



2024-2025

# Parent **Student** Handbook

*The Washington Elementary School District is committed to achieving excellence for every child, every day, every opportunity.*

# Washington Elementary School District #6

## 2024-2025 Parent/Student Handbook Agreement Forms

We acknowledge receiving and reading the entire 2024-2025 Student/Parent Handbook including:

- the Behavior Support Chart stated on pages II - XXXI
- the Student Violence/Harassment/Intimidation/Bullying Policy on pages XIX and XXVII;
- the Student Photographs section stated on page 6;
- the Electronic Information Services Agreements stated on the reverse side of this form, page 7 and the Responsible Use Agreement on page XLIII of the Appendix;
- the Searches/Seizures/Warrants Policy stated on pages XXXIX.
- the District will use an automated dialer system (Finalsite Mass Notifications) to communicate occasional messages and emergency information on page 2.

I, and my child(ren), agree to abide by all school and District policies and procedures outlined in the handbook. In return, I expect the administration, faculty and staff of my child's(ren's) school to provide my child with the type of education stated and implied in the Parent/Student Handbook. I understand that there are consequences that will result if my child violates the District's Discipline Policy or Electronic Services Agreement in a way that may impact and/or disrupt the educational services described in the Parent/Student Handbook. (Please include your e-mail address if you wish to receive educational information from Washington Elementary School District and/or communication from our Finalsite Mass Notification system.)

**For eighth grade parents only, please check the box:**

☐ I intend to enroll my 8<sup>th</sup> grade student at Glendale Union High School District next school year. I request that the Washington Elementary School District provide my 8<sup>th</sup> grade student's educational records to Glendale Union High School District.

Student's Printed Name: \_\_\_\_\_

Homeroom Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Please sign and return this form, **both FRONT and BACK**, to your child's(ren's) homeroom teacher.

**Please see reverse to read and sign the Electronic Information Services (EIS) Agreements.**

OFFICE

DATE RECEIVED: \_\_\_\_\_

INITIALS: \_\_\_\_\_

## ELECTRONIC INFORMATION SERVICES (EIS) AGREEMENTS

### Parent Agreement

As the parent or guardian, I have read the Acceptable Use Policy, student agreement and parent agreement (see page 6 and pages XLIII in the Appendix). I understand that Electronic Information Services, including the Internet and electronic mail, are intended for educational purposes only.

I understand that although the Washington Elementary School District has taken reasonable precautions to protect against my child's access to inappropriate materials, it is impossible for the District to restrict access to all controversial or offensive materials. I understand that teachers and staff will provide reasonable supervision to prevent access to inappropriate materials. I will not hold the District responsible for materials acquired by my child's use of the District's Electronic Information Services.

I agree that my child will abide by the Washington Elementary School District Acceptable Use Policy and rules on appropriate use of Electronic Information Services. I accept full responsibility for supervision if, and when, my child's use of the information services is not in a school setting. I acknowledge that my child will have access to the Internet and will abide by the terms and conditions of this agreement.

☐ I do not want my child to have access to the Electronic Information Services/Internet.

X \_\_\_\_\_  
Parent Signature

X \_\_\_\_\_  
Date

### Student Agreement

(Grades 4-8 require student signature.)

As a student, I understand that my use of the Washington Elementary School District's Electronic Information Services, including Internet and e-mail, is an educational tool. Inappropriate use will result in cancellation of these privileges and may result in disciplinary action. I understand that my work on the computer will not be private. My teachers or other staff may review all files and communications at any time without notice or permission. The District may terminate access, and review and delete files at any time.

X \_\_\_\_\_  
Student Name (print)

X \_\_\_\_\_  
Student Signature

**Student and Parent agreements are required for EIS usage. Each student and parent shall be required to sign an EIS agreement regarding guidelines and rules of EIS usage. EIS usage will be allowed after signing.**

# WASHINGTON ELEMENTARY SCHOOL DISTRICT POLICIES AND GUIDELINES

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## District Telephone Numbers

Main Number-----	602-347-2600
Academic Services -----	602-347-2820
Nutrition Services-----	602-896-5235
Human Resources -----	602-347-2600
KidSpace Child Care Services -----	602-896-6971
Special Services -----	602-347-2632
Superintendent -----	602-347-2602
Transportation Services -----	602-896-5270

# **District Policy Manual**

The information on the following pages is a summary of District policies, procedures and practice. These policies and procedures are revised periodically. If you have questions regarding the District's official policies or regulations or would like a copy of a policy or regulation, the complete policy manual is available online at [www.wesdschools.org](http://www.wesdschools.org).

## **Welcome to the Washington Elementary School District**

The Washington Elementary School District (WESD) is proud to serve a diverse population of nearly 20,000 students in north central Phoenix and east Glendale. The largest elementary school district in Arizona, WESD comprises 33 schools (19 K-6 schools, one K-5 school, seven K-8 schools, five middle/junior high schools and one online school (3-8).

We are proud of our rich heritage and we are committed to challenging students to soar to new heights of academic and personal achievement in a variety of settings. The Washington Elementary School District has a proven record as parents' best educational choice to ensure the success of their children!

### **School Site Councils**

The District encourages parent and community involvement in the schools and offers various opportunities for participation in the educational process including school site councils. Membership on site councils is strictly voluntary and must minimally include the following representation: parents or guardians of pupils enrolled at the school who are not employed at the school (equal to the number of teachers), teachers (equal to the number of parents or guardians), noncertified employees, community members, students when feasible and the principal of the school. The responsibilities of the site council are to review achievement, attendance, discipline and social/emotional data regarding agreed-upon school goals, short-term problem solving regarding school-level issues, and staff selection. The councils also promote communication among stakeholders and decision-making groups and are responsible for team growth. Members are elected through a democratic process to serve for one- or two-year terms. If you are interested in serving on your school's site council, contact your school office. School site councils are formed in accordance with A.R.S. (Arizona Revised Statutes) 15-351 – 15-352.

### **Communication**

Communication among parents, students, community members, and school and District staff is key to student achievement. The Washington Elementary School District is committed to communicating with families and the community on a consistent and timely basis. By doing this, the District is able to share its vision, mission, values, progress, and needs in an accurate manner. The following communication tools are utilized:

- District, school and community newsletters
- Individual teacher/classroom newsletters
- School site councils, PTA/PTOs
- District committees
- Special District publications
- Media
- School marquees
- School advisories
- Informational outdials, e-mails and/or texts using Finals site Mass Notifications, an automated notification system, in the event of a crisis or to communicate school or District information
- Governing Board regular and special meetings which are streamed on YouTube at WESDMediaServices.
- District Web site at [www.wesdschools.org](http://www.wesdschools.org)
- School Web sites
- Social Media – WESDSchools on Facebook, Instagram and LinkedIn.
- Peachjar – Digital flyer channel

For further information regarding communication, contact the Communications and Public Engagement Department at 602-347-2694.

### **Crisis and Emergency Management**

Each of the 33 schools in the Washington Elementary School District and the Administrative Center have crisis management guidelines and comprehensive plans designed to inform staff and students of what to do in the event of a crisis or an emergency. The plans are based on the District's Crisis Manual and contain vital information necessary to assist in any emergency situation. In addition, each school and the District Office have Crisis Response Teams that are mobilized in the event of an emergency to assist in providing information to students, staff, families and community. Fire and lockdown drills are practiced regularly at each site to ensure that safety procedures are well established and familiar to all. Parents/guardians can expect effective and efficient information communicated in a timely manner regarding school-related situations that may occur. In the event of a school or District emergency, you may be notified by your school administrator or a member of the District Crisis Team to do the following:

- Pick up your child(ren) early or at an alternative site.
- Receive phone, and e-mail and/or text notifications and updates using our Finals site Mass Notification system – it is important that we have a working personal phone number to call/text or a working email address. All changes to contact information are communicated to the school.
- Check our WESD Web site for current updates at [www.wesdschools.org](http://www.wesdschools.org). In the event of an emergency, information regarding the emergency may be added to the homepage.

### **Translations**

Translation Services' mission is to help students succeed by facilitating and broadening the home-school connection. District information is translated into Spanish for the largest non-English speaking population in WESD, and District

interpreters are provided for eight additional languages. For further information on translation services, contact Translation Services at 602-896-6290.

## **Visitors to School**

Parents of enrolled pupils and parents who wish to enroll their children in the School District may visit, tour and observe the schools and classrooms. Visitors, including parents and parents of prospective pupils, must follow the school's procedures for scheduling visits, tours or observations. The District may discontinue visits, tours, and observations if such events threaten the health and safety of the pupils and staff.

The District may not impose any requirement to wear a mask or face covering anywhere on the governmental entity's premises, except where long-standing workplace safety and infection control measures unrelated to COVID-19 may be required.

All visitors to any school must report to the school office upon arrival.

For those who wish to visit a classroom during the school day, the visitor must contact the principal in advance to arrange a day and time for such visit. Conflicts with the school schedule shall be avoided.

In visiting a classroom, the teacher's first responsibility is to the class as a whole, and the teacher will be unable to converse at any length with the visitor. If a conference is desired, arrangements will be made by the teacher for an appointment with the parent either before or after school hours.

No person may enter onto school premises, including visits or audits to a classroom or other school activity, without approval by the principal. Neither will any person be allowed to conduct or attempt to conduct any activity on school premises that has not had prior approval by the principal.

Anyone who is not a student or staff member of the District schools, and is in violation of this policy, may be asked to leave the property of the District. Failure to comply with the lawful directions of District officials or of District security officers or any other law enforcement officers acting in performance of their duties, and failure to identify oneself to such officials or officers when lawfully requested to do so, will be against District regulations. Failure to obey such instructions may subject the person to criminal proceedings applicable under law.

## **Volunteers**

The WESD values the service and contributions of school and District volunteers. The varied talents and expertise of parent and community volunteers greatly enhance the educational process. If you are interested in volunteering, contact the school office.

## **Health Services**

### **School Nurse/Health Technician**

Nurses and health technicians provide health services in the Washington Elementary School District. Services include hearing and vision screening, medication administration, first

aid, health assessments to determine illness or injury and health education. If you have questions or concerns, contact your school health office.

## **Immunizations**

As stated in Arizona Administrative Code, R9-6-702, immunization against each of the following diseases is required for attendance of a child in any school:

- Diphtheria;
- Tetanus;
- Pertussis;
- Hepatitis B;
- Poliomyelitis;
- Measles (rubeola);
- Mumps;
- Rubella (German measles);
- Varicella;
- Meningococcal;
- Haemophilus influenza type b (Hib) for a child 2-59 months of age in a day care program; and
- Hepatitis A, for a child one (1) through five (5) years of age in a day care program.

A child is in compliance with the requirements if he or she has met the criteria of the appropriate immunization schedule as recommended by the Department of Health Services or is actively in the process of meeting criteria as evidenced by having one (1) dose of each of the required immunizations and has established a schedule for completion the required immunizations. If the schedule is not adhered to, a student may be suspended.

A child shall not be allowed to attend school without submitting documentary proof to the school administrator unless the child is exempted from immunization pursuant to A.R.S. 15-873. Upon enrollment, schools shall forbid attendance or (suspend) a student not meeting the requirements for immunization or exemption from immunization. Homeless/highly mobile students will be referred to the liaison for homeless students and shall not be required to comply with the immunization requirements

## **Vision and Hearing Screening**

Students are screened for vision and hearing in accordance with the Department of Health Services guidelines. The goal is to remove health-related barriers to learning. Parents or guardians are informed of the results if follow-up care is recommended. School-based screenings are not intended to replace routine wellness examinations by your primary health care provider. If you do not want your child to participate in screenings, please notify the school health office in writing.

## **Head Lice (Pediculosis) Procedure**

Pediculosis is a common problem among school-aged students. Lice are tiny insects that live on the human scalp. They lay eggs called nits that attach firmly to the hair shaft. Lice are transmitted directly from one person to another, or by contact with articles that have come into contact with an infected person (combs, brushes, hats, bedding, and

upholstery). Students with lice will be excluded from school until treatment with a pediculocide shampoo has been initiated and the vast majority of nits have been removed. Students must be checked by the nurse or health technician prior to returning to class.

### **Emergency First Aid/Illness**

The nurse, health technician, teacher, or a member of the staff may give first aid. If the student is seriously injured and needs medical attention, every attempt will be made to contact the parent or guardian. If the parent or guardian cannot be reached, the school will exercise its legal option to act in the place of the parent or guardian and secure emergency treatment.

When a student becomes ill at school, he or she should report to the health office. If it is determined that the student needs to go home, the parent or guardian will be contacted. Students may not leave campus without an adult.

Parents and guardians are urged to keep students at home if they suspect that they are ill. Early treatment may shorten the course of the illness, and the health of the other students and staff is protected.

### **Homebound Services**

Requests for homebound instruction must be made to the school office and include medical certification stating the general medical condition that is the reason the student is unable to attend school. "Homebound" means a student who is capable of profiting from academic instruction but is unable to attend school due to illness, disease, accident or other condition for a period of not less than three (3) months or for intermittent periods of time totaling three (3) months during a school year. If approved, teachers of homebound students will be sent to the homes of eligible students. Classroom teachers are expected to work with the teachers of homebound students concerning materials to be covered in order that each homebound student may rejoin the class upon return to school.

### **Returning to School Following Serious or Prolonged Illness, Injury, Surgery or Hospitalization**

A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization (including psychiatric and drug or alcohol inpatient treatment), should provide written permission by a licensed medical provider to attend school, including any recommendations regarding physical activity/restrictions or limitations related to the school setting.

### **Emergency Information**

It is important to keep the student emergency information updated. The following information is required:

- Current home address and phone number
- Cell phone numbers
- Place of employment and phone number

- Name and phone number of person(s) responsible for the student in the event parents or guardian(s) cannot be reached in an emergency situation

Conditions such as diabetes, epilepsy, cardiac disease, asthma and allergies should be noted on the health record and be brought to the attention of the nurse or health technician.

### **Accident Insurance**

Accident insurance plans are available from an independent company to parents of all students. Information is available in the school office. You are encouraged to review the benefits and pricing.

## **District Services**

### **English Language Learners (ELL)**

The Washington Elementary School District adheres to applicable federal rules, regulations and Arizona statutes. On February 14, 2019, SB1014 was passed and signed changing the minimum required daily minutes of English Language Development (ELD) to 120 minutes for grades K-5 and 100 minutes for grades 6-8 in a Structured English Immersion Program. The Washington Elementary School District has three program offerings for our English Learners: The Two-Hour Model, The Pull-Out Model, and The Newcomer Model.

#### **Program Goals**

1. Provide English language learners with intensive, research-based instruction in English so that they will become academically proficient in English as rapidly as possible.
2. Ensure placement in special programs such as Gifted Education and Special Education, as needed.
3. Encourage participation in all school activities, such as athletics, student government and the performing arts.
4. Work cooperatively with families and community members to meet the social, physical and emotional needs of students.
5. Promote cross-cultural understanding and acceptance of diversity.
6. Meet national and state requirements for identification, assessment and reassessment.

### **Family Resource Centers - Washington Resource Intervention Center (WRIC)**

The WESD is proud to offer valuable resources to families with children from birth to five years old known as WRICS, that are focused on:

- Connecting Families to community resources for food, clothing, medical services, etc.;
- Providing Parent Support Programs with workshops and events; and
- Offering Early Literacy Programs like Rock & Rhyme Storytime, Laugh & Learn Family Play Groups, visits to the Science Center, the Phoenix Zoo and so much more!

For more information or for family support, please call one of the three locations:

Moon Mountain Elementary – 602-896-6086



## Gifted Services

In accordance with Arizona law, gifted services are provided to students of lawful school age identified as gifted in one or more of the verbal, quantitative, or nonverbal reasoning areas. Service is provided in the identified area. A gifted child is one who is at or above the 95<sup>th</sup> percentile in one or more of the aforementioned areas. If you think your child may need these services, contact your child's teacher or the school principal for more information or call 602-347-2651.

## Head Start Preschool

Washington Elementary School District preschools serve 3½ to 5-year-old children. Students must be four by December 31 of the current school year. The programs are based on sound developmental theories of how children learn and grow. They offer a child-centered environment in which young children can thrive. WESD has Head Start and special needs preschool classrooms located at various campuses.

The school sites offering WESD Head Start operate under specific health and safety regulations as designated by the Department of Health Services Office of Child Day Care Licensing. Inspection reports are available upon request at each school.

For more information about Head Start, please call 602-347-4806.

## KidSpace Child Care

Washington Elementary School District Extended Day Child Care programs (KidSpace) are developmentally appropriate programs for students in preschool through sixth grade. They are supported by the community through tuition paid by parent fees, grants from government agencies and DES subsidies. The quality programs are licensed through the state and are located on 22 different elementary campuses. For more information, call 602-896-6971.

## KidSpace Early Childhood Enrichment

KidSpace Early Childhood Enrichment (ECE) Programs are proud to participate in the Arizona Quality First program. Quality First – a signature program of First Things First – partners with child care and preschool providers to improve the quality of early learning across Arizona. The WESD KidSpace ECE program is offered at Abraham Lincoln Traditional, Chaparral, Ironwood, Lakeview, Lookout Mountain, Orangewood and Roadrunner Elementary Schools.

## Library Media Services

Every school in the Washington Elementary School District has a well-equipped library media center that serves to provide resources for the curriculum at every grade level. The purpose of a school library is to support our students' education as lifelong learners and readers by putting resources in the hands of students, encouraging students to read, teaching students the skills necessary to evaluate information, and encouraging student responsibility. All students are

eligible, within school guidelines, to check out resources for home use.

## Nutrition Services

The Washington Elementary School District participates in the National School Breakfast, Lunch, and After-School snack programs sponsored by the United States Department of Agriculture and is held to a high standard of nutrition, accountability, and food safety. Meals are free for all enrolled students during the school year. To obtain free meals, the student must take the minimum amount required for a "reimbursable meal" under the Offer vs. Serve meal pattern. If a student takes less than the minimum amount, they will be charged a la carte for the items they have taken. The most up-date breakfast, lunch, and snack menus can be found online at <https://linqconnect.com/public/menu/AG9J56> and allows you to view images and descriptions of our menu items, review nutrition information, and filter menu items by allergens.

## Special Needs Preschool (Search to Serve)

SEARCH (Seeking Educationally At Risk Children) to Serve conducts Child Find activities within the WESD. The purpose of Child Find is to locate and evaluate children aged two years and nine months to five years old who are suspected of having a disability. If the disability impacts their learning or educational performance, special education and/or related services may be recommended.

The WESD offers a Special Needs Preschool Program designed for children identified through the Child Find Process. This program is:

- a free program intended for children two years and nine months old to five years old with an identified disability,
- for children who live within the WESD boundaries,
- staffed with a WESD Early Childhood Special Education teacher and one or more teaching assistants,
- designed with in-class therapies (speech, language, occupational and physical therapy) for two and a half hours a day, four days a week (Monday, Tuesday, Thursday and Friday), and
- a language rich, play-based program that provides developmentally appropriate instruction guided by Arizona State Early Learning Standards.

For more information, please call 602-347-4850.

## Social Services

The mission of the WESD Social Services Department is to help students, in partnership with families and the community, achieve optimal educational success. School social workers are bachelor's and master's level professionals who are the link between home, school and the community. They provide direct and indirect services to students and families to promote and support students' academic and social success. Currently, 32 WESD schools have a full-time social worker or school counselor. Programs are funded through Title I, county, state and federal sources. Social Services staff receive professional development to assist in providing a safe, supportive and respectful learning environment in which



students may succeed. The type of services provided to students and families include:

- Prevention programs that promote a safe and supportive school culture;
- School-wide social, emotional and behavioral support;
- Short-term individual or group support, when needed;
- Coordination and collaboration with community partners and organizations;
- Parent education, information and community resources connections;
- When available, basic-need resources such as clothing, school supplies and food boxes or referrals to local or community agencies; and
- Homeless/highly mobile student coordination and support through the McKinney-Vento Act.

