or an individual, such as “I wish everyone here would just die”, firecrackers, social media in which other students see a student with either firearms or simulated firearms, etc.).	
Bomb Threat	Threatening to cause harm by using or threatening to use a bomb, or arson-causing device.	5 Expulsion required by law
Chemical or Biological Threat	Threatening to cause harm using dangerous chemicals or biological agents.	
School Threat	Making a School Threat that might reasonably lead to the evacuation or closure of a school property or to the postponement, cancellation, or suspension of any class or other school activity (though actual evacuation, closure, postponement, cancellation, or suspension is not required).	
<i>Interventions for School Threat or Interference Violation</i>	Restorative Conference/Mediation, Behavior Contract, Skill-based Intervention Group, Support Group, Regional Intervention Program, Intensive Therapeutic Intervention (ITI) program, referral to school based Threat Assessment Team (TAT).	

THEFT		
Violation		Action Level
Petty Theft	Stealing cash, or property, valued under \$100.	2
Theft - School Property or Non-School Property	Knowingly: 1. Controls property of another with the intent to deprive the other person of such property; or 2. Converts for an unauthorized term or use services or property of another entrusted to the student or placed in the student’s possession for a limited, authorized term or use; or 3. Obtains services or property of another by means of any material misrepresentation with intent to deprive the other person of such property or services; or 4. Comes into control of lost, mislaid, or misdelivered property of another under circumstances providing means of inquiry as to the true owner and appropriates such property to the person’s own or another’s use without reasonable efforts to notify the true owner; or 5. Controls property of another knowing or having reason to know that the property was stolen; or 6. Obtains services known to the student to be available only for compensation without paying or an agreement to pay the compensation or diverts another’s services to the person’s own or another’s benefit without authority to do so.	3
Burglary or Breaking and Entering	Entering or remaining unlawfully in or on the personal property of another, a classroom, a residential structure or yard, or a nonresidential structure, or in a fenced commercial property with the intent to commit any theft or any felony therein.	4
Extortion	Knowingly obtaining or seeking to obtain property or services by means of a threat to do in the future any of the following: 1. Cause physical injury to anyone by means of a deadly weapon or dangerous instrument. 2. Cause physical injury to anyone. 3. Cause damage to property. 4. Engage in other conduct constituting an offense. 5. Accuse anyone of a crime or bring criminal charges against anyone. 6. Expose a secret or an asserted fact, whether true or false, tending to subject anyone to hatred, contempt, or ridicule or to impair the person’s credit or business. 7. Take or withhold action or cause a public servant to take or withhold action. 8. Cause anyone to part with any property.	4
Robbery	Taking any property of another from their person or immediate presence and against their will; threatens or uses force against any person with intent either to coerce surrender of property or to prevent resistance to such person taking or retaining property.	4

Armed Robbery	Committing robbery (see definition above) where such person or an accomplice: (1) Is armed with a deadly weapon or a simulated deadly weapon; or (2) Uses or threatens to use a deadly weapon or dangerous instrument or a simulated deadly weapon.	5 Mandatory report to law enforcement
Burglary First Degree	Entering or remaining unlawfully in or on a residential structure or yard, or a nonresidential structure, or in a fenced commercial property with the intent to commit any theft or any felony therein. Knowingly possessing explosives, a deadly weapon, or a dangerous instrument in the course of committing any theft or any felony.	5 Mandatory report to law enforcement
Interventions for Theft	Restorative Conference/Mediation, Service Learning, Behavior Contract, Skill-based Intervention Group, Restitution	

WEAPONS AND DANGEROUS ITEMS, POSSESSION OF
SEE POLICY JICI FOR MORE DETAILS ON WEAPONS IN SCHOOL

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

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