For more information, please contact Social Services at 602-347-2652 or 602-347-2636.

### **McKinney-Vento Homeless Assistance Act**

The McKinney-Vento Homeless Assistance Act is the federal law that entitles children who are homeless or highly mobile to a free, appropriate public education and requires schools to remove barriers to their enrollment, attendance, and success in school.

The Washington Elementary School District is committed to providing quality education for all students. This includes providing additional assistance to those children who are experiencing homelessness. School office managers, nurses, and social workers are trained to help families in obtaining services offered by WESD. For additional information, call 602-347-2652.

#### **Definition of Homeless/Highly Mobile**

- A school-age child who lacks a fixed, regular, and adequate nighttime residence; or
- A school-age child who has a primary nighttime residence that is any of the following: shelters/transitional housing; staying with other people due to a loss of housing, economic hardship, or similar reason; or a place not designed for human accommodations.

#### **Homeless Students' Rights**

- Receive a free appropriate public education.
- Enrolling in school immediately, even if lacking documents normally required for enrollment.
- Choice to remain in their school of origin or transfer to a school in their current attendance area.
- Receive educational services comparable to those provided to other students, according to your children's needs.

#### **Parents' Rights to the Education of Their Children**

- You do not need a permanent address to enroll your child in school.

- You have a choice of school placement. Your child may remain at the same school he or she attended before becoming homeless, or enroll at the school serving the attendance area where you are receiving temporary shelter.
- Your homeless child cannot be denied school enrollment just because school records or other enrollment documentation is not immediately available.
- Your child has the right to participate in all extracurricular activities and all federal, state or local programs for which your child is eligible, including food programs; before- and after-school care programs; vocational education; Title I; and other programs for gifted, talented and disadvantaged learners.
- Your child may have a right to transportation services to and from school.
- If you do not agree with the educational placement of your child, you and your child have the right to receive prompt resolution of any dispute.

### **Special Education Services**

The Washington Elementary School District has specific responsibilities under the Individuals with Disabilities Education Act, Arizona Revised Statutes, Title 15, Sections 761-772 and under Section 504 of the Rehabilitation Act of 1973 to identify, evaluate and provide free, appropriate public education for qualified children with disabilities. These laws define a child with a disability as any child who:

- Has a mental, emotional or physical disability; and
- Because of the disability, needs special education and related services.

In order to fulfill its obligation under Section 504, the Washington Elementary School District recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. Discrimination against any person with a disability will not knowingly be permitted in any of the programs and practices in the school system.

WESD has a responsibility under the Individuals with Disabilities Act, Arizona Revised Statutes, Title 15, Section 761-772 and under Section 504 of the Rehabilitation Act of 1973 to identify, evaluate, and provide Free Appropriate Public Education (FAPE) for qualified children with disabilities. Free Appropriate Public Education refers to special education and related services described in an Individualized Education Program (IEP) and provided to the child in the least restrictive environment (LRE). Children with disabilities, and their parents, are guaranteed certain educational rights, known as procedural safeguards, from birth to age 22. The law and its implementing regulations also provide methods to help assure that their input is considered. For a copy of the procedural safeguards call the District's Special Education Department at 602-347-2632.

### **Student Photographs**

The following procedures govern student photographs:

1. At the start of each school year or upon initial enrollment in the District, each school will provide parents with a

Parent/Student Handbook that will include a form giving parents the opportunity to opt-out of the use of a student's photograph in any videotape, television, or still photograph that will be used by the District for educational purposes (see Opt Out form in the Appendix). If a parent opts out of using a student's photograph, that student's photograph will not be used in publications or videos for educational purposes or in promotions, such as advertisements.

2. The District will provide all schools with a list of qualified vendors to provide student photography services. Vendors that the District selects must agree to comply with the District's student photography policy and regulation and must demonstrate, to the District's satisfaction, the vendor's internal safety measures that are used to protect student photographic images from inappropriate or unauthorized use. Additionally, selected vendors must agree to indemnify the District against liability resulting from the vendor's noncompliance with the District's photography policy and regulation or the vendor's own internal procedures.

## Technology

### Appropriate Use of Electronic Information Services

The Washington Elementary School District provides various Electronic Information Services (EIS) to educators, students, staff and the community. These services include, but are not limited to:

- Educational curriculum related software
- Google Workspace Account
- Office 365 Account
- The Internet

### Technology use to support educational goals

Washington Elementary School District may provide EIS to qualified students who attend District schools and WESD staff. District educators, parents and voters support and fund student use of technology in school because it is important for education. Students without technology skills and network access are at an educational disadvantage. It is important that students learn how to safely and appropriately use technology and the Internet. The District requires safe, appropriate, and lawful use of existing school facilities, including science labs, libraries and athletic fields. New technology also requires safe, appropriate and lawful use. All usage of EIS is to be in support of education and WESD goals. Anyone who uses EIS, even with personal technology, must follow WESD guidelines and rules for acceptable use. **Each student/parent will be required to sign an EIS Use Agreement. Please see the Parent/Student Handbook Agreement forms at the front of this book and the Electronic Information Section of the Appendix.** As the District actively monitors for safe and appropriate use, anyone who misuses, abuses or chooses not to follow the guidelines and/or rules shall be denied access to Washington Elementary School District EIS and may be subject to disciplinary action.

### Blocking access to inappropriate information

In accordance with the Washington Elementary School District's desire to use technology for educational purposes

only, the District has software to filter and deny access to inappropriate Internet Web sites. Filtering supports early detection of potentially harmful content and situations in order to provide appropriate intervention. WESD staff (who are responsible for students on the Internet) will provide reasonable guidance and instruction to students on its use. Parents, students, and staff must be aware that due to the lack of restriction of the Internet, there is still a possibility of accessing information that has not been screened by educators and may not be consistent with other WESD policies. It is ultimately the individual EIS users who are responsible for their communications and use of EIS. The District may deny access and close the accounts of those individuals who do not use EIS appropriately. The Washington Elementary School District does not assume liability for an individual's inappropriate use of EIS.

## Title I

The purpose of Title I is to enable schools to provide additional opportunities for children to acquire the knowledge and skills outlined in Arizona Academic Content standards and WESD curricula.

1. Title I funds are supplemental in nature and are allocated to schools having high concentrations of low-income students. Title I schools provide additional instructional services for academically at-risk students to ensure progress toward meeting performance standards.
2. Title I schools are responsible for involving staff and parents in the planning, design, training and evaluation of the program.

## Title I Parent Involvement Procedures

Washington Elementary School District is committed to engaging all parents in their children's education in meaningful ways. Meaningful parent and family engagement includes: (1) outreach to parent and family members of all WESD children; (2) the implementation of programs, activities and procedures to involve parents and family members in Title I programs; and (3) meaningful consultation with parents in the planning and implementation of these programs. This goal allows the District to meet federal and state parent and family engagement requirements.

To meet these requirements and fulfill WESD's commitment to parent involvement, each Title I school develops a written parent and family engagement plan holds an annual Title I meeting at a convenient time and invites all parents to attend. The annual Title I meeting

- informs parents of their school's participation in Title I and explains the program requirements and the rights of the parents to be involved. The meeting also provides parents with an
  - explanation of the curriculum and achievement levels at the school, and
  - opportunities for regular meetings to participate in decisions relating to the education of their student.
- Finally, each year school leadership develops a school-parent compact with parents that describes how families,

staff and students will share responsibility for improved student academic achievement and parent-teacher communications that develop a partnership to help students achieve state standards. These school-parent compacts are signed by teachers, students and parents and kept on file in the school office.

- WESD parent-teacher communications include:
  - Parent-teacher conferences, at least annually;
  - Frequent progress reports to parents;
  - Reasonable parent access to communicate with staff, to volunteer and to participate in their child's class, and to observe classroom activities;Regular, two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

### **Title III**

The English Language Development (ELD) program is designed to promote student success in school by providing instruction in the development of listening, speaking, vocabulary, reading, writing skills and grammar in the English language. To ensure that all students in the program learn English as quickly as possible.

- WESD parent-teacher communications include:
  - Frequent progress reports to parents;
  - Regular, two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

### **Title VI – Indian Education**

Title VI provides for the planning, development and implementation of education programs to meet culturally related academic needs of American Indian/Alaska Native students. Title VI enhances community outreach, parent training/empowerment, curriculum enrichment and professional development training for teachers relative to Indian issues.

For a complete explanation of programs, please contact the Washington Elementary School District at 602- 347-2663.

## **Academics**

### **Homework Guidelines**

Homework is an integral part of the total WESD instructional program. Parents and staff should view it as an important adjunct to the school day. The following guidelines will clarify for students, parents and staff the purposes of homework assignments:

1. Homework should be used to reinforce skills already taught, to work on research (independent study), to complete projects and to complete assignments, such as reading chapters in social studies and literature books. In essence, homework should be at the practice and application level where the student is able to perform the work at a high rate of success.

2. It is recognized that each student has individual needs and that these needs can be met through additional study. Meaningful homework assignments are desirable in the development of responsibility and academic growth.
3. The time that is required to complete a homework assignment should be carefully considered. Usually, this is determined by grade level, but the student's abilities generally will dictate the best procedure to follow. Teachers in departmental settings should coordinate homework assignments.
4. Parents are requested to help students by establishing homework guidelines in the home. These include a quiet place to study and cooperating with the teacher in seeing that the assignments are completed. If parents have a question regarding homework, they should discuss it with the child's teacher and, if necessary, the school principal.

### **Field Trips**

Field trips, student activities and extracurricular programs are an integral part of the instructional program of the Washington Elementary School District. They relate to approved courses of study and enrich learning opportunities for students. They must be appropriate for the age level, grade and curriculum, but are not considered to be a part of the curriculum, and students will not be graded or tested on the activity.

Students going on a field trip must have a permission slip signed by their parent or guardian prior to the field trip. Individuals other than a parent or guardian who are chaperoning the field trip must follow District procedures.

### **Promotion and Retention**

If a parent chooses not to accept a decision of a teacher to promote or retain their student to or in a specific grade level, the parent may request in writing that the Governing Board review the teacher's decision. This written request should be sent to the Superintendent's office for processing.

### **Report Cards**

The school year consists of two approximately 18-week semesters divided into four nine-week reporting periods. Students receive a report card at the end of each reporting period. Report cards will be provided to parents or guardians for examination. Parents are to sign the report card before it is returned to school. Parents are urged to contact the teacher at any time with questions regarding their student's progress.

### **School Recognition Programs**

Academic recognition programs such as Principal's List and Honor Roll have criteria established by each school. Contact the school office for specific information.

## **Student Conduct**

### **Behavior Standards**

Students shall not engage in improper behavior, including but not limited to the following:

- Any conduct intended to obstruct, disrupt, or interfere

with teaching, research, service, administrative or disciplinary functions, or any activity sponsored or approved by the Governing Board.

- Threatening an educational institution by interference with or disruption of the school per A.R.S. 13-2911 and 15-841.
- Physical abuse of or threat of harm to any person on District-owned or controlled property or at District-sponsored or supervised functions.
- Damage or threat of damage to property of the District, regardless of the location, or to property of a member of the community or a visitor to the school, when such property is located on District-controlled premises.
- Forceful or unauthorized entry to or occupation of District facilities, including both buildings and grounds.
- Unlawful use, possession, distribution, or sale of tobacco, (including tobacco substitutes, electronic cigarettes, other chemical inhalation devices or vapor products), alcohol, or drugs or other illegal contraband on District property or at school-sponsored functions.
- Conduct or speech that violates commonly accepted standards of the District and that, under the circumstances, has no redeeming social value.
- Failure to comply with the lawful directions of District officials or any other law enforcement officers acting in performance of their duties, and/or failure to identify themselves to such officials or officers when lawfully requested to do so.
- Knowingly committing a violation of District rules and regulations. Proof that an alleged violator has a reasonable opportunity to become aware of such rules and regulations shall be sufficient proof that the violation was done knowingly.
- Engaging in any conduct constituting a breach of any federal, state, or city law or duly adopted policy of the Board.
- Carrying or possessing a weapon on school grounds.

In addition to the general rules set forth above, students shall be expected to obey all policies and regulations focusing on student conduct adopted by the Board. Students shall not engage in any activities prohibited herein, nor shall they refuse to obey any order given by a member of the faculty or staff who is attempting to maintain public order. For further details, see the Appendix.

### **Student Conduct in the Classroom**

Arizona law stipulates that no one has the right to interfere with or cause a disruption in an educational institution. It is WESD's obligation to provide maximum instructional time for students. If a student becomes unruly, every attempt will be made to remove that student from the classroom. Depending on the circumstance, and at the discretion of school administration, it may be necessary to remove other students from the classroom in addition to, or instead of, the unruly student. If this occurs, students will reassemble in another area of the school, and instruction will resume as

quickly as possible. Parents will be notified if a disruption such as this occurs.

### **Student Conduct on School Buses**

In accordance with Arizona State Statutes, bus transportation may be provided for students who live more than one mile from the school within their attendance boundaries. Transportation is a privilege extended to students in the District boundaries and is not a statutory requirement, except for transportation of students with disabilities as indicated in their respective individual education plans (IEP). The Transportation Department's first priority is to assure the safety of all students who ride its buses. Students shall conform to all policies and regulations relating to conduct on school buses. Should you have any concerns regarding transportation, please call dispatch at 602-896-5270.

#### **Photo IDs**

Students must have their ID with them to ride the bus. If a student does not have his or her ID card in the morning, the student will be asked to sit in the front of the bus or his or her assigned seat.

- The student will be instructed to go to the office and obtain a new ID by lunchtime. If he or she cannot purchase a new card that day, the student will receive a temporary bus pass for that day only.
- The student must get a new ID by the following day or he or she will be refused boarding the bus to go home. Parents will be notified to pick up the student.
- Replacement cost for the ID cards is \$2.00.

#### **Kindergarten Bus Riders**

During the first two weeks of school, kindergarten students will be dropped off at their bus stop only if an adult is present to receive the child. Those students, who are not met by an adult, will be returned to school. After the first two weeks of school, kindergarten students will be dropped off unattended, unless they are uncomfortable with their surroundings and will be returned to school.

#### **Early Release Wednesdays**

Students will be dropped off 90 minutes earlier than their usual drop off times.

#### **Responsibility of the School Bus Driver**

In accordance with Arizona Administrative Code R17-9-104: "Any person boarding or attempting to board a school bus, whether or not a passenger, shall comply with all instructions given by a school bus driver" A bus driver has the same authority as a teacher in the classroom. All adult passengers, such as activity sponsors, teachers, etc., will assume supervision of the students on the bus, but will also follow the authority of the school bus driver. Safety is not just a driver concern, but is shared responsibility throughout the District.

#### **Bus Routes**

In compiling the bus stops, routes and schedules, consideration is made for fairness, efficiency and safety of the students. Students are required to be at their designated bus stop five minutes prior to their scheduled pick up time. Bus schedules are available on the WESD Transportation web page. Students are only allowed to exit the bus at their assigned stops. If a student is going home with another

student or needs to get off at a different bus stop other than his or her assigned stop, a note signed by the parent/guardian needs to be written to the school administration and approved by an administrator. The note will then be attached to a bus pass authorizing the student to get off at a different bus stop.

### **Bus Expectations**

The bus is an extension of the school setting with all rules of behavior for the school in effect on the bus. Disorderly conduct or refusing to respect the authority of the school bus driver shall be sufficient reason for the pupil to be denied transportation. The school bus driver may assign seats. All students who will ride the bus should become familiar with the bus expectations for their safety, as well as others. The following bus expectations are posted in all school buses and must be followed at all times. Bus drivers will make every attempt to ensure that students are familiar with these expectations.

### **Washington Elementary School District Bus Expectations**

**Violation of the bus expectations may result in a discipline referral and could lead to suspension of bus privileges. Riding the bus is a privilege not a right.**

#### **Be Safe**

1. Stay back from the bus
2. Stay seated
3. Keep head, hands, feet and objects to self

#### **Be Respectful**

1. Keep the bus clean and graffiti-free
2. Use inside voices
3. Use school-appropriate language

#### **Be Responsible**

1. Follow staff directions
2. Keep food, drink and belongings in your backpack
3. Be on-time to the bus

### **State law forbids the following items on a school bus:**

glass, insects, animals, tobacco, drugs, weapons and dangerous items.

### **Athletic Competition Expectations**

WESD schools are committed to maintaining and improving high standards of conduct during athletic competitions. Please keep in mind that this is elementary and middle school competition, and therefore, is still considered a developmental setting, with the focus being to learn the fundamentals and personal conduct associated with each sport.

All spectators, coaches, and players, no matter their personal feelings of loyalty, should reflect an attitude of **sportsmanship**. To that effect, we ask everyone to support the best these athletes have to offer, and not to provide distractions or disruptions, with the intent to influence in a negative way, the efforts of these developing athletes.

#### **Spectators Code of Ethical Behavior**

- I will encourage good sportsmanship by demonstrating positive support for all players, coaches, and officials at every game, practice, or event.

- I understand that if I have an issue, I must speak with the coach in a private, appropriate, and timely manner and that I am not to speak to officials about the game.
- I will place the emotional and physical well-being of my child and team ahead of the personal desire to win.
- I will be supportive of my child, the team, and the coaching staff throughout the entire season by offering encouragement, displaying a positive attitude, and using language appropriate for the school setting.
- I will remember that the game is for the students – not for adults.
- I will, through my own actions, teach my student how to treat other players, coaches, fans, and officials with respect regardless of the other person's ability.
- I will do my very best to make youth sports fun for my athlete and will help my athlete to enjoy the season.

### **Student Dress**

Washington Elementary School District (WESD) encourages students to take pride in their attire as it relates to the school setting. Students should dress in a manner that takes into consideration the educational environment of safety, health and welfare of self and others. District Dress Code Standards shall not interfere with individual choice regarding dress and grooming, with the following guidelines:

Students must wear:

- Clothing that covers body parts (buttocks, chest, abdomen, pelvis, back) with non-see-through material
- Clothing that covers undergarments
- School ID's
- Shoes with hard soles

Students may wear:

- Clothing that does not depict images/logos of alcohol, drugs, drug paraphernalia, weapons and profanity
- Head coverings that allow face and ears to be visible
- Religious headwear/face coverings
- Tops or dresses with straps.

All dress code standards are gender-neutral and will be applied equally to all individuals, regardless of their gender.

### **Mandatory Uniforms**

The Governing Board recognizes that a mandatory student uniform code may serve to enhance a positive, productive and safe school environment that contributes to increased student achievement. The Superintendent will establish procedures to ensure that all mandatory uniform codes are planned and implemented in accordance with Governing Board policy. This policy and these regulations will not be applied to infringe on any established constitutional rights. Therefore, the Board will permit school councils to establish mandatory uniform codes when such codes are collaboratively planned and implemented by parents, staff, and students, and when provisions are made to provide uniforms to those students whose family demonstrates that the acquisition of the mandated clothing would create an economic hardship.

Students may face consequences for noncompliance with an established uniform code; however, no student will be suspended out of school.

### **Student IDs**

The safety of students traveling to and from school, as well as their safety at school, is of primary importance to the Washington Elementary School District. With this in mind, WESD has implemented technology to make it easier to identify students when they are on campus, in the cafeteria and in the library, and to verify when and where students enter and exit a school bus.

All WESD students are required to wear IDs while on the school campus and on buses. Students will be provided a picture ID at the beginning of the school year at no cost. Students will be checked for compliance throughout the school day. If a student does not comply with the school dress code in wearing his or her ID card, the student will be disciplined accordingly. Students may not be allowed on the bus if an ID is not present. IDs must be visible at all times.

If students deface, destroy, render their ID unreadable or lose their ID, they will be required to purchase a replacement.

### **Detention of Students**

Reasonable detention during break-time, lunchtime, or at the close of the school day is permitted, provided that appropriate consideration is given to student transportation, weather, and other extenuating circumstances. However, a student shall not be denied the privilege of eating. Detention should not exceed one (1) hour per day.

### **Corporal Punishment**

The use of corporal punishment is prohibited in all WESD schools.

### **Student Hazing**

There shall be no hazing, solicitation to engage in hazing or aiding and abetting another who is engaged in hazing of any person enrolled, accepted for or promoted to enrollment, or intending to enroll or be promoted to District schools within 12 calendar months. For further details, see the Appendix.

## **Attendance**

### **Student Absences and Excuses**

The regular school attendance of a child of school age is required by state law. Regular school attendance is essential for success in school and students should be in their seats at the designated start time; therefore, absences shall be excused only for necessary and important reasons. Such reasons include illness, bereavement, doctor appointments, other family emergencies and observance of major religious holidays of the family's faith, and out-of-school suspensions not to exceed 10% of the instructional days for the school year.

In the event of a necessary absence known in advance, the parent is expected to inform the school; if the absence is caused by emergency, such as illness, the parent is expected to telephone the school office.

### **When Absent from School**

State law mandates that the school record reasons for all student absences. Therefore, when a student is absent, it is necessary for the parent to call the school on or before the day of the absence in order to advise the school as to the reason for the absence. All absences not verified on or before the day of the absence by parental or administrative authorization will remain unexcused.

If a parent does not have access to a phone, either at home or at work, a note will be accepted for verification purposes.

For absences greater than one day in length, the school should be notified each day of the absence unless the school receives prior notification for consecutive absences.

All personnel will solicit cooperation from parents in the matter of school attendance and punctuality, particularly with regard to the following:

- The scheduling of medical and dental appointments after school hours except in cases of emergency.
- The scheduling of family vacations during school vacation and recess periods.

The school may require an appointment card or a letter from a hospital or clinic when the parent has not notified the school of an appointment of a medical or dental nature.

The school will record a tardy for students arriving late in the morning (but not enough time to be counted as an absence) and an early out for leaving early (but not enough time to be counted as an absence).

### **Absence Notification**

The school shall make a reasonable effort to promptly telephone and notify parents or guardians of a student in grades kindergarten through eight within two hours after the first class in which the student is absent if an excuse or authorization of absence from the parent or person having custody of the student has not been provided to the school office.

The District and its Board, employees, or agents are not liable for failure to notify.

Further, on or before the enrollment of a student in grades kindergarten through eight, the District shall notify parents or other persons who have custody of a student of their responsibility to authorize any absence of the student from school and to notify the school in advance or at the time of any absence. The District also requires that at least one telephone number, if available, be given to the school office so that a "reasonable effort to notify by telephone" may be accomplished. This telephone number, if available, shall be provided at the time of enrollment of the student in the school. The parents or guardians of a student shall promptly notify the school of any change in this telephone number.

### **Court Unified Truancy Suppression (CUTS)**

School attendance is not only a good habit, but it is **state law** (A.R.S. 15-802/15-803). Arizona State Law requires that

parents ensure that their children between the ages of six and sixteen attend school regularly.

To encourage and improve school attendance, WESD has implemented a truancy service in partnership with Maricopa County Juvenile Court. This truancy service is called C.U.T.S. (Court Unified Truancy Suppression).

Schools will be tracking attendance very closely. Your child is expected to be in school every day, and on time. When a student has five or more unexcused absences or 19 total absences, the student or parent can be cited for Truancy. The citation would require that both the parent and the child to appear in a CUTS hearing. Consequences at the hearing may include the following:

#### **Consequences for Youth**

- Citation for Truancy on youth's juvenile record
- CUTS hearing with a Probation Officer
- Possible consequences a PO can assign may include:
  - Community Service hours
  - Educational Classes
  - After school tutoring
  - Writing assignments
  - Counseling

#### **Consequences for Parents**

If schools decide to refer parents to the courts, possible consequences could be:

- Criminal Offense (Misdemeanor 3)
- Up to 30 Days in Jail
- Up to \$1000 Fine
- Required Parenting Class

This service is another way that WESD is working with the community to ensure a quality education for all students. Please note that the school reserves the right to have a CUTS Officer speak at orientations and assemblies and to have Truancy Officers speak to students (6-8<sup>th</sup> grade) either individually or in groups.

### **Early Release from School**

#### **Student Dismissal Precautions**

No student will be removed from the school grounds, from any school building, or from any school function during school hours except by a person authorized to do so by the student's parent or by a person who has legal custody of the student, except as A.R.S. 8-303, 8-304, and 8-802 shall apply. Before a student is removed, the person seeking to remove the student must present, to the satisfaction of the principal or designee, evidence of proper authority to remove the student. If any police or court official requests the dismissal of a student during school hours, parents should be notified as soon as possible.

#### **Student Release Requirements**

- At the time of school admission, the principal or designee must complete the student's permanent record form, which will identify the student's legal name and the name, address, and telephone number of the student's lawful custodian(s).

- Before releasing a student during the school day, the principal or designee shall be responsible for the verification of the identity of any lawful custodian or any representative seeking release of a student.
- If a lawful custodian, as indicated on the student's permanent record, is not recognized by sight, the principal or designee shall require satisfactory identification before such release. If there is a doubt, release may not be granted.
- In the case of a written or verbal authorization by a lawful custodian of record, the principal or designee shall require satisfactory verification of the message as being from the lawful custodian of record. If there is a doubt, release may not be granted.
- If an unauthorized person refuses to honor the decision of the principal or designee, the principal shall call the local police authority.
- If, in the granting of a release of a student, a change in the record of the student's lawful custodian(s) becomes apparent and is verified to the satisfaction of the principal or designee, such change shall be entered immediately on the student's permanent record.
- If any police or court official requests the release of a student during school hours, parents should be notified as soon as possible.

### **Unclaimed Student After School**

The principal/principal's designee and one other employee will supervise any unclaimed student remaining after school dismissal. Supervision is to be maintained by no fewer than two employees until the student is claimed by his or her parents or otherwise removed from the school. The school will need to develop specific procedures for how this supervision will be provided. In extreme situations where a school is unable to maintain the two adult ratio, a member of the District Crisis Team should be notified.

Notification of the parent(s) and those persons designated as emergency contacts will be attempted. The principal/designee will complete the Unclaimed Student After School form to document all attempts at contact. This form is to be maintained for school records.

If the student is claimed within one hour of the student's dismissal time the principal or principal's designee may:

- Review dismissal time for the student with the person claiming the student.
- Review the procedure for students left unclaimed after school.
- Request the signature of the person claiming the student on the Unclaimed Student After School form.
- Request an update of parent contact information, if necessary.

If the person claiming the student is not the parent or legal guardian, the parent or legal guardian will be mailed a letter reviewing the above and including a copy of the completed Unclaimed Student After School form.



If the student has not been claimed within one hour of the student's dismissal time, the principal or principal's designee may contact Crime Stop at 602-262-6151 and make a report of child neglect followed by a call to the Department of Child Safety (DCS) at 1-888-767-2445 to make a similar report. Both calls will request the child be placed in protective custody. Both calls will be documented on the Unclaimed Student After School form and include:

- The time of both calls;
- The names of the police and DCS personnel the reports were taken by.

The principal or designee and one other employee will wait with the student until the police or DCS representative arrives.

All the student's pertinent personal information —address, parent's name(s), contact information, etc., will be given to the officer/DCS worker who arrives to provide protective custody.

The officer/DCS worker who provides protective custody will supply the school personnel with such information as name, badge/identification number, and location where the student will be relocated. This information will be recorded on the Unclaimed Student After School form.

In a situation where protective custody is relinquished to an outside agency the parent or legal guardian will be sent a certified letter explaining the District procedure, including a copy of the Unclaimed Student After School form and a request for updated contact information.

## **Student Information**

### **FERPA (Family Educational Rights and Privacy Act)**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. The Governing Board has established written policies regarding the collection, storage, retrieval, release, use and transfer of student educational information collected and maintained pertinent to the education of all students to ensure the confidentiality of the information and to guarantee parents' and students' rights to privacy. These policies and procedures are in compliance with:

- The Family Educational Rights and Privacy Act; Title 20, United States Code, Sections 1232g and 1232h; and the Federal Regulations (34 C.F.R., Part 99) issued pursuant to such act.
- Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act of 2001 (USA PATRIOT ACT).
- No Child Left Behind Act of 2001 (NCLB).
- The Individuals with Disabilities in Education Act; 20 U.S.C. Chapter 33; and the Federal Regulations (34 C.F.R. Part 300); and Arizona Revised Statutes, Title 15, sections 141 and 142.

Student education records are collected and maintained to help in the instruction, guidance and educational progress of the student, to provide information to parents and staff

members, to provide a basis for the evaluation and improvement of school programs and for legitimate educational research. The students' records maintained by the District may include, but are not necessarily limited to, identifying data, report cards and transcripts of academic work completed, standardized achievement test scores, attendance data, reports of psychological testing, health data, teacher or counselor observations and verified reports of serious or recurrent behavior patterns.

The records are maintained under the supervision of the school administrator and are available only to teachers and staff members working with the student. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Otherwise, records are not released to most agencies, persons or organizations without prior written consent of the parent [34 C.F.R. 99.7].

You shall be informed when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to your child. The information must be maintained for two years after the date your child was last enrolled in the District.

You have the right to inspect and review any and all records related to your child within 45 days of the day the District receives a request for access, including a listing of persons or organizations that have reviewed or have received copies of the information [34 C.F.R. 99.7]. Parents who wish to review their children's records should contact the principal for an appointment or submit to the principal a written request that identifies the record(s) you wish to inspect. School personnel will make arrangements for access and notify you of the time and place where the records may be inspected. School personnel will be available to explain the contents of the records to you. Copies of student education records will be made available to parents when it is not practical for you to inspect and review the records at the school. Charges for the copies of records will be the cost of copying unless the fee prevents the parent from exercising rights to inspect and review those records.

You have the right to request that an amendment be made to the student's education records and to add comments of your own if you believe information in the record file is inaccurate or misleading [34 C.F.R. 99.7(a)(1)]. You should write the principal, clearly identify the part of the record you want changed and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by you, the school will notify you of the decision and advise you of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided when you are notified of the right to a hearing.

You have the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

## Student Records

### Designation of Directory Information

The District may disclose “directory information” without written consent unless you have advised the District to the contrary in accordance with District procedures. Directory information is information that is generally not considered harmful or an invasion of privacy if released. Its primary purpose is to allow the District to include this type of information in certain school publications, such as a yearbook, newsletters, class pictures, programs (dramatic and athletic), Web pages or honor roll. Directory information includes the following: student’s name, address, telephone listing and date and place of birth; names of parents/guardians; student’s electronic mail address, photograph, grade level, major field of study, dates of attendance, enrollment dates, extracurricular participation, weight and height if a member of an athletic team, and awards received.

Unless you opt out, the District will disclose directory information under limited circumstances. The District will not disclose directory information unless the District or school will use the information in a publication or a third party has requested the information for a reason that, in the judgment of the District, serves the student’s best interest. For example, the District will comply with directory information requests from another school in which a student seeks to enroll, persons or organizations who inform students of educational or occupational opportunities, including official military recruiting representatives, law enforcement and the Department of Child Safety. The District will not provide directory information for commercial purposes, other than to companies designated to sell yearbooks, student and class photographs, and such items.

### Opt Out Form

You may choose to opt out of directory information releases by completing an Opt Out form and submitting it to the school office within three (3) weeks of receiving this handbook. The form is available in the “Forms” section of this handbook or online at [www.wesdschools.org/](http://www.wesdschools.org/) or in the school office. **A new Opt Out form must be submitted each year.** Please also share your wishes with your child’s teacher.

Copies of District student education records and record confidentiality policies and procedures may be reviewed in the assigned office in each school [34 C.F.R. 99.7(a)(2) and 99.7(b)]. You have the right to file a complaint with the Family Educational Rights and Privacy Act Office in Washington, D.C., concerning alleged failures by the school to comply with the requirements of FERPA [34 C.F.R. 99.7]. The name and address of the office that administers FERPA is:

Family Policy Compliance Office - U.S. Department of Education  
400 Maryland Avenue, SW - Washington, DC 20202-4605

## Withdrawals

A withdrawal form shall be presented to the parent or legal guardian of a student who may or must withdraw from school. The withdrawal form shall include space for the reason for

withdrawal and the signature of an official of the school from which the student has withdrawn.

Reasons for withdrawal may include:

- Parents or legal guardians moving from the District or to an area served by another school within the District.
- Parents requesting the withdrawal of students who have passed their sixteenth birthday.
- Expulsion or long-term suspension by the Governing Board.

Upon withdrawal, the student shall return all books and other school property.

## Change of Address

If your address changes, it is imperative that you report to the school office to complete an Attestation of Arizona Residency form and submit, in support of this attestation, a copy of a document that displays your name and current residence address.

Acceptable documents include:

- Valid Arizona driver’s license, Arizona identification card
- Valid Arizona motor vehicle registration
- Valid Arizona Address Confidential Program authorization card
- Property deed
- Mortgage documents
- Property tax bill
- Residential lease or rental agreement (including Section 8 agreement or off-base military housing)
- Utility bill (water, electric, gas, cable, or phone bill)
- Bank or credit card statement
- W-2 wage statement
- Payroll stub
- Certificate of tribal (506 Form) enrollment or other identification issued by a recognized Indian tribe located in Arizona.
- Documentation from state or federal government agency (Social Security Administration, Veteran’s Administration, Arizona Department of Economic Security)

If you are unable to provide any of the foregoing documents, please provide with the Arizona Residency Documentation form, an original Affidavit of Shared Residence signed and notarized by an Arizona resident who attests that you have established residence in Arizona with the person signing the affidavit. The Affidavit of Shared Residence form is available in the school office.

## Change of Phone Number

If your phone number changes, it is imperative that you notify the school immediately so that the school has current information in order to communicate with you in case of an emergency.

## Animals in School

After receiving the principal’s prior permission, a parent may bring a pet into the classroom for educational purposes. Parents are required to take the pet home. Prior to bringing the

pet into the classroom, the school will determine whether any students in the class are allergic to that particular animal. Pets that are poisonous, may inflict injury, or pose a risk of injury will not be allowed at school.

## **Student and Parent Rights**

### **Custodial/Noncustodial Parental Rights and Responsibilities**

The District honors all current court orders or decrees pertaining to custody situations. **It is the responsibility of adults having custody of a student to submit to the school a current certified copy of the effective court order or decree.**

In sole custody situations, the custodial parent has the right to determine the student's education unless the custody decree provides otherwise. Where parents share joint legal custody, neither parent's rights are superior with regard to determining the child's education unless specified otherwise by the court or parents in the final judgment or order.

Custody is irrelevant to a parent's rights to see their child's educational records. Such records are available to any parent unless the District has been provided a court order, state statute, or legally binding document that specifically terminates a parent's rights to see the child's educational records. The District shall not act merely on the desire of one parent to prevent the other parent from seeing the student.

### **Objectionable Materials**

The Washington Elementary School District respects the rights of parents to make decisions regarding the literature their children read. Therefore, if, at any time, parents have a concern and wish to request that their child(ren) not read a specific selection, parents should place that request in writing and submit it to the school principal, and the request will be honored.

### **Police Interrogations and Arrests**

The Governing Board recognizes that compulsory attendance laws impose on the Governing Board the custodianship of the public school children of the District while they are present in the schools (in loco parentis). Because of this responsibility, when a Department of Child Safety (DCS) worker or peace officer interviews a student, specific procedures are followed. For further details see the Appendix.

### **Public Concerns and Complaints**

Whenever a complaint is made directly to the Governing Board as a whole or to a Governing Board member as an individual, it shall be referred to the Superintendent for investigation according to Board Policy.

The administration will develop a procedure for courteously receiving complaints and will take steps to make proper replies to complaints. If resolution of a problem cannot be accomplished at the building level, either party may refer the matter to the Superintendent for review.

The Governing Board will consider hearing citizen complaints when they have not been resolved by the administration. Matters referred to the Governing Board as a whole must be in writing, should clearly identify the problem and specifically state the desired action. The Governing Board will not consider or act on complaints that have not been explored at the appropriate administrative level.

### **Safe Gun Storage**

Providing our students and staff in the Washington Elementary School District with a safe educational environment remains one of our top priorities. We are all aware of incidents of gun violence in our surrounding communities, and across the nation. It is estimated that 4.6 million American children live in households with at least one loaded, unlocked firearm. Research shows that secure firearm storage practices are associated with up to an 85 percent reduction in the risk of self-inflicted and unintentional firearm injuries among children and teens. Storing firearms securely protects any child in the home as well as students throughout the school district and community. You can learn more and download helpful resources; including a secure storage fact sheet, talking to your children about guns, and facts and resources on child firearm suicide, at [BeSMARTforKids.org/resources](https://BeSMARTforKids.org/resources)

### **Student's Bill of Rights**

The Washington Elementary School District believes students learn best when schools and students work together as equal partners. They wanted to make a commitment to this idea, so they wrote a Student Bill of Rights with input from parents, students, teachers, and district staff.

The purpose of this Bill of Rights is to help schools create welcoming environments and provide various opportunities for students to collaborate with the school community. The goal is to improve student success and provide students with an outline for ways to self-advocate.

#### **I. Right to Education**

Rights as a Student:

- Every student, no matter who they are, has the right to go to school for free and get a good education. Teachers choose teaching to inspire curiosity and support students' interest, so students will feel comfortable exploring interesting ideas and asking lots of questions.
- You have the right to join school activities if you meet the expectations.

Responsibility as a Student:

- It is necessary to attend school regularly and participate actively in class to make the most of their education.
- Students will follow school expectations to maintain a positive learning environment for everyone.
- Students need to take school seriously, try their best, and make their education meaningful, and show their best effort in everything they do.
- Students should not miss out on the opportunities to learn!

#### **II. Right to a Safe Environment**

Rights as a Student:

- Students have the right to a clean environment safe from physical harm.
- Students have the right to safe and clean classrooms, restrooms, playgrounds, cafeterias, and buses.

#### Responsibility as a Student:

- As important members of the school community, it's everyone's job to make sure our school is a nice place to be by keeping it safe and clean.
- Students won't do things that could hurt others or damage property.

### III. Right to a Supportive Environment

#### Rights as a Student:

- Students have the right to an environment that is mentally and emotionally safe from discrimination, harassment, bullying, and violence where students are able to be themselves without being left out.
- All students have the right to know and have access to the adults who provide emotional support around campus.
- Teachers and adults will make sure students have enough help and support creating an environment where everyone can feel happy.

#### Responsibility as a Student:

- If students are going through a tough time or are feeling unsafe, they will let someone know.
- If students see someone being bullied, they will talk to a teacher or an adult they trust. Adults are there to help.
- Students will respect others' privacy by not peeking in restrooms or asking personal questions.

### IV. Right to Freedom of Expression

#### Rights as a Student:

- Students have the right to talk, write, and create in a respectful tone while following the expectations, without fear or worry from anyone.
- When it comes to how students dress, it's cool to be yourself, but everyone needs to feel comfortable and safe.

#### Responsibility as a Student:

- Students speak and share their thoughts respectfully and in a kind manner that follows expectations at school and away from school.
- Students will be mindful that our clothing choices should not disrupt the learning environment and follow expectations.
- Students need to know their limits on social media and think about how what they say affects others.

### V. Right to Privacy

#### Rights as a Student:

- Students have the right to privacy concerning their personal information, academic records, with the understanding that communication is professional and for the wellbeing and safety of the student.

#### Responsibility as a Student:

- Students need to keep their passwords and personal information safe, and not share them with anyone.
- They need to be mindful of where they share photos and information to protect their privacy.

### VI. Right to Fair Evaluation

#### Rights as a Student:

- Students have the right to fair assessments that make sense by using clear rules to decide their grades, and they will know what those rules are.
- Grading will be fair for everyone. Students will have the chance to show how and what they learn.

#### Responsibility as a Student:

- Students will treat their classmates with respect, and not blame others.
- Talking to the teacher about grading, assignments, questions, etc. is an important way to exercise this right.
- Students will keep up with their progress by looking at StudentVUE.

### VII. Right to Due Process:

#### Rights as a Student:

- Students should be able to be heard by others in situations where they are accused of doing something wrong and, when reasonable, to have parent representation.
- Students should be able to speak their minds about concerns without getting in trouble.
- Students have the right to speak about their consequences and know why they are receiving them.
- Students have the right to appeal by working with adults to problem solve.

#### Responsibility as a Student:

- Students are responsible for following the rules and making good choices to avoid getting into trouble.
- If students think something is unfair, they can express their thoughts respectfully and responsibly to their teacher or another trusted adult in private.
- Students will be honest and explain their side of the story.
- If students are accused of something, they will be honest and share their perspective knowing they may still get consequences, but it's important to communicate openly so adults will listen and understand their point of view.

### VIII. Right to Adequate Resources:

#### Rights as a Student:

- Students have the right to access resources like pens/pencils, notebooks, erasers, technology, Chromebooks, approved websites, and IDs.
- Students have the right to basic first aid and personal hygiene products, in case of an emergency.

#### Responsibility as a Student:

- Students need to respect school materials and use them wisely.
- If students need something for class, like a book or a Chromebook, pencils, notebooks, or anything else, they need to let their teacher know.
- The websites and resources provided by schools should be used responsibly.

### IX. Right to Participate in Decision Making

#### Rights as a Student:

- Students have a say through the Student Council and other ways to express feelings, influence decisions that affect their learning, and safety.
- All students have the right to participate in a variety of extracurricular activities, after-school programs, and field trips, etc.

- Students have the right to work with teachers and peers to make the classroom environment a better community.
- Responsibility as a Student:
- When given a chance to be part of decisions, students will think about what's best for everyone.
  - Students will use their voice responsibly in the Student Council or when making decisions with their peers.
  - Students need to respect the rules and expectations created collaboratively in classrooms and activities.
  - If students have ideas, they will share them in a respectful way.

## Parents' Bill of Rights

*Enacted by the 49<sup>th</sup> Arizona Legislature, 2<sup>nd</sup> Regular Session [2010]) Session Law Chapter 307, Arizona Revised Statutes 1-601 and 1-602*

### Parents' Rights Protected

The liberty of parents to direct the upbringing, education, health care and mental health of their children is a fundamental right.

This state, any political subdivision of this state or any other governmental entity shall not infringe on these rights without demonstrating that the compelling governmental interest as applied to the child involved is of the highest order, is narrowly tailored and is not otherwise served by a less restrictive means.

### Parents' Bill of Rights; definition

All parental rights are reserved to a parent of a minor child without obstruction or interference from this state, any political subdivision of this state, any other governmental entity or any other institution, including, but not limited to, the following rights:

- The right to direct the education of the minor child.
- The rights of parents identified in Title 15, including the right to access and review all records relating to the minor child.
- The right to direct the upbringing of the minor child.
- The right to direct the moral or religious training of the minor child.
- The right to make health care decisions for the minor child, including rights pursuant to sections 15-873, 36-2272 and 36-2272, unless otherwise prohibited by law.
- The right to access and review all medical records of the minor child unless otherwise prohibited by law or the parent is the subject of an investigation of a crime committed against the minor child and a law enforcement official requests that the information not be released.
- The right to consent in writing before a biometric scan of the minor child is made pursuant to section 15-109.
- The right to consent in writing before any record of the minor child's blood deoxyribonucleic acid is created, stored or shared, except as required by section 36-694, or before any genetic testing is conducted on the minor child pursuant to section 12-2803 unless authorized pursuant to section 13-610 or a court order.

- The right to consent in writing before the state or any of its political subdivisions makes a video or voice recording of the minor child, unless the video or voice recording is made during or as part of a court proceeding, during or as part of a forensic interview in a criminal or child protective services investigation or to be used solely for any of the following:
  - Safety demonstrations, including the maintenance of order and discipline in the common areas of a school or on pupil transportation vehicles.
  - A purpose related to a legitimate academic or extracurricular activity.
  - A purpose related to regular classroom instruction.
  - Security or surveillance of buildings or grounds.
  - A photo identification card.
- The right to be notified promptly if an employee of this state, any political subdivision of this state, any other governmental entity or any other institution suspects that a criminal offense has been committed against the minor child by someone other than a parent, unless the incident has first been reported to law enforcement and notification of the parent would impede a law enforcement or child protective services investigation. This paragraph does not create any new obligation for school district, and charter schools to report misconduct between students at school, such as fighting or aggressive play, that are routinely address as student disciplinary matters by the school.
- The right to obtain information about a child protective services investigation involving the parent pursuant to section 8-807.

This section does not authorize or allow a parent to engage in conduct that is unlawful or to abuse or neglect a child in violation of the laws of this state. This section does not prohibit courts, law enforcement officers or employees of a government agency responsible for child welfare from acting in their official capacity within the scope of their authority. This section does not prohibit a court from issuing an order that is otherwise permitted by law. (A.R.S. §1-602)

Any attempt to encourage or coerce a minor child to withhold information from the child's parent shall be grounds for discipline of an employee of this state, any political subdivision of this state or any other governmental entity, except for the law enforcement personnel.

Unless those rights have been legally waived or legally terminated, parents have inalienable rights that are more comprehensive than those listed in this section. This chapter does not prescribe all rights of parents. Unless otherwise required by law, the rights of parents of minor children shall not be limited or denied. (A.R.S. §1-602)

For the purposes of this section, "parent" means the natural or adoptive parent or legal guardian of a minor child. (A.R.S. §1-602)

Where the term "section" appears, it is to be understood as the identified section of the Arizona Revised Statutes (A.R.S.).

# APPENDIX

## Washington Elementary Behavior Support Chart

What follows is the Washington Elementary School District's Behavior Support Chart, which is a framework designed to foster a positive and respectful learning environment for students in grades K-8. This chart serves as a guide for understanding expectations, addressing violations, implementing consequences (actions), and applying interventions to promote behavioral growth and development. Our commitment to equity and fairness is reflected in our approach to consider mitigating and aggravating circumstances when determining appropriate consequences and interventions for each student.

### Behavior Support Chart Overview:

By integrating the mentioned components into the following Behavior Support Chart, WESD aims to create a school environment where every student has the opportunity to thrive academically and socially while learning from their experiences and contributing positively to the community. Through collaboration between students, parent/guardian, teachers, and administrators, we endeavor to build a culture of respect, responsibility, and resilience within WESD.

### VIOLATIONS

The Behavior Support Chart outlines specific behavioral expectations for students in grades K-8. These expectations encompass a wide range of behaviors, from classroom conduct to interactions with peers and staff. Violations are categorized into **Types** and **Levels** of severity within those types, ensuring clarity and consistency in addressing various behavioral issues.

**Incident Types** - All behaviors fall into one of the following incident types. The definitions of the various **Types** and specific violations within those types can be found in the Behavior Support Chart by clicking the links or scrolling through the pages.

<a href="#">Attendance</a>	<a href="#">Aggression</a>	<a href="#">Alcohol, Tobacco and Other Drugs</a>
<a href="#">Arson</a>	<a href="#">Digital Citizenship - Technology</a>	<a href="#">Harassment, Threat and Intimidation</a>
<a href="#">Kidnapping</a>	<a href="#">Lying, Cheating, Forgery or Plagiarism</a>	<a href="#">Other Violations of School Policies</a>
<a href="#">School Threat</a>	<a href="#">Sexual Offenses</a>	<a href="#">Theft</a>
<a href="#">Trespassing</a>	<a href="#">Vandalism or Criminal Damage</a>	<a href="#">Weapons and Dangerous Items</a>
<a href="#">Bus Behaviors</a>		

**Note:** Bus Behaviors are identified with their own section due to the uniqueness of the situation, even though the behavior in question will be labeled under one of the Types listed. For example, yelling loudly could happen in a classroom. It is a Disruption, found under Other Violations of School Policy. That would be the same thing no matter the location, but yelling out the bus window is a unique situation, because unlike in a classroom, the behavior affects the safe transport of many others in and around the bus because it potentially distracts the driver's attention from the road. Therefore, such a disruption is also seen as a Bus Behavior and may call for different responses specific to the bus.

### Incident Levels - [Incident Levels Explained](#)

The incident Level expresses how violations vary in degree of severity. It is possible for Behaviors to fall into the same Incident Type as those with higher or lower Levels due to their level of severity. For example, Recklessness and Fighting are within the Aggression Incident Type, but due to the difference in severity, they are included in different levels and therefore handled differently.

Level 0	Tracked Behaviors specific to attendance
Level 1	Lower Level Disruptive Behaviors - Minor Behaviors
Level 2	Medium Level Behaviors impacting others and the school more significantly
Level 3	High Concern Violations - Disruption to safety and orderliness of school
Level 4	Severe Violations - Potentially Illegal, Dangerous Behaviors
Level 5	Extremely Severe Violations - Illegal, Dangerous Behaviors



### **Actions Taken (Minimum and Maximum Responses):**

The Washington Elementary School District places high priority on providing each student with the opportunity to learn within a safe and stimulating environment. For this reason, the Governing Board accepts the responsibility for identifying those behaviors, which, if allowed to exist without restrictions and appropriate disciplinary action, would interfere with individual and group learning, and would interfere with the orderly conduct of our public schools. Furthermore, the Governing Board charges the staff with the responsibility for enforcing the rules of conduct, establishing consistency in their enforcement, and maintaining an appropriate learning and behavioral environment.

The following section is most appropriate to high school students; however, the same expectations are held for K-8 students. According to Arizona law (ARS 15-341), the Governing Board also has the authority to discipline students for disorderly conduct on their way to and from school. The Governing Board gives this responsibility to the local school administration. The Governing Board also gives the school administration authority to discipline students for disorderly conduct and other offenses at school sponsored activities. It is the student's obligation to report dangerous objects such as knives, explosives, weapons and/or illegal substances to the principal.

The consequences associated with each violation are tiered based on the severity of the behavior. This tiered approach allows for graduated responses that align with the nature and frequency of the infraction. Standard Consequences include:

### **LEGEND OF ACTION CATEGORIES**

- A. Conference with school official (i.e., teacher, counselor, administrator) who will attempt to reach an agreement with the student as to acceptable behavior.
- B. Formal conference between the student and one or more school officials. A record is kept of the student's commitment to corrective behavior.
- C. Parent/guardian involvement by telephone, letter or personal conference.
- D. Temporary or permanent removal from class means the student is not to attend one or more classes for a specified period of time. During this period of removal, the student may be assigned appropriate on-campus duties, alternative classes, or a temporary placement. Temporary removal of a student from class may include confinement of a student in an enclosed space without supervision. (\* See Confinement Mandatory Provisions)
- E. Out-of-school detention means the student is detained before school, during lunch period or after school for a specific purpose.
- F. Appropriate individualized assignment and/or loss of privilege means the school official devises an assignment to fit the offense and/or the school official removes from the student one or more privileges usually associated with the offense.
- G. In-school suspension (1-5 days) means the student is removed (suspended) from class(es) but is kept on campus under the supervision of a staff member. The student is usually given an appropriate assignment during this time period. Saturday or another day of detention may be employed as an alternative.
- H. Out-of-school suspension (1-5 days) means the student, following due process, is suspended from school and placed under the supervision/responsibility of the parent/guardian. Saturday or another day of detention may be employed as an alternative. Students must remain off campus for the duration of the suspension.
- I. Out-of-school suspension (6-10 days) means the student, following due process, is suspended from school and placed under the supervision/responsibility of the parent/guardian. Such action may precede recommendation for expulsion. Students must remain off campus for the duration of the suspension.
- J. Immediate suspension means the student shall be removed from campus due to clear and present danger to any or all concerned. Students must remain off campus for the duration of the suspension.
- K. Long-term suspension means that the school principal may recommend to the superintendent an extension of a suspension beyond the maximum ten days. The superintendent, after careful consideration of the facts of the case, may extend the suspension until a succeeding Governing Board meeting where the Board will act on his or her recommendation. As with any suspension, due process must be followed. The parent/guardian may appeal the recommendation by filing a written appeal with the superintendent before the Governing Board takes action. Students must remain off campus for the duration of the suspension.
- L. Expulsion is the permanent removal from all Washington District schools (see due process procedures.) \*Confinement Mandatory Provisions – Prior written consent from a parent/guardian shall be acquired before confinement for disciplinary purposes for any pupil in the District, except when a school principal or teacher determines that the pupil poses imminent physical harm to self or others. When confinement is used, the principal or teacher shall make a reasonable attempt to notify the pupil's parent/guardian in writing by the end of the same day that the confinement was used.

This list is not all-inclusive. A student committing an act of misconduct not listed will, nevertheless, be subject to the discretionary authority of the school administrator or superintendent.

## INTERVENTIONS

[COMMON INTERVENTIONS](#) - Use this link to view a more detailed description of common interventions.

Beyond the traditional actions the school may take in response to a student's behavior (shown above), school administrators or the superintendent may wish to provide additional measures during the school day or in after school programs, to support and encourage learning from daily situations. Those measures are reflective, instructional or restorative in nature, and are implemented with the intent to promote personal growth. Knowing schools and families want the same for children, interventions often encourage the family or guardian to take part in these actions, so the school and family work with the child towards mutual outcome. **PLEASE NOTE:** Interventions shown in the chart are options, but may not always be available or considered most appropriate. They are not intended to be an exhaustive list.

### **Interventions for K-4 Grade:**

For students in kindergarten through fourth grade, the focus is on age-appropriate interventions that encourage more knowledge building since predictably they have had less experiences to know how to choose a more positive behavior. These may include scenario lessons or skill building activities, positive reinforcement strategies, behavior contracts, behavior plans tailored to individual needs, apologies, time to work with others on the specific behavior, or classroom-based interventions designed to address the root causes of misbehavior.

### **Interventions for 5-8 Grades:**

Older students in grades 5-8 are provided with more specific interventions to support their development. These may involve skill building, discussion sessions with peers and adults, peer mediation, restorative justice practices such as apologies or community service, and personalized behavior plans tailored to individual needs.

## MITIGATING AND AGGRAVATING CIRCUMSTANCES

Our commitment to finding the most equitable and fair way to support our students' behavioral development is evident in our consideration of mitigating and aggravating circumstances. Factors such as a student's individual needs, personal challenges, or extenuating circumstances are taken into account when determining appropriate actions and interventions. Mitigating circumstances may result in a more lenient response, emphasizing support and understanding, while aggravating circumstances may lead to more stringent consequences, with a focus on addressing and correcting the behavior. At the bottom of each behavior category, there will be a list of common circumstances which apply to all types of incidents. In order to avoid redundancy, the chart only includes circumstances which are unique to that behavior, or need specific consideration due to the uniqueness of the behavior within a school setting.

In the rare occasion when violations are severe enough that law enforcement is required, those situations may have very limited options for interventions and the mitigating and aggravating circumstances will be defined more by the investigation as the law requires.

[Common aggravating and mitigating circumstances for all types of behaviors:](#) - Use this link to view a more detailed description of common aggravating and mitigating circumstances.

**"Aggravating Circumstances"** - are conditions which compound or increase the severity of the behavior and therefore guide proportionally a potentially greater response or consequences from the school/district.

**"Mitigating Circumstances"** - are conditions which lessen or decrease the severity of the behavior and therefore guide proportionally a potentially lesser response or consequences from the school/district.

### **Common circumstances which are considered include, but are not limited to the following:**

- Severity and intensity
- Injury or damage
- Level of Disruption
- Responsibility or remorse
- Previous similar behavior
- Motivation for the behavior
- Legal considerations
- The age of the student
- The ability of the student to understand the conduct
- Special intellectual, psychological, emotional, environmental or physical characteristics of the student

Attendance	Responses/Consequence			<a href="#">Circumstances for Considerations</a>	
	Intervention(s)	Minimum Based on mitigating circumstances	Maximum Based on aggravating circumstances		
<b>Tardy</b>			<a href="#">Level 0</a>		
Arriving at school or class after the scheduled start time.	<b>K-4</b> Positive rewards and recognition (stickers, greetings, check-in) <b>5-8</b> Above interventions Staff interaction - check-in/check-out Contract with student and family Make up time missed on student's time (lunch, after school)	A: Conference with School Official	K: Long-term Suspension	<b>Mitigating Circumstances-</b> High Level Family Emergency Conditions walking to school - weather, safety, construction, etc. Age of student Medical impact on transport Outside service transport	<b>Aggravating Circumstances-</b> Tardiness is taking significant time away from learning Student is making the choice- walking and ditching Proximity to school is not a barrier Age of student School has provided interventions and the family is not responsive.
<b>Attendance Violation, Other</b>			<a href="#">Level 0</a>		
Loitering or lingering outside of assigned areas.	<b>K-4</b> Positive rewards and recognition (stickers, greetings, check-in) <b>5-8</b> Above interventions Staff interaction - check-in/check-out Contract with student and family Make up time missed on student's time (lunch, after school)	A: Conference with School Official	H: Out-of-school Suspension (1-5 Days)	<b>Mitigating Circumstances-</b> Parent/Guardian dropped student off too early or picks up too late Language barrier Age of student Student intention of being present on campus outside of hours or not where they are assigned. Medical concerns Fear for their physical safety	<b>Aggravating Circumstances-</b> Refuses directions to enter class or transition locations. Level or disrupting the education of others. Planned with others to not be in the assigned location. Not communicating with adults if "lost", "scared", or "confused" about where they are supposed to be.
<b>Leaving School Grounds without permission</b>			<a href="#">Level 0</a>		
Leaving school grounds or being in an "out-of-bounds" area during regular school hours without permission of the principal or principal designee. Students who leave without permission create a serious legal liability problem for the District.	<b>K-4</b> Instructional Lesson/Activity about the danger of not being on campus when expected. Contract with student and family Positive rewards and recognition <b>5-8</b> Above interventions Make up time missed on student's time (lunch, after school)	C: Parent/Guardian Involvement	K: Long-term Suspension	<b>Mitigating Circumstances-</b> Students was unaware of the boundaries and time of school There was a proven concern for safety Student returned immediately without prompting	<b>Aggravating Circumstances-</b> Student ignored efforts made to educate students about the boundaries and times of the school. The student made no attempt to work with the staff in order to assist with reasons they felt they needed to leave.

Truancy/Unexcused Absence		Level 0		
<p>Truancy as defined by A.R.S. §15-803 is an unexcused absence for at least one class period during the day.</p> <p><b>Unexcused Absence</b> - When a student is not in attendance for an entire day and does not have an acceptable excuse. <b>Truancy</b> - The state of Arizona requirement for school attendance and definitions for truancy are as follows: A.R.S. §15-803. School attendance; exemptions; definitions</p> <p>A. It is unlawful for any child between six and sixteen years of age to fail to attend school during the hours school is in session, unless either:</p> <ol style="list-style-type: none"> <li>1. The child is excused pursuant to A.R.S. §15-802, subsection D or A.R.S. §15-901, subsection A, paragraph 6, subdivision (c).</li> <li>2. The child is accompanied by a Parent/Guardian or a person authorized by a Parent/Guardian.</li> <li>3. The child is provided with instruction in a home school.</li> </ol> <p>B. A child who is habitually truant or who has excessive absences may be adjudicated an incorrigible child as defined in A.R.S. § 8-201. Absences may be considered excessive when the number of absent days exceeds ten percent of the number of required attendance days prescribed in A.R.S. §15-802, subsection B, paragraph 1.</p> <p>C. As used in this section:</p> <ol style="list-style-type: none"> <li>1. "Habitually truant" means a truant child who is truant for at least five school days within a school year.</li> <li>2. "Truant" means an unexcused absence for at least one class period during the day.</li> <li>3. "Truant child" means a child who is between six and sixteen years of age and who is not in attendance at a public or private school during the hours that school is in session, unless excused as provided by this section</li> </ol>	<p><b>K-4</b></p> <p>Positive rewards and recognition (stickers, greetings, check-in) Contract with student and family</p> <p><b><u>Five unexcused/unverified</u></b></p> <p>Five day letter from school notifying Parent/Guardian</p> <p><b><u>Ten unverified, truant or total absences</u></b></p> <p>Ten day letter to be sent to parent/guardian Referral to the Truancy Team for assistance and warning letter Home visit Student conference w/ Attendance Officer Truancy Intervention Prevention Solutions (T.I.P.S.) is meant to help the family find solutions to improve their student's attendance. School staff and the Truancy Prevention Unit will offer recommendations, school resources, outside resources and support that will help the family overcome the student's attendance issues.</p> <p>Grades k-5th: possible parent/guardian citation into city court per *ARS 15-802*</p> <p><b>5-8</b></p> <p>Above interventions Make up time missed on student's time (lunch, after school) C.U.T.S.Light (Court Unified Truancy Suppression) meeting with school officials, county officers, and family. Grades 6th-8th: possible student citation into Maricopa Juvenile Court</p>	<p>As described in the Truancy section of the Appendix</p>	<p><b>Mitigating Circumstances-</b></p> <p>Medical/Health concerns - documented with a Chronic illness form signed by a licensed healthcare professional. Working with school to resolve barriers for attending school. IMM status - vaccines High Level Family Emergency Conditions getting to school Medical impact on transport Outside service transport</p>	<p><b>Aggravating Circumstances-</b></p> <p>Attempts by the school to communicate with family have not been returned Chronic illness forms have been provided to the family, but have not been returned. Reasons for absences do not fall under an existing Chronic illness form. Student is missing so much school that emotional and academic connections are severely missing</p>

## EXCUSED AND UNEXCUSED ABSENCES

Truancy as defined in A.R.S. § 15-803 is an unexcused absence for at least one class period during the day. Truancy documentation must be placed in a student's cumulative file. Unexcused absences are all absences not verified on or before the absence occurs and/or are outside of the accepted reasons determined by ADE or administrative approval. Please note: Once a student has cumulative absences that reach ten percent of the instructional days (18 days) all future absences will be considered unexcused for that school year.

Truancy Intervention Prevention Solutions (T.I.P.S) is meant to help the family find solutions to improve their student's attendance. School staff and the Truancy Prevention Unit will offer recommendations, school resources, outside resources and support that will help the family overcome the student's attendance issues.

Bus Behavior	Responses/Consequence			<a href="#">Circumstances for Considerations</a>	
	Intervention(s)	Minimum Based on mitigating circumstances	Maximum Based on aggravating circumstances		
Bus Misconduct					
<p>Failing to follow District bus rules and regulations. The range of consequences and interventions will be in alignment with the behaviors seen in the following chart, but may come with consequences specific to buses.</p> <p><b>NOTE:</b> Incidents of Bus Misconduct are responded to by the school based on the behavior exhibited on the bus. For example, if a student was causing a disruption on the bus, the bus misconduct would be considered "disruption", and would fall under the section entitled Other Violations of School Policies- Disruption.</p>	<p><b>K-4, 5-8</b> <b>ASK student to state the Bus Expectations.</b></p> <p>SHOW Bus Expectations poster and ask student to read or repeat.</p> <p>MOVE student to the front of the bus for the rest of the week.</p> <p>Removal from bus riding privileges.</p>	<p>Warning Parent/Guardian Conference with transportation personnel. Student Conference with transportation personnel.</p>	<p>Temporary loss of bus riding privileges (3-5 Days) Longer loss of bus riding privileges (5-10 Days) Removal from the bus for the remainder of the school year</p>	<p><b>Mitigating Circumstances-</b> Accepted responsibility In the process of avoiding a harmful situation Cooperation when asked to stop Context of the use of phrase/word/action and how it impacted the driver, safety, and others.</p>	<p><b>Aggravating Circumstances-</b> Had been warned of similar behaviors Put other peers in harm's way -by distracting the driver's attention from the road -by creating an obstruction to safe passage on the bus -by distracting other drivers (ie. throwing objects, shouting, etc.) Ignored prior interventions attempted Used words to demean, threaten, insult, or create a distraction to the driver, etc.</p>

#### WESD Governing Board Policy EEAEC-R

A.A.C. R17-9-104 states, with respect to the authority of bus drivers, "Passengers shall comply with all instructions given to them by a school bus driver. A passenger or non passenger who has boarded the school bus and refuses to comply with the school bus driver's instructions may be surrendered into the custody of a person who is authorized by the school to assume responsibility for the passenger or non passenger."

Student behavior on a school bus should be the same as that in a well-ordered classroom with the exception that students are free to talk, but with no screaming or shouting.

Students will be disciplined for violating policies and regulations relating to conduct on school buses. Any student behavior that distracts the driver is considered a serious hazard to the safe operation of the bus, and as such, jeopardizes the safety of all passengers, the driver, and others. The following are examples of behavior that will result in discipline:

Offense:		Severe Offense:	
<p>A. Failure to remain properly seated.</p> <p>B. Loud disruptive talking or yelling.</p> <p>C. Failure to take the assigned seat.</p> <p>D. Eating/drinking/chewing gum on the bus.</p> <p>E. Bothering other passengers.</p> <p>F. Throwing objects.</p> <p>G. Crossing behind the bus.</p> <p>H. Failure to follow driver's directions.</p>	<p>I. Profanity, obscene language or gestures.</p> <p>J. Extending head or arm out of the bus window.</p> <p>K. Vandalizing District property.</p> <p>L. Verbal abuse of another student.</p> <p>M. Defiant behavior shown to the bus driver or assistant.</p> <p>N. Spitting on the bus.</p> <p>O. Throwing objects at the bus.</p>	<p>A. Lighting matches/lighter on the bus.</p> <p>B. Throwing objects from the bus.</p> <p>C. Verbal abuse of, or physical assault on driver or assistant.</p> <p>D. Igniting fireworks, smoke/stink bomb or any explosive device on the bus.</p> <p>E. Tobacco, alcohol, or drug use or possession on the bus.</p> <p>F. Activating or tampering with emergency equipment.</p>	<p>G. Using or possessing a weapon, simulated weapon, firearm, destructive device or dangerous instrument on the bus or at the stop.</p> <p>H. Shoving student(s) into the path of an oncoming vehicle</p> <p>I. Physical assault on a student.</p> <p>J. Spitting on a person.</p> <p>K. Sexual or other improper harassment/discrimination of individuals on the bus.</p>

When a student violates one (1) or more of the District's rules related to school bus conduct, the bus driver will describe on a bus misconduct form (see Exhibit EEAEC-E) the behavior the driver observed; indicate the driver's previous disciplinary actions with the student; and sign and date the form. The driver must submit this form to the transportation administrator and the administrator in charge of transportation at the student's school no later than the next school day, unless precluded by extenuating circumstances.

Lying, Cheating, Plagiarism, Forgery	Responses/Consequence			<a href="#">Circumstances for Considerations</a>	
	Intervention(s)	Minimum Based on mitigating circumstance s	Maximum Based on aggravating circumstance s		
<b>Lying</b>			<a href="#">Level 1</a>		
To create a false or misleading impression or to make an untrue statement with intent to deceive.	<b>K-4</b> Social Skills Training Self-reflection log Scenario lesson  <b>5-8</b> Above options Apology skills training Peer Mediation (if lying impacted a peer)	A: Conference with School Official	K: Long-term Suspension	<b>Mitigating Circumstances-</b> Motivation - to escape an undesired activity, to gain attention. Did not achieve the goal and may have received more negative results.	<b>Aggravating Circumstances-</b> Ruined others reputation The lie impacted others or the student for a longer period of time and gained unwarranted recognition.
<b>Cheating</b>			<a href="#">Level 1</a>		
Taking another student's work for one's own, practicing fraud or deception with relation to schoolwork or responsibilities.	<b>K-4</b> Social Skills Training Self-reflection log Contract  <b>5-8</b> Above options Instructional activity Organizational Study Skills/Time Management	A: Conference with School Official	K: Long-term Suspension	<b>Mitigating Circumstances-</b> Motivation - to escape an undesired activity, to gain attention. Did not achieve the goal and may have received more negative results.	<b>Aggravating Circumstances-</b> Ruined others reputation The lie impacted others or the student for a longer period of time and gained unwarranted recognition.
<b>Plagiarism</b>			<a href="#">Level 2</a>		
To use and/or pass off the published ideas or words of another as one's own. This includes copying text from the internet or other sources and representing it as their own.	<b>K-4</b> Apology skills training Re-do the assignment  <b>5-8</b> Above options Scenario lesson	C: Parent/Guardian Involvement	K: Long-term Suspension	<b>Mitigating Circumstances-</b> Motivation - was not to gain or injure others. Did not gain from the act and may have received more negative results.	<b>Aggravating Circumstances-</b> Ruined others reputation The plagiarism impacted others or the student's grade or performance.
<b>Forgery</b>			<a href="#">Level 2</a>		
The act of falsely and fraudulently making or altering a document, to include signatures	<b>K-4</b> Apology skills training Loss of activity  <b>5-8</b> Above options Contract	C: Parent/Guardian Involvement	.K: Long-term Suspension	<b>Mitigating Circumstances-</b> Unaware of the legal ramifications Could not and did not want to gain from the forgery.	<b>Aggravating Circumstances-</b> Ruined others reputation The forgery included legal documentation, identity theft, or permissions against the wishes of Parent/Guardian.

Other Violations of School Policies	Responses/Consequence			<a href="#">Circumstances for Considerations</a>
	Intervention(s)	Minimum Based on mitigating circumstances	Maximum Based on aggravating circumstances	

Dress Code Violation			<a href="#">Level 1</a>		
Student wears clothing that does not fit within the dress code guidelines stated by school or District policy.	<b>K-4</b> Review current Dress Code and consequences Make adjustments with family  <b>5-8</b> Above options Have students reflect why the clothing item was a concern in a school setting.	A: Conference with School Official	G: In-school Suspension (1-5 Days)	<b>Mitigating Circumstances-</b> Student was unaware of exposure or potential exposure created by the clothing. Unaware of the messaging or depictions displayed on the clothing. After explanation, the student complies with expectations. Cultural/religious considerations	<b>Aggravating Circumstances-</b> Refusal to change or correct the dress code violation Ignoring prior interventions Intentionally wearing dangerous, offensive, illegal depictions Creates an evident distraction or disruption Obscene exposure

Defiance, Disrespect Towards Authority, and Non-Compliance			<a href="#">Level 1</a>		
Student engages in refusal to follow directions, talks back, or delivers socially rude interactions. Refusing to comply with the reasonable request of school officials. Consistent violation of the requirement to wear a student ID also falls within this category of offense.	<b>K-4</b> Apology skills training and opportunity Self-reflection log Daily Check in/Check out Instructional Lesson/Activity about how behaviors affect others, getting along, addressing needs  <b>5-8</b> Above options Classroom Contract with Daily Check in/Check out Provide service back to those impacted.	A: Conference with School Official	L: Expulsion	<b>Mitigating Circumstances</b> First incident of behavior or very rare re-occurrence of the same behavior. Cooperation when asked to stop Takes accountability and expresses what needs to be corrected. Miscommunication of expectations was evident prior to the incident. Has demonstrated improvement over time.	<b>Aggravating Circumstances</b> Ignored prior interventions Behavior significantly impacted others' learning Openly and blatantly disregarded established expectations Demonstrates and vocalizes a lack of willingness to follow the expectations.

Disruption			<a href="#">Level 1</a>		
Student engages in behavior causing an interruption in a class or activity. Examples can include but are not limited to: on-going loud talk, yelling or screaming, noise with materials, roughhousing/horseplay, and sustained out of seat behavior.	<b>K-4</b> Apology skills training and opportunity Self-reflection log Daily Check in/Check out Instructional Lesson/Activity about how behaviors affect others, getting along, addressing needs  <b>5-8</b> Above options Self-reflection log Provide service back to others impacted	A: Conference with School Official	K: Long-term Suspension	<b>Mitigating Circumstances</b> First incident of behavior or very rare re-occurrence of the same behavior. Cooperation when asked to stop Takes accountability and expresses what needs to be corrected. Miscommunication of expectations was evident prior to the incident. Has demonstrated improvement over time.	<b>Aggravating Circumstances</b> Ignored prior interventions Behavior significantly impacted others' learning Openly and blatantly disregarded established expectations Demonstrates and vocalizes a lack of willingness to follow the expectations.



Public Display of Affection			Level 1	Circumstances for Considerations	
Holding hands, kissing, sexual touching, or other displays of affection in violation of school policy	<b>K-4</b> Instructional Lesson/Activity about private and public behaviors  <b>5-8</b> Above options Instructional Lesson/Activity research workplace laws and how rules relate to PDA Contract or agreement	C: Parent/Guardian Involvement	H: Out-of-school Suspension (1-5 Days)	<b>Mitigating Circumstances-</b> Accepted responsibility Stopped when asked Witnessed as not intentional Behavior was agreed to be mutual.	<b>Aggravating Circumstances-</b> Highly disruptive to learning Intention was to embarrass or impose self on others Intensity of the display. How public and disruptive or disturbing to learning
Language, Inappropriate			Level 1		
Use of verbal or written messages that include swearing, name calling, rude or coarse language or use of words in an inappropriate way. This category also includes the use of rude physical gestures.	<b>K-4</b> Instructional Lesson/Activity about school appropriate language Instructional Lesson/Activity about how words affect others  <b>5-8</b> Above options Instructional Lesson/Activity research impact of inappropriate language on others. Contract or agreement	A: Conference with School Official	I: Out-of-school Suspension (6-10 Days)	<b>Mitigating Circumstances-</b> Accepted responsibility Stopped when asked Age/Experience - May not know what a word means; Context of the use of phrase/word	<b>Aggravating Circumstances-</b> Level of disruption Context used Used to demean, threaten, insult, etc. "I can use it at home" but old enough to know what words can be used at school The comments were directed toward school staff.
Gambling			Level 2		
To play games of chance or bet for items of value.	<b>K-4</b> Determine alternate activities Instructional Lesson/Activity Scenario Lessons  <b>5-8</b> Above options Instructional Lesson/Activity research laws about gambling and potential harmful effects on self and others.	A: Conference with School Official	K: Long-term Suspension	<b>Mitigating Circumstances-</b> Playing/teaching others games for fun. Trading items such as cards of equal value Game does not include items of value or exchange of money	<b>Aggravating Circumstances-</b> Taking advantage of others Using odds as a way to take money or property. Amount of loss of items or money is significant
Combustible			Level 3		
Student is in possession of a substance or object that is readily capable of causing bodily harm or property damage, i.e., matches, lighters, firecrackers, gasoline, and lighter fluid.	<b>K-4</b> Instructional Lesson/Activity or activity about safety Self-reflection log  <b>5-8</b> Above options Instructional Lesson/Activity research dangers, rules and laws regarding flammable items in public places.	G: In-school Suspension (1-5 Days)	L: Expulsion	<b>Mitigating Circumstances-</b> Very likely or evident that the student did not know the item was in their possession. Student turned item over to staff when they, the student, became aware of their possession.	<b>Aggravating Circumstances-</b> Repeated offense Use of combustible Student did not take the opportunity to give the item over to an adult prior to being reported.

Contraband			Level 3	Circumstances for Considerations	
Possession and/or use of items prohibited because they pose a disruption to the learning environment or a risk to student safety	<b>K-4</b> <ul style="list-style-type: none"> <li>Lesson or activity about safety</li> <li>Parent/Guardian involved in educational activity</li> <li>Backpack Checks - Check in/Check out.</li> <li>Escorts around campus</li> </ul> <b>5-8</b> <ul style="list-style-type: none"> <li>Above options</li> <li>Self-reflection log</li> </ul>	A: Conference with School Official	L: Expulsion	<b>Mitigating Circumstances-</b> Item(s) not used. Student turned item over to staff when they, the student, became aware of their possession. Prevented others from using or taking possession	<b>Aggravating Circumstances-</b> Use of the contraband Was showing or displaying item prior to turning them in. Level of danger, concern, or harm item causes by possession at school Student did not take the opportunity to give the item over to an adult prior to being reported.

Negative Group Affiliation/Gang-Related Behaviors			Level 3		
Specific attitudes and actions of a student affiliated with a negative group or gang including gang-related behavior, association, apparel, symbols, paraphernalia, and/or activities. Gang-type writing/graffiti will not be tolerated and will quickly be removed whether on clothing, skin, notebooks or anywhere else. Any written, verbal, or physical gestures (hand signs) that relate to gangs, including harassment, threatening, or disruption of school activities, is prohibited.	<b>K-4</b> Parent/Guardian involved in educational activity Conflict resolution activities and role play. Social Skills Training	A: Conference with School Official	L: Expulsion	<b>Mitigating Circumstances-</b> Displays such as writing or drawings are isolated and not recognizable to be aligned to group or messaging which creates disruption, fear or promotes illegal activity. Mistaken branding, logos, or materials which look similar to, but are not being possessed, as a way to represent membership or create fear.	<b>Aggravating Circumstances-</b> Level of disruption to the learning of others by creating fear through actions, words, or display Hazing/Initiations are taking place Fear of harm is spread through activities

## GANG ACTIVITY OR ASSOCIATION

Gangs that initiate, advocate or promote activities that threaten the safety or well-being of persons or property on school grounds or disrupt the school environment are harmful to the educational process. The use of hand signals, graffiti, pictures, drawings, etc., or the presence of any apparel, jewelry, accessory or manner of dress or grooming that, by virtue of its color, arrangement, trademark, symbol or any other attribute indicates or implies membership or affiliation with such a group is prohibited because of the disruption to the educational activities that result from such activities or dress. It is the District's position that such activities and dress also present a clear and present danger to other District students and to District staff members.

Any activity involving initiation, hazing, intimidation, assault or other activity related to group affiliation that is likely to cause or does cause bodily danger, physical harm or personal degradation or disgrace resulting in physical or mental harm to students or others is prohibited.

Any student wearing, carrying or displaying gang paraphernalia and/or exhibiting behavior or gestures that symbolize gang memberships, or causing and/or participating in activities that intimidate or adversely affect the educational activities of another student, or the orderly operation of the schools, shall be subject to disciplinary action.

Other Violation of School Policy					
An incident that cannot be coded in one of the other categories but did involve a school, school-sponsored event, or school-sponsored transportation.	<b>K-4, 5-8</b> Instructional Activity/Lesson Reflective Activity/Lesson Restorative Activity/Lesson	A: Conference with School Official	L: Expulsion	<b>Mitigating Circumstances-</b> See common mitigating circumstances	<b>Aggravating Circumstances-</b> See common aggravating circumstances

Aggression Behaviors	Responses/Consequence			<a href="#">Circumstances for Considerations</a>	
	Intervention(s)	Minimum Based on mitigating circumstances	Maximum Based on aggravating circumstances		
<b>Aggression, Other</b>			<a href="#">Level 2</a>		
A verbal or physical interaction between two or more students, which is more severe than "horseplay," but if undeterred, may lead to a fight. Includes inappropriate arguing, shouting, posturing, shoving or scuffling. Includes the act of instigating or encouraging the confrontation or fighting between others through rumors, gossip or relaying inflammatory information.	<b>K-4</b> Apology skills training Social Skills Training Peer Group Session Emotional Regulation training <b>5-8</b> Above options Behavior Support Plan Social Skills Training Social/Peer Group	A: Conference with School Official	I: Out-of-school Suspension (6-10 Days)	<b>Mitigating Circumstances</b> Remorse/ accountability Cooperation Past positive behavior Does not meet definition of other infractions of a seemingly higher level	<b>Aggravating Circumstances</b> Evidence of premeditation Harm or impact to others Prior interventions failed to change behavior Disruption to the learning Environment Does not meet definition of other infractions of a seemingly lower level
<b>Verbal Provocation</b>			<a href="#">Level 2</a>		
Use of language or gestures that may incite another person or other people to fight. <i>(Includes communication through digital media)</i>	<b>K-4</b> Apology skills training. Contract - no contact Skills Training - Emotional Regulation, Mediation <b>5-8</b> Above options Restorative Lesson/Activity - Apology, campaign positive words Research the rights and responsibilities of speech	A: Conference with School Official	K: Long-term Suspension	<b>Mitigating Circumstances-</b> First occurrence It is plausible that the student did not have a good understanding of actions or words. Issue was kept private Effort was made by student to seek adult help	<b>Aggravating Circumstances-</b> Repeated occurrence Intent to instigate, directed at person, slurs, profanity Others were brought into a private matter
<b>Recklessness</b>			<a href="#">Level 2</a>		
Unintentional, careless behavior that may pose a safety or health risk for others. May Include verbal provocation.	<b>K-4</b> Apology skills training School Expectations training <b>5-8</b> Above options Self Regulation Training Restorative Lesson/Activity-making safety signs or announcements.	A: Conference with School Official	I: Out-of-school Suspension (6-10 Days)	<b>Mitigating Circumstances-</b> Minimal impact to others Behaviors self corrected or were immediately stopped It is plausible that student would not recognize or perceive the behavior as risky	<b>Aggravating Circumstances-</b> Incident was carried out long enough for students to stop the behavior. The behaviors had to be stopped by others and would not have stopped otherwise. It is understood that the behavior was risky.

Disorderly Conduct			Level 2	Circumstances for Considerations	
Any act that substantially disrupts the orderly conduct of a school function; behavior that substantially disrupts the orderly learning environment; or poses a threat to the health, safety, and/or welfare of students, staff, or others. A.R.S. §13-2904. 1. Engages in fighting, violent or seriously disruptive behavior; or 2. Makes unreasonable noise; or 3. Uses abusive or offensive language or gestures to any person present in a manner likely to provoke immediate physical retaliation by such person; or 4. Makes any protracted commotion, utterance or display with the intent to prevent the transaction of the business of a lawful meeting, gathering or procession; or 5. Refuses to obey a lawful order to disperse issued to maintain public safety in dangerous proximity to a fire, a hazard or any other emergency; or 6. Recklessly handles, displays or discharges a deadly weapon or dangerous instrument.	<b>K-4</b> Apology skills training Social Skills Training Emotional Regulation Training Mediation School Expectations training  <b>5-8</b> Above options Restorative Lesson/Activity - provide education to others Restorative Lesson/Activity - Community service Contract with check in and check out with a staff member.	A: Conference with School Official	L: Expulsion	<b>Mitigating Circumstances-</b> Student was able to explain their role and the impact on the educational environment. Behaviors self corrected or were immediately stopped It is plausible that student would not recognize or perceive the behavior as risky Occurred in the process of avoiding a harmful situation	<b>Aggravating Circumstances-</b> Incident was carried out long enough for students to stop the behavior. The behaviors had to be stopped by others and would not have stopped otherwise. It is understood that the behavior was risky. Created a significant disruption such as evacuating a classroom Intended to instigate or enflame others or to hurt others
Minor Aggressive Act			Level 3		
Engaging in non serious but inappropriate physical contact, i.e., hitting, poking, pulling or pushing. Other behaviors that may be considered under this violation are running in the building, hallways, or corridors, pulling a chair out from underneath another person, or other behaviors that demonstrate low level hostile behaviors.	<b>K-4</b> Skills training - Apology Contract - no contact Instructional activity or lesson - School expectations training Hands-off Academy Check in/Check out Plan to regain privileges  <b>5-8</b> Above options Skills training - Emotional Regulation, Conflict Resolution/mediation Restorative Lesson/Activity - Community service	A: Conference with School Official	I: Out-of-school Suspension (6-10 Days)	<b>Mitigating Circumstances-</b> Witnessed as "messaging around" Friends, but actions went too far Minimal impact to others Behaviors self corrected or were immediately stopped Accepted responsibility, apologized to one another, rendered aide, and showed remorse Action was prompted by others Reasonable use of physical response as a form of self-defense or protecting others. It is plausible that the student did not have good understanding of actions	<b>Aggravating Circumstances-</b> <ul style="list-style-type: none"> <li>Witnessed as more than "messaging" around</li> </ul> Injury or likelihood of serious injury Did not stop immediately when told Did not accept responsibility, apologize, render aide, or express remorse Was instigating or prompting others Others were affected or saw and were affected by incident. Motivation was to inflict pain, control, or get revenge

<b>*Fighting</b>			<u>Level 3</u>		
Mutual participation in an incident involving physical violence. Verbal confrontation alone does not constitute fighting.	<p>K-4 Apology skills training Instructional activity or lesson Hands-off Academy Check in/Check out Plan to regain privileges</p> <p>5-8 Above options Emotional Regulation Training Conflict resolution /mediation skills training Community service with peers Discussions with law enforcement Restorative Lesson/Activity.</p>	D: Temporary Removal from Classes	L: Expulsion	<b>Mitigating Circumstances-</b> Witnessed as "messaging around" Friends, but actions went too far Minimal impact to others Behaviors self corrected or were immediately stopped Accepted responsibility, apologized to one another, rendered aide, and showed remorse Action was prompted by others Reasonable and minimal use of physical response as a form of self-defense or protecting others.	<b>Aggravating Circumstances-</b> Prior interventions failed to change behavior Witnessed as more than "messaging" around Injury or likelihood of serious injury Did not stop immediately when told Did not accept responsibility, apologize, render aide, or express remorse Was instigating or prompting others Others were affected or saw and were affected by the incident. Motivation was to inflict pain, control, or get revenge

<b>*Endangerment</b>			<u>Level 4</u>	<u>Circumstances for Considerations</u>	
Recklessly endangering another person with a substantial risk of imminent death or physical injury. A.R.S. §13-1201.	<p>K-4 Apology skills training Hands-off Academy Check in/Check out Plan to regain privileges</p> <p>5-8 Above options Emotional Regulation Training Conflict resolution /mediation skills training Community service with peers</p>	G: In-school Suspension (1-5 Days)	L: Expulsion	<b>Mitigating Circumstances-</b> Due to the severity of this type of incident, an investigation to determine the circumstances may involve law enforcement to help decide mitigation. Posed no imminent harm or injury - see Recklessness. Recognized danger and stopped immediately Accepted responsibility, apologized, rendered aide, or showed remorse It is plausible that the student did not have good understanding of actions	<b>Aggravating Circumstances-</b> Imminent and predictable serious injury Did not stop immediately when danger was obvious Did not accept responsibility, apologize, render aide, or express remorse. Was instigating or prompting others Others were affected or saw and were affected by the incident. Motivation was to inflict pain, control, or get revenge

<b>*Assault</b>			<u>Level 4</u>		
Intentionally, knowingly or recklessly causing any physical injury to another person; or intentionally placing another person in reasonable apprehension of imminent physical injury; or knowingly touching another person with the intent to injure, insult or provoke such person. A.R.S. §13-1203.	<p>K-4 Apology skills training Restorative Lesson/Activity Hands-off Academy Check in/Check out No Contact Contract Plan to regain privileges</p> <p>5-8 Above options Emotional Regulation Training Mediation with a Contract  <ul style="list-style-type: none"> <li>Discussions with law enforcement</li> </ul> </p>	G: In-school Suspension (1-5 Days)	L: Expulsion	<b>Mitigating Circumstances-</b> Due to the severity of this type of incident, an investigation to determine the circumstances may involve law enforcement to help decide mitigation. It is plausible that the student did not have an understanding of actions	<b>Aggravating Circumstances-</b> Due to the severity of this type of incident, an investigation to determine the circumstances may involve law enforcement to help identify aggravating factors for assault. Actions directed towards a staff member are legally classified as aggravated assault.

<b>**Aggravated Assault</b>			<b>Level 5</b>		
An assault becomes aggravated when the situation becomes more severe by: the use of deadly weapon or dangerous instrument; causing serious physical injury to another person; or committing the assault knowing, or having reason to know, the victim is a peace officer or school employee engaging in school-related activity, upon school or grounds adjacent to the school or is in any part of a building or vehicle used for school purposes, . A.R.S. §13-1204	K-4 Apology skills training Hands-off Academy Check in/Check out No Contact Contract Having to earn back their privileges  5-8 Above options Emotional Regulation Training • Discussions with law enforcement	I: Out-of-school Suspension (6-10 Days)	L: Expulsion	<b>Mitigating Circumstances-</b> Due to the severity of this type of incident, the investigation will provide the details and will likely involve law enforcement to make the determination as to the level of assault. Based on age and experience, It is plausible that the student did not have good understanding of actions	<b>Aggravating Circumstances-</b> Due to the severity of this type of incident, an investigation to determine the circumstances will involve law enforcement to help identify aggravating factors for aggravated assault. Actions directed towards a staff member are legally classified as aggravated assault.

Digital Citizenship	Responses/Consequence			<a href="#">Circumstances for Considerations</a>	
	Intervention(s)	Minimum Based on mitigating circumstances	Maximum Based on aggravating circumstances		
<b>Technology, Improper use of-Computer</b>			<a href="#">Level 3</a>		
Technology, Improper use of-Computer- Violation of student use and expectations as outlined by WESD. Possible Examples: Logging into an account that is not yours, searching for, navigating to, or sharing of inappropriate, explicit, or vulgar content, off-task computer behavior; destruction, vandalism, or theft of district device, unauthorized communication to external or internal users, accessing, sharing, or deleting files without permission, unauthorized use of a device, using district device for non-educational purposes without permission.	<b>K-4, 5-8</b> Students will complete activities to demonstrate understanding of proper use of technology. Time away from technology by using alternate forms of materials. Instructional intervention about appropriate use. Restorative Lesson/Activity - provide messaging and training for others about internet safety.	A: Conference with School Official	L: Expulsion	<b>Mitigating Circumstances-</b> Student intent Extent of disruption to self or others Classroom setting/adult expectations	<b>Aggravating Circumstances-</b> Student Intent Duration of event Location of disruption (during class time, at recess, etc.) Extent of disruption to self or others
<b>Technology, Improper use of-Network Infraction</b>			<a href="#">Level 3</a>		
Technology, Improper use of-Network Infraction- Violation of student use and expectations as outlined by WESD. Possible Examples: Connecting to a non-WESD network, accessing or attempting to access a Virtual Private Network (VPN), Attempting to bypass WESD network filters		A: Conference with School Official	L: Expulsion		
<b>Technology, Improper use of-Other Technology</b>			<a href="#">Level 3</a>		
Technology, Improper use of-Other Technology- Violation of student use and expectations as outlined by WESD. Possible Examples: Accessing classroom display, possession of or playing of Game consoles.		A: Conference with School Official	L: Expulsion		
<b>Technology, Improper use of-Telecommunication Device</b>			<a href="#">Level 3</a>		
Technology, Improper use of-Telecommunication Device- Violation of student use and expectations as outlined by WESD. Possible Examples: Use of a personal electronic device during school hours, inappropriate or unauthorized use of a personal electronic device, use of a personal electronic device to take pictures, record, or film students or school staff or otherwise violate the privacy rights of others, any use of a personal electronic device that disrupts the educational process, school programs, or activities, inappropriate use of a smartwatch or wearable communication device and its applications,		A: Conference with School Official	L: Expulsion		



Theft	Responses/Consequence			<a href="#">Circumstances for Considerations</a>
	Intervention(s)	Minimum Based on mitigating circumstances	Maximum Based on aggravating circumstances	

Theft			Level 4		
Taking property that belongs to another without personal confrontation, threat, violence, or bodily harm. Theft does not include confiscation by school authorities of property not permitted at the school. NOTE: In the event of theft or damage, personal items brought to school, such as musical instruments, radios, electronics, etc., are not covered by District insurance. ARS §13-1802.	<b>K-4</b> Apology skills training Lessons about earning not taking. Lessons on trust Conference with parent/guardian <b>5-8</b> Above options Meeting with SRO or officer Restorative Lesson/Activity- /Community service Instructional intervention about laws and cost to society.	C: Parent/Guardian Involvement	L: Expulsion	<b>Mitigating Circumstances-</b> Low cost or personal value Intent of theft may have been to help, feed, or support self or others Returned or turned in item prior to school intervention. Based on age and experience, it is plausible that the student did not have good understanding of actions	<b>Aggravating Circumstances-</b> Higher cost or personal value item. Intent of theft to hurt or embarrass others, to gain property, or to sell. Item was ruined or destroyed in the process of theft.

*Extortion				Level 4		
The solicitation of money or something of value from another person in return for protection or in connection with a threat to inflict harm. ARS §13-1804.	<b>K-4</b> Apology skills training Lessons about earning not taking. Lessons on trust Conference with parent/guardian <b>5-8</b> Above options Meeting with SRO or officer Restitution/Community service Instructional intervention about laws and cost to society.	H: Out-of-school Suspension (1-5 Days)	L: Expulsion	<b>Mitigating Circumstances-</b> Due to the severity of this type of incident, the investigation will provide the details and may involve law enforcement to make the determination as to the level of threat. Threatened to harm without ability or plan to carry out	<b>Aggravating Circumstances-</b> Due to the severity of this type of incident, an investigation to determine the circumstances may involve law enforcement to help identify aggravating factors for extortion. Carried out threat or had plans and ability to carry out threat. Forced the victim to give something of value.	

*Robbery			Level 4		
Taking any property of another from his or her person or immediate presence and against his or her will, such person 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. ARS §13-1902.	<b>K-4</b> Apology skills training Lessons about earning not taking. Lessons on trust Conference with parent/guardian <b>5-8</b> Above options Meeting with SRO or officer Restitution/Community service Instructional intervention about laws and cost to society.	G: In-school Suspension (1-5 Days)	L: Expulsion	<b>Mitigating Circumstances-</b> Due to the severity of this type of incident, an investigation to determine the circumstances may involve law enforcement to help decide mitigation. Threatened to harm without ability or plan to carry out	<b>Aggravating Circumstances-</b> Due to the severity of this type of incident, an investigation to determine the circumstances may involve law enforcement to help identify aggravating factors for robbery. Carried out threat or had plans and ability to carry out threat. Forced the victim to give something of value.

<b>*Burglary or Breaking and Entering (Second or Third Degree)</b>			<b>Level 5</b>		
A person commits burglary by entering or remaining unlawfully in or on a residential structure, or in a nonresidential structure or in a fenced commercial or residential yard, with the intent to commit any theft or any felony therein. ARS §13-1506 & §13-1507.	<b>K-4</b> Apology skills training Lessons about earning not taking. Lessons on trust Conference with parent/guardian  <b>5-8</b> Above options Meeting with SRO or officer Restitution/Community service Instructional intervention about laws and cost to society.	G: In-school Suspension (1-5 Days)	L: Expulsion	<b>Mitigating Circumstances-</b> Due to the severity of this type of incident, an investigation to determine the circumstances may involve law enforcement to help decide mitigation. Entered to retrieve personal property (i.e. sports ball, backpack) Exited the area after retrieving a personal item. Only entered the external area, but did not enter the facility. Did not take or damage property or items	<b>Aggravating Circumstances-</b> <ul style="list-style-type: none"> <li>• Due to the severity of this type of incident, an investigation to determine the circumstances may involve law enforcement to help identify aggravating factors for burglary.</li> <li>• Entered a locked facility</li> <li>• Damaged property in order to enter</li> <li>• Damaged property or items were removed</li> </ul>

<b>**Armed Robbery</b>			<b>Level 5</b>		
A person commits armed robbery if, in the course of committing robbery as defined in section 13-1902, such person or an accomplice uses or threatens to use a deadly weapon or a simulated deadly weapon. ARS §13-1904.	<b>K-4</b> Apology skills training Lessons about earning rather than taking. Lessons on trust Conference with parent/guardian  <b>5-8</b> Above options Meeting with SRO or officer Restitution/Community service Instructional intervention about laws and cost to society.	G: In-school Suspension (1-5 Days)	L: Expulsion	<b>Mitigating Circumstances-</b> Due to the severity of this type of incident, an investigation to determine the circumstances may involve law enforcement to help decide mitigation.	<b>Aggravating Circumstances-</b> Due to the severity of this type of incident, an investigation to determine the circumstances will involve law enforcement to help identify aggravating factors for armed robbery.

Harassment/ Bullying Behaviors	Responses/Consequence			<a href="#">Circumstances for Considerations</a>	
	Intervention(s)	Minimum Based on mitigating circumstances	Maximum Based on aggravating circumstances		
<b>*Harassment, Nonsexual</b>			<a href="#">Level 4</a>		
<p>The persistent or repeated annoying or tormenting of another person. To frighten, compel, or deter by actual or implied threats. A person commits harassment if, with intent to harass or with knowledge that the person is harassing another person, the person:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Continues to follow another person in or about a public place for no legitimate purpose after being asked to desist.</li> <li>3. Repeatedly commits an act or acts that harass another person. A.R.S. §13-2921</li> </ol>	<p><b>K-4</b></p> <ul style="list-style-type: none"> <li>Apology skills training</li> <li>Relationship skills training</li> <li>Social skills training</li> <li>No contact contract</li> </ul> <p><b>5-8</b></p> <ul style="list-style-type: none"> <li>Above options</li> <li>Law enforcement interventions</li> <li>Instructional intervention on harassment policies and personal impacts.</li> </ul>	<p>A: Conference with School Official</p>	<p>I: Out-of-school Suspension (6-10 Days)</p>	<p><b>Mitigating Circumstances-</b></p> <p>Prior issues between students may be unresolved. Based on age and experience, It is plausible that the student did not have good understanding of actions</p> <p>Peer group influence</p> <p>Student showed remorse and tried to correct prior to intervention.</p>	<p><b>Aggravating Circumstances-</b></p> <p>Due to the severity of this type of incident, an investigation to determine the circumstances may involve law enforcement to help identify aggravating factors for harassment.</p> <p>Threat classification was substantive or higher.</p>
<b>*Bullying</b>			<a href="#">Level 4</a>		
<p>Bullying may occur when a student or group of students engages in any form of behavior that includes such acts as intimidation and/or harassment that has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property; is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm; occurs when there is a real or perceived imbalance of power or strength, or may constitute a violation of law.</p> <p>Bullying of a student or group of students can be manifested through written, verbal, physical, or emotional means and may occur in a variety of forms including, but not limited to verbal, written/printed or graphic exposure to derogatory comments, extortion, exploitation, name calling, or rumor spreading either directly through another person or group or through cyberbullying; exposure to social exclusion or ostracism; physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting; and damage to or theft of personal property.</p>	<p><b>K-4</b></p> <ul style="list-style-type: none"> <li>Lesson about bullying</li> <li>Social skills training</li> <li>Apology skills training</li> <li>No contact contract with check-in/check out/ loss of privileges</li> </ul> <p><b>5-8</b></p> <ul style="list-style-type: none"> <li>Above options</li> <li>Social skills training</li> <li>Restorative contract</li> <li>Restitution to other students.</li> <li>Law enforcement may guide further intervention</li> <li>Instructional Lesson/Activity - Research on bullying statistics, policies and personal impacts.</li> </ul>	<p>H: Out-of-school Suspension (1-5 Days)</p>	<p>L: Expulsion</p>	<p><b>Mitigating Circumstances-</b></p> <p>Due to the severity of this type of incident, an investigation to determine the circumstances may involve law enforcement to help decide mitigation. May not be bullying based on criteria, but may be other inappropriate behavior</p> <p>Prior relationships or friendships have deteriorated poorly.</p>	<p><b>Aggravating Circumstances-</b></p> <p>Due to the severity of this type of incident, an investigation to determine the circumstances may involve law enforcement to help identify aggravating factors for bullying. Threat classification was substantive or higher. Behavior repeated and includes others. Student prompted others to bully an individual or group. Motivation was to inflict pain, control, or revenge</p>

<b>*Threat or Intimidation</b>			<u>Level 4</u>		
<p>Actions, conduct, or words used to communicate or indicate the intent to cause physical injury or serious damage to a person or their property. A.R.S. §13-1202</p> <p>Examples include name-calling, sarcasm, spreading rumors, gossip, persistent teasing, graffiti, rude gestures, and abusive comments.</p>	<p><b>K-4</b> Communication skills training Empathy skills lesson Social skills training Apology skills training Removal from activities/privileges</p> <p><b>5-8</b> Above options No contact contract with Check-in/ check-out Law enforcement may guide further intervention</p>	<p>C: Parental Involvement</p>	<p>L: Expulsion</p>	<p><b>Mitigating Circumstances-</b> Due to the severity of this type of incident, an investigation to determine the circumstances may involve law enforcement to help decide mitigation. Prior relationship between students deteriorated Peer group influence Stopped when directed by victim or others Threat classification was none or transient. Incident was continued by others, but proven not to include the originator.</p>	<p><b>Aggravating Circumstances-</b> Due to the severity of this type of incident, an investigation to determine the circumstances may involve law enforcement to help identify aggravating factors for bullying or threats. Threat classification was substantive or higher. Guardians filed police report Continued behavior after being told to stop by the victim or others.</p>

<b>*Hazing</b>			<u>Level 4</u>		
<p>Any intentional, knowing, or reckless act committed by a student, whether individually or in concert with other persons, against another student or group of students, and in which both of the following apply: (a) The act was committed in connection with an initiation into, an affiliation with, or the maintenance of membership in any organization that is affiliated with an educational institution. (b) The act contributes to a substantial risk of physical injury, mental harm, or degradation; or causes physical injury, mental harm, or personal degradation. A.R.S. §15-2301.</p>	<p><b>K-4</b> Instructional Lesson/Activity - about hazing Social skills training Apology skills training No contact contract Plan to regain privileges</p> <p><b>5-8</b> Above options Law enforcement may guide further intervention</p>	<p>I: Out-of-school Suspension (6-10 Days)</p>	<p>L: Expulsion</p>	<p><b>Mitigating Circumstances-</b> Due to the severity of this type of incident, an investigation to determine the circumstances may involve law enforcement to help decide mitigation.. Peer group influence Stopped when directed by victim or others Incident was continued by others, but proven not to include the originator.</p>	<p><b>Aggravating Circumstances-</b> Due to the severity of this type of incident, an investigation to determine the circumstances may involve law enforcement to help identify aggravating factors for hazing. Guardians filed police report Continued behavior after told to stop by the victim or others</p>

## BULLYING

Students are prohibited from bullying on school grounds, school property, school buses, at school bus stops, at school sponsored events and activities, and through the use of electronic technology or electronic communication equipment on school computers, networks, forums, or mailing lists.

Disciplinary action may result for bullying which occurs outside of the school and the school day when such bullying results in a substantial physical, mental, or emotional negative effect on the victim while on school grounds, school property, school buses, at school bus stops, or at school sponsored events and activities, or when such act(s) interfere with the authority of the school system to maintain order. All suspected violations of law will be reported to local law enforcement.

Students who believe they are experiencing being bullied or believe another student is being bullied should report their concerns to any staff member of the School District. School personnel shall maintain appropriate confidentiality of the reported information.

Reprisal by any student directed toward a student or employee related to the reporting of a case or a suspected case of bullying shall not be tolerated, and the individual(s) will be subject to the disciplines set forth in applicable District policies and administrative regulations.

Students found to be bullying others will be disciplined up to and including suspension or expulsion from school.

Knowingly submitting a false report under this policy shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.

Law enforcement authorities shall be notified any time District officials have a reasonable belief that an incidence of bullying is a violation of the law.

To assist in achieving a school environment based on the beliefs of the Governing Board bullying, harassment or intimidation as defined by this policy will not be tolerated

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

- has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property,
- is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm,
- occurs when there is a real or perceived imbalance of power or strength, or
- may constitute a violation of law.

Bullying of a student or group of students can be manifested through written, verbal, physical, or emotional means and may occur in a variety of forms including, but not limited to:

- verbal, written/printed or graphic exposure to derogatory comments, extortion, exploitation, name calling, or rumor spreading either directly through another person or group or through cyberbullying,
- exposure to social exclusion or ostracism,
- physical contact, including but not limited to, pushing hitting, kicking, shoving, or spitting,
- damage to or theft of personal property.

**Cyberbullying:**

Cyberbullying is, but not limited to, any act of bullying committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking and other internet communications, on school computers, networks, forums and mailing lists, or other District-owned property, and by means of an individual's personal electronic media and equipment.

**Harassment:** Harassment is intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Intentional behaviors that characterize harassment include, but are not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact and unwelcome verbal or written comments, photographs and graphics. Harassment may be related, but not limited to, race, religious orientation, sexual preference, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.

**Intimidation:** Intimidation is intentional behavior by a student or group of students that places another student or group of students in fear of harm of person or property. Intimidation can be manifested emotionally or physically, either directly or indirectly, and by use of social media.

## THREATENING OR INTIMIDATING

When a person indicates by word or conduct the intent to cause physical injury or serious damage to a person or their property. (Paraphrased from A.R.S. §13-1202)

A.R.S. §13-1202. Threatening or intimidating

A. A person commits threatening or intimidating if the person threatens or intimidates by word or conduct:

1. To cause physical injury to another person or serious damage to the property of another; or
2. To cause, or in reckless disregard to causing, serious public inconvenience including, but not limited to, evacuation of a building, place of assembly or transportation facility; or
3. To cause physical injury to another person or damage to the property of another in order to promote, further or assist in the interests of or to cause, induce or solicit another person to participate in a criminal street gang, a criminal syndicate or a racketeering enterprise.

B. Threatening or intimidating pursuant to subsection A, paragraph 1 or 2 is a class 1 misdemeanor, except that it is a class 6 felony if the offense is committed in retaliation for a victim's either reporting criminal activity or being involved in an organization, other than a law enforcement agency, that is established for the purpose of reporting or preventing criminal activity. Threatening or intimidating pursuant to subsection A, paragraph 3 is a class 4 felony

## HAZING

There shall be no hazing, solicitation to engage in hazing, or aiding and abetting another who is engaged in hazing of any person enrolled, accepted for or promoted to enrollment, or intending to enroll or be promoted to schools within twelve (12) calendar months. For purposes of this policy a person as specified above shall be considered a "student" until graduation, transfer, promotion or withdrawal from the school.

**Definitions**

**"Hazing"** means any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student and in which both of the following apply: The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any organization that is affiliated with an educational institution. The act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation. "Organization" means an athletic team, association, order, society, corps, cooperative, club or similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.

**Directions**

It is no defense to a violation of this policy if the victim consented or acquiesced to hazing. In accord with statute, violations of this policy do not include either of the following:

Customary athletic events, contests or competitions that are sponsored by an educational institution.

Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate extracurricular program or a legitimate military training program.

All students, teachers and staff shall take reasonable measures within the scope of their individual authority to prevent violations of this policy.

Alcohol, Drugs, and Tobacco	Responses/Consequence			<a href="#">Circumstances for Considerations</a>
	Intervention(s)	Minimum Based on mitigating circumstances	Maximum Based on aggravating circumstances	

<b>*Tobacco Violation</b>			<a href="#">Level 4</a>		
The possession, use, distribution, sale or purchase of tobacco products on school grounds, at school-sponsored events and on school-sponsored transportation, or enroute to and from school. A.R.S. §13-3622.	<b>K-4</b> Parent/guardian, student educational session about the dangers of tobacco use. Peer pressure/refusal skills training.	E: Detention	K: Long-term Suspension	<b>Mitigating Circumstances</b> Very likely or evident that the student did not know the item was in their possession. Student alerted staff when the student became aware of possession. Use/possessions not actually on school property. Accepted responsibility Based on age and experience, It is plausible that the student did not have good understanding of possession	<b>Aggravating Circumstances-</b> Student was providing or selling to others. Repeated Incidents of similar or the same type of incident. Student did not take the opportunity to give the item over to an adult prior to being reported. Based on age and experience the student has demonstrated they know better.
	<b>5-8</b> Above options Instructional Lesson/Activity - research the evolution of policies regarding tobacco use and schools. Restorative Lesson/Activity - prepare a presentation for peers regarding the dangers of the use of tobacco and laws about use on school grounds.				

<b>*Alcohol Violation</b>			<a href="#">Level 4</a>		
The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or use of intoxicating alcoholic beverages or substances represented as alcohol. This includes being intoxicated at school, school-sponsored events and on school-sponsored transportation.  Increasing order of concern: 1. possession/purchase, 2. own use, 3. presenting as intoxicated 4. distribution/sale to others.	<b>K-4</b> Parent/guardian, student educational session about the dangers of alcohol use. Peer pressure/refusal skills training.	H: Out-of-school Suspension (1-5 Days)	L: Expulsion	<b>Mitigating Circumstances</b> Due to the severity of this type of incident, an investigation to determine the circumstances may involve law enforcement to help decide mitigation. Very likely or evident that the student did not know the item was in their possession. Student alerted staff when the student became aware of possession. Use/possessions not actually on school property. Accepted responsibility Based on age and experience, It is plausible that the student did not have a good understanding of possession.	<b>Aggravating Circumstances-</b> <ul style="list-style-type: none"> <li>Due to the severity of this type of incident, an investigation to determine the circumstances may involve law enforcement to help identify aggravating factors for minor possession of alcohol,</li> <li>Repeated Incidents of similar or the same type of incident.</li> <li>Student clearly impaired</li> <li>The inclusion of other substances.</li> </ul> Student did not take the opportunity to give the item to an adult prior to being reported. Based on age and experience the student has demonstrated they know better.
	<b>5-8</b> Above options . Instructional Lesson/Activity - research the evolution of policies regarding alcohol use in schools. Restorative Lesson/Activity - prepare a presentation for peers regarding the dangers of the use of alcohol by youth and laws about use on school grounds.				

*Drug Violation			Level 4		
<p>The unlawful possession, use, distribution, sale or purchase of any controlled drug or narcotic substance or equipment and devices used for preparing or taking drugs or narcotics. This includes being under the influence of drugs at school, school-sponsored events and on school sponsored transportation, or enroute to and from school. (A.R.S. §13-3415). "Drug paraphernalia" means all equipment, products and materials of any kind that are used, intended for use or designed for use in packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling or otherwise introducing into the human body a drug in violation of this chapter (A.R.S. §13-3415 F. 1.). This category also includes the representation of a substance as an illicit drug.</p> <p><b>NOTE: **Illicit drugs</b> such as Ecstasy, Cocaine or Crack, Hallucinogens, Heroin, Marijuana, Methamphetamine, Other Illicit Drug, Unknown Drug, require notification to law enforcement.</p>			<p><b>K-4</b></p> <p>School must contact law enforcement for illicit drugs or prescription drugs</p> <p>Parent/guardian, student educational session about the dangers of drug use.</p> <p>Peer pressure/refusal skills training.</p> <p><b>5-8</b></p> <ul style="list-style-type: none"> <li>• Above options</li> <li>• Instructional Lesson/Activity - research the evolution of policies regarding drug use in schools.</li> <li>• Restorative Lesson/Activity - prepare a presentation for peers regarding the dangers of the use of drugs and laws about use on school grounds.</li> </ul>	<p>H: Out-of-school Suspension (1-5 Days)</p>	<p>L: Expulsion</p>
				<p><b>Mitigating Circumstances</b></p> <p>Due to the severity of this type of incident, an investigation to determine the circumstances may involve law enforcement to help decide mitigation. Very likely or evident that the student did not know the item was in their possession. Student alerted staff when the student became aware of possession. Use/possessions not actually on school property. Accepted responsibility Based on age and experience, It is plausible that the student did not have a good understanding of possession.</p>	<p><b>Aggravating Circumstances-</b></p> <p>Due to the severity of this type of incident, an investigation to determine the circumstances may involve law enforcement to help identify aggravating factors. for "illicit drugs". Repeated Incidents of similar or the same type of incident. Student clearly impaired The inclusion of other substances. Increasing order of concern:</p> <ol style="list-style-type: none"> <li>1. possession/purchase,</li> <li>2. own use,</li> <li>3. presenting as intoxicated</li> <li>4. distribution/sale to others.</li> </ol> <p>Student did not take the opportunity to give the item to an adult prior to being reported. Based on age and experience the student has demonstrated they know better.</p>

#### DRUG AND ALCOHOL USE BY STUDENTS

The nonmedical use, possession, or sale of drugs on school property or at school events is prohibited by federal law 20 U.S.C 7101et seq. Nonmedical is defined as "a purpose other than the prevention, treatment, or cure of an illness or disabling condition" consistent with accepted practices of the medical profession.

Students in violation of the provisions of the above paragraph shall be subject to removal from school property and shall be subject to prosecution in accordance with the provisions of the law.

Students attending school in the District who are in violation of the provisions of this policy shall be subject to disciplinary actions in accordance with the provisions of school rules and/or regulations.

**For purposes of this policy, "drugs" shall include, but are not limited to:**

All dangerous controlled substances prohibited by law.

All alcoholic beverages.

Any prescription or over-the-counter drug, except those for which permission to use in school has been granted pursuant to Governing Board policy.

Hallucinogenic substances.

Inhalants.

Any student who violates the above may be subject to warning, reprimand, probation, suspension, or expulsion, in addition to other civil and criminal prosecution.

Vandalism/ Criminal Damage	Responses/Consequence			<a href="#">Circumstances for Considerations</a>
	Intervention(s)	Minimum Based on mitigating circumstances	Maximum Based on aggravating circumstances	

Graffiti or Tagging					
				<a href="#">Level 3</a>	
Writing, drawing, or words that are scratched, painted, sprayed, or otherwise inscribed on walls or other surfaces in public places. A.R.S. §13-1602	<b>K-4</b> Clean up or repair graffiti Instructional Lesson/Activity - on how graffiti impacts others.  <b>5-8</b> Above options Apologize to those who had to repair or clean Instructional Lesson/Activity - research the laws and cost for graffiti cleanup in the community. Law enforcement may be involved.	F: Individual Assignment or Loss of Privilege	L: Expulsion	<b>Mitigating Circumstances</b> Graffiti was easily removed by student. Actions of peers encouraged. Immediately accepted responsibility and showed remorse. Based on age and experience, it is plausible that the student did not have a good understanding of the damage they caused.	<b>Aggravating Circumstances-</b> The graffiti was very difficult and costly to remove. The message or images were disruptive, hurtful, or harmful to others. Responsible student refused to cooperate or take responsibility.

*Vandalism of personal/school property					
				<a href="#">Level 4</a>	
Willful destruction or defacement of personal property. A.R.S. §13-1602	<b>K-4</b> Clean up or repair the damage Reflection sheet of how actions impacted others. Remove access to location or only with supervision  <b>5-8</b> Above options Apologize to those who had to repair or clean Instructional Lesson/Activity - research the laws and cost for repair or cleanup in the community. Law enforcement may be involved for citation. Work with law Enforcement to pay or perform restitution	F: Individual Assignment or Loss of Privilege	L: Expulsion	<b>Mitigating Circumstances</b> Due to the severity of this type of incident, an investigation to determine the circumstances may involve law enforcement to help decide mitigation. Damage was easily repaired and removed by student. Actions of peers encouraged. Immediately accepted responsibility and showed remorse. Based on age and experience, It is plausible that the student did not have a good understanding of the damage they caused.	<b>Aggravating Circumstances-</b> Due to the severity of this type of incident, an investigation to determine the circumstances may involve law enforcement to help identify aggravating factors for criminal damage. Damage was very difficult to repair and costly.. The motivation included the intent to be hurtful or hate driven. Responsible student refused to cooperate or take responsibility.



Trespassing	Responses/Consequence			<a href="#">Circumstances for Considerations</a>	
	Intervention(s)	Minimum Based on mitigating circumstances	Maximum Based on aggravating circumstances		
<b>Trespassing</b>			<a href="#">Level 4</a>		
To enter or remain 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 chief administrator or designee of the facility, campus or function. A.R.S. §13-1503.	<b>K-4</b> Instructional Lesson/Activity - about trespassing Restorative actions - apology, community service <b>5-8</b> Above option Increased supervision arrangements Law enforcement involvement	A: Conference with School Official	L: Expulsion	<b>Mitigating Circumstances</b> Based on age and experience, It is plausible that the student did not have a good understanding of trespassing or boundaries. No evidence of malicious intent Accidental entry resulting from lack of supervision or guidance signs. Coercion or influence from peers to trespass.	<b>Aggravating Circumstances-</b> Signs of malicious intent or awareness of the consequences of trespassing. Intentional entry, and clear understanding of boundaries. Ignored posted, visible signs or directions from adults Previous trespassing or similar incidents

School Threats	Responses/Consequence			<a href="#">Circumstances for Considerations</a>	
	Intervention(s)	Minimum Based on mitigating circumstances	Maximum Based on aggravating circumstances		

<b>**Fire Alarm</b>			<a href="#">Level 4</a>		
Misuse Intentionally triggering a fire alarm when there is no fire.	<b>K-4</b> Conference with Staff or Officer Instructional Lesson/Activity - about the use of safety equipment Restorative actions - apology, community service <b>5-8</b> Above options Instructional Lesson/Activity - research school safety and the reason why laws banning weapons from schools exist. Present a public service announcement about false reporting and effects on emergency response units.	G: In-school Suspension (1-5 Days)	K: Long-term Suspension	<b>Mitigating Circumstances-</b> Due to the severity of this type of incident, an investigation to determine the circumstances may involve law enforcement to help decide mitigation. Recognized false report and stopped emergency response immediately Accepted responsibility, apologized, aided in stopping the response, or showed remorse It is plausible that the student did not have good understanding of actions	<b>Aggravating Circumstances-</b> Due to the severity of this type of incident, an investigation to determine the circumstances will involve law enforcement to help identify aggravating factors. High level of disruption to learning or impact on community. Created injury or risk of injury due to evacuation response. Emergency response units arrived

**School Threat			Level 4		
Any threat (verbal, written, or electronic) by a person to bomb or use other substances or devices for the purpose of exploding, burning, causing damage to a school building or school property, or to harm students or staff A.R.S. §13-2911.	<b>K-4 and 5-8</b> Safety and support plan (student, school, family) Check In/Check Out system Counseling referral Skills training conflict Resolution Group promoting positive peer relationship skills Restorative actions - apology, community service Alternative location within or outside home school Earning back of privileges Transportation Change Individualized Behavior Support Plan (including intervention strategies as well as reinforcement strategies) Random searches Limit access to computer, backpack, etc. Investigation may lead to other interventions recommended by Law Enforcement	H: Out-of-school Suspension (1-5 Days)	L: Expulsion	<b>Mitigating Circumstances-</b> Due to the severity of this type of incident, an investigation to determine the circumstances may involve law enforcement to help decide mitigation. Lower level of Threat identified on Threat Assessment Tool Accepted responsibility, apologized, aided in stopping the response, or showed remorse. Incident was easily recognized as a false report.	<b>Aggravating Circumstances-</b> Due to the severity of this type of incident, an investigation to determine the circumstances will involve law enforcement to help identify aggravating factors. Higher level of Threat identified on Threat Assessment Tool High level of disruption to learning or impact on community. Created injury or risk of injury due to evacuation response. Emergency response units were called.
**School Threat, Other			Level 4		
The incident cannot be coded in one of the above categories but did involve a school threat.		C: Parental Involvement	L: Expulsion		
**Chemical or Biological Threat			Level 5		
Threatening to cause harm using dangerous chemicals or biological agents.		H: Out-of-school Suspension (1-5 Days)	L: Expulsion		

**School Threat** Any threat (verbal, written, or electronic) by a person to bomb or use other substances or devices for the purpose of exploding, burning, causing damage to a school building or school property, or to harm students or staff (National Forum on Educational Statistics, Safety in Numbers).

**A.R.S. §13-2911. Interference with or disruption of an educational institution**

- A. A person commits interference with or disruption of an educational institution by doing any of the following:
- Intentionally, knowingly or recklessly interfering with or disrupting the normal operations of an educational institution by either:
    - Threatening to cause physical injury to any employee or student of, or any person on the property of an educational institution.
    - Threatening to cause damage to any educational institution, the property of any educational institution or the property of any employee or student of an educational institution.
  - Intentionally or knowingly entering or remaining on the property of any educational institution for the purpose of interfering with the lawful use of the property or in any manner as to deny or interfere with the lawful use of the property by others.
  - Intentionally or knowingly refusing to obey a lawful order given pursuant to subsection C of this section.
- B. To constitute a violation of this section, the acts that are prohibited by subsection A, paragraph 1 of this section are not required to be directed at a specific individual, a specific educational institution or any specific property of an educational institution.
- J. For the purposes of this section:
- "Interference with or disruption of" includes any act that might reasonably lead to the evacuation or closure of any property

Sexual Offenses	Responses/Consequence			<a href="#">Circumstances for Considerations</a>
	Intervention(s)	Minimum Based on mitigating circumstances	Maximum Based on aggravating circumstances	
<b>Pornography</b>			<b>Level 4</b>	
The use or possession of pictures, devices, or electronic images of an explicit nature that offends or disturbs the educational environment.	<b>K-4</b> Instructional Lesson/Activity - about appropriate use of technology or materials at school  <b>5-8</b> Above Instructional Lesson/Activity - Research and present laws regarding the exploitation and trafficking of people.	H: Out-of-school Suspension (1-5 Days)	L: Expulsion	<b>Mitigating Circumstances</b> Was found by a student without looking - the student turned it in to a staff member. Student was not providing it to others Did not include children or people known to others Based on age and experience, It is plausible that the student did not have good understanding  <b>Aggravating Circumstances-</b> Image was being shared with others Student gained possession of items from a source illegal to students Subjects of the image are known within the school community. Level of trauma or concern expressed from those who were witnesses.
<b>*Indecent Exposure or Public Sexual Indecency</b>			<b>Level 5</b>	
For definition of Indecent Exposure refer to ARS §13- 1402. For definition of Public Sexual Indecency refer to A.R.S. §13-1403	<b>K-4</b> Instructional Lesson/Activity - about appropriate use of technology or materials at school  <b>5-8</b> Above Instructional Lesson/Activity - research and present laws regarding the exploitation and trafficking of people. Pending the investigation or circumstances, law enforcement may intervene.	H: Out-of-school Suspension (1-5 Days)	L: Expulsion	<b>Mitigating Circumstances</b> The nature of these incidents may only be mitigated through an investigation to determine there was not an intent to expose or create an indecent sexual act. If the investigation concludes it was not, then the incident will not be identified under this category. Due to the severity of this type of incident, an investigation to determine the circumstances may involve law enforcement to help decide mitigation.  <b>Aggravating Circumstances-</b> Due to the severity of this type of incident, an investigation to determine the circumstances may involve law enforcement to help identify aggravating factors for indecent exposure. The exposure or indecent act was determined to be intentional. Seen by others including children. Level of trauma or concern expressed from those who were witnesses.
<b>Harassment, Sexual</b>			<b>Level 5</b>	
Sexual harassment is unwelcome conduct of a sexual nature that denies or limits a student's ability to participate in or to receive benefits, services, or opportunities in the school's program. It can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature.	<b>K-4</b> Title IX investigation Education about appropriate behavior in public and school  <b>5-8</b> Title IX investigation Law enforcement interventions.	G: In-school Suspension (1-5 Days)	L: Expulsion	<b>Mitigating Circumstances</b> Determined not be a Title IX complaint based on criteria The nature of these incidents may only be mitigated through an investigation to determine if the incident meets the criteria for sexual harassment. If the investigation concludes it was not, then the incident will not be identified under this category.  <b>Aggravating Circumstances-</b> Determined to be a Title IX complaint based on criteria. Title IX investigation confirms that the incident was Sexual Harassment Due to the severity of this type of incident, an investigation to determine the circumstances may involve law enforcement to help identify aggravating factors for sexual harassment.

<b>*Harassment, Sexual with Contact</b>			<b>Level 5</b>		
Sexual harassment that includes unwanted physical contact of nonsexual body parts (Includes areas not covered in A.R.S.)	<b>K-4</b> Title IX investigation Education about appropriate behavior in public and school  <b>5-8</b> Title IX investigation Law enforcement interventions.	G: In-school Suspension (1-5 Days)	L: Expulsion	<b>Mitigating Circumstances</b> Determined not be a Title IX complaint based on criteria The nature of these incidents may only be mitigated through an investigation to determine if the incident meets the criteria for sexual harassment and if there was sexual contact. If the investigation concludes it was not, then the incident will not be identified under this category. May include law enforcement.	<b>Aggravating Circumstances-</b> Due to the severity of this type of incident, an investigation to determine the circumstances may involve law enforcement to help identify aggravating factors for harassment with sexual contact. Determined to be a Title IX complaint based on criteria. Title IX investigation confirms that the incident was Sexual Harassment

<b>**Sexual Abuse or Sexual Conduct with a Minor or Child Molestation</b>			<b>Level 5</b>		
For definition of Sexual Abuse refer to A.R.S. §13-1404. For definition of Sexual Conduct with a Minor refer to A.R.S. §13-1405. For definition of Child Molestation refer to A.R.S. §13-1410. Requires immediate intervention by the local law enforcement agency. A.R.S. 15-341, A.R.S. 13-604.01 (M) L: Expulsion Requires immediate intervention of law enforcement agency	<b>K-4</b> Title IX investigation Instructional Lesson/Activity - about appropriate behavior in public and school  <b>5-8</b> Title IX investigation Law enforcement interventions.	L: Expulsion Requires immediate intervention of law enforcement agency		<b>Mitigating Circumstances</b> The nature of these incidents may only be mitigated through an investigation and will include law enforcement, to determine if there was Sexual Abuse or Sexual conduct with a Minor. If the investigation concludes it was not, then the incident will not be identified under this category. Incident may be excluded additionally as a Title IX complaint based on criteria	<b>Aggravating Circumstances-</b> Due to the severity of this type of incident, an investigation to determine the circumstances will involve law enforcement to help identify aggravating factors Sexual Abuse or Sexual conduct with a Minor. Incident may also be determined to be a Title IX complaint based on criteria.

Students have the right to attend school in a safe environment free from harassment or discrimination. Students have a right and responsibility to report harassment or discriminatory experiences. Students or staff found to be involved in harassment or discriminatory activities are subject to disciplinary action/consequences.

The following procedures apply to allegations of discrimination and/or harassment (collectively referred to as "harassment") on the basis of a student's race, color, national origin, religion, gender, sexual orientation, disability or any other applicable legally protected status. **In addition to these regulations, consult the District's procedures outlined in Section J of the Policy Manual under the "Child Abuse" policy and regulations when dealing with alleged staff-to-student gender (sexual) harassment.**

The District's procedures for processing student complaints, other than for harassment, under Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and/or the Individuals with Disabilities Education Act are found in Section I of the Policy Manual.

Weapons/ Dangerous Items	Responses/Consequence			<a href="#">Circumstances for Considerations</a>	
	Intervention(s)	Minimum Based on mitigating circumstances	Maximum Based on aggravating circumstances		
<b>Simulated Firearm</b>			<b>Level 4</b>	<b>Mitigating Circumstances-</b>	<b>Aggravating Circumstances-</b>
Any simulated firearm made of plastic, wood, metal or any other material that is a replica, facsimile, or toy version of a firearm or any object such as a stick or finger concealed under clothing and is being portrayed as a firearm.	<b>K-4</b> Conference with Staff or Officer Check in/check out includes random search  <b>5-8</b> Above options Instructional Lesson/Activity - Research school safety and why laws ban weapons from schools. Present, based on research, current laws about weapons at school.	C: Parental Involvement	L: Expulsion	Clearly a toy and recognized as not being real. Did not show to others Student turned item over to staff when they, the student, became aware of their possession. Based on age and experience, It is plausible that the student did not have a good understanding of the concern created.	Pretended to use item toward others The realism of the item was hard to identify easily. . How many saw the item. How much concern was generated about the item. Expressed motivations to simulate use such as to scare, for protection, or to intimidate.
<b>*Dangerous Items</b>			<b>Level 3 or 4</b>	<b>Mitigating Circumstances-</b>	<b>Aggravating Circumstances-</b>
Possession of a dangerous item used to cause bodily injury, threaten, or intimidate another person may be classified as a dangerous instrument and <b><u>must be reported to law enforcement.</u></b> <b>Examples:</b> Airsoft Gun, B.B. Gun, Knife (greater than 2.5 inches), Laser Pointer, Letter Opener, Mace, Paintball Gun, Pellet Gun, Razor Blade or Box Cutter, Simulated Knife, Taser or Stun Gun, Tear Gas, Other Dangerous item. A.R.S. §13-3101.	<b>K-4</b> Conference with Staff or Officer Check in/check out includes random search  <b>5-8</b> Above options Instructional Lesson/Activity - Research school safety and why laws ban weapons from schools. Present, based on research, current laws about weapons at school. Restorative actions - apology, community service	C: Parental Involvement	L: Expulsion	<ul style="list-style-type: none"> <li>Due to the severity of this type of incident, an investigation to determine the circumstances may involve law enforcement to help decide mitigation.            Clearly was not in possession of item with intent to harm others. .            Did not show to others            Student turned item over to staff when they, the student, became aware of their possession.            Based on age and experience, It is plausible that the student did not have a good understanding of the concern created.            Very likely or evident that the student did not know the item was in their possession.</li> </ul>	Due to the severity of this type of incident, an investigation to determine the circumstances may involve law enforcement to help identify aggravating factors. Pretended to use item toward others The realism of the item was hard to identify easily. . How many saw the item. How much concern was generated about the item. Expressed motivations to simulate use such as to scare, for protection, or to intimidate. Higher level of Threat identified on Threat Assessment Tool

<b>**Other Weapons</b>			<b>Level 3 or 4</b>	<b>Mitigating Circumstances-</b>	<b>Aggravating Circumstances-</b>
Billy Club, Brass Knuckles, Knife (under 2.5 inches), Nunchakus	K-4 Conference with Staff or Officer Check in/check out includes random search	H: Out-of-school Suspension (1-5 Days)	L: Expulsion	Due to the severity of this type of incident, an investigation to determine the circumstances will involve law enforcement to help decide mitigation for weapons. Lower level of Threat identified on Threat Assessment Tool Clearly was not in possession of item with intent to harm others. . Did not show to others and was only in possession. Student turned item over to staff when they, the student, became aware of their possession. Based on age and experience, It is plausible that the student did not have a good understanding of the concern created. Very likely or evident that the student did not know the item was in their possession.	Due to the severity of this type of incident, an investigation to determine the circumstances will involve law enforcement to help identify aggravating factors. Higher level of Threat identified on Threat Assessment Tool Pretended to use item toward others The realism of the item was hard to identify easily. . How many saw the item. How much concern was generated about the item. Expressed motivations to simulate use such as to scare, for protection, or to intimidate.
<b>**Dangerous Instrument:</b>	5-8 Above options Instructional Lesson/Activity - Research school safety and why laws ban weapons from schools. Present, based on research, current laws about weapons at school. Restorative actions - apology, community service Alternative location within or outside home school Earning back of privileges	H: Out-of-school Suspension (1-5 Days)	<b>Level 5</b> L: Expulsion		
Possession, with intent to harm, of 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.					
<b>**Firearms</b>			<b>Level 5</b> L: Expulsion		
Handgun or Pistol, Shotgun or Rifle, Starter Gun, Destructive Device (Including Bombs and Grenade Other Firearm or Destructive Device)		H: Out-of-school Suspension (1-5 Days)	L: Expulsion		
<b>**Destructive Device</b>			<b>Level 5</b> L: Expulsion		
A category of firearm that includes an explosive, combustible or poisonous gas. A.R.S. §13-3101.		C: Parental Involvement	L: Expulsion		

#### WEAPONS IN SCHOOL

**Firearm** means any of the following:

Any loaded or unloaded gun that will, that is designated to, or that may readily be converted to expel a projectile by the action of an explosive.

The frame or receiver of any such firearm.

Any firearm muffler or silencer.

Any explosive, incendiary, poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive charge of more than one-fourth ounce, mine or similar device.

Any combination of parts that could be readily assembled to form a firearm.

**Weapon** means any of the following: A firearm, A knife, A destructive device, A dangerous instrument.

**Simulated Weapon** means an instrument displayed or presented as a weapon.

**Dangerous instrument** means any instrument other than a firearm, knife, or destructive device that is carried or possessed by a student for the purpose of being used or being available for the use to cause death or inflict serious physical injury.

**Deadly weapon** means any weapon designed for lethal use, including a firearm.

Arson	Responses/Consequence			<a href="#">Circumstances for Considerations</a>
	Intervention(s)	Minimum Based on mitigating circumstances	Maximum Based on aggravating circumstances	

<b>**Arson of a structure or property</b>			<b>Level 5</b>		
Knowingly and unlawfully damaging a structure or property by knowingly causing a fire or explosion. A.R.S. §13-1703.	<b>K-4 and 5-8</b> Safety and support planning (student, school, family) Check In/Check Out system Counseling referral Skills training for conflict resolution Group promoting positive peer relationship skills Restorative actions -community service Alternative location within or outside home school Earning back of privileges Transportation Change Individualized Behavior Support Plan (including intervention strategies as well as reinforcement strategies) Limit access to computer, backpack, etc. Investigation may lead to other interventions initiated or recommended by Law Enforcement	I: Out-of-school Suspension (6-10 Days)	L: Expulsion	<b>Mitigating Circumstances-</b> Due to the severity of this type of incident, an investigation to determine the circumstances may involve law enforcement to help decide mitigation. Accepted responsibility, apologized, aided in stopping the response, or showed remorse. Evidence that the incident was accidental.	<b>Aggravating Circumstances-</b> Due to the severity of this type of incident, an investigation to determine the circumstances will involve law enforcement to help identify aggravating factors. High level of damage, disruption to learning, or impact on community. Created injury or risk of injury. Emergency response units were called. Use of Accelerants Evidence of Premeditation
<b>**Arson of an occupied structure</b>			<b>Level 5</b>		
Knowingly and unlawfully damaging an occupied structure by knowingly causing a fire or explosion. A.R.S. §13-1704. Occupied structure means any structure in which one or more human beings either is or is likely to be present or so near as to be in equivalent danger at the time the fire or explosion occurs. A.R.S. §13-1701.		I: Out-of-school Suspension (6-10 Days)	L: Expulsion		

Kidnapping	Responses/Consequence			<a href="#">Circumstances for Considerations</a>
	Intervention(s)	Minimum Based on mitigating circumstances	Maximum Based on aggravating circumstances	

<b>**Kidnapping</b>			<b>Level 5</b>		
The unlawful restraint of another person with the intent to (1) hold the victim for ransom, as a shield or hostage; or (2) hold the victim for involuntary servitude; or (3) inflict death, physical injury or a sexual offense on the victim. A.R.S. §13-1304.	<b>K-4 and 5-8</b> Safety and support planning (student, school, family) Check In/Check Out system Counseling referral Group promoting positive peer relationship skills Alternative location within or outside home school Earning back of privileges Transportation Change Individualized Behavior Support Plan (including intervention strategies as well as reinforcement strategies) Investigation may lead to other interventions initiated or recommended by Law Enforcement	L: Expulsion Requires immediate intervention of law enforcement agency		<b>Mitigating Circumstances-</b> Due to the severity of this type of incident, an investigation to determine the circumstances will involve law enforcement to help decide mitigation. Accepted responsibility, apologized or showed remorse.	<b>Aggravating Circumstances-</b> Due to the severity of this type of incident, an investigation to determine the circumstances will involve law enforcement to help identify aggravating factors. Higher level of Threat identified on Threat Assessment Tool Created injury or trauma. Use of weapons Evidence of Premeditation



# Incident Levels

The Incident Level expresses how violations vary in degree of severity. It is possible for Behaviors to fall into the same Incident Type as those with higher or lower Levels due to their level of severity. For example, Recklessness and Fighting are within the Aggression Incident Type, but due to their different level of severity, they are different levels and therefore the response from the school will be different depending on the circumstances.

Level 0	Tracked Behaviors specific to attendance
Level 1	<u>Lower Level Disruptive Behaviors - Minor Behaviors</u>
Level 2	<u>Medium Level Behaviors impacting others and the school more significantly</u>
Level 3	<u>High Concern Violations - Disruption to safety and orderliness of school</u>
Level 4	<u>Severe Violations - Potentially Illegal, Dangerous Behaviors</u>
Level 5	<u>Extremely Severe Violations - Illegal, Dangerous Behaviors</u>

<p><b>Level 0</b></p> <p><b>Attendance Tracked Behaviors</b></p>	<p><b>LEVEL 0 Attendance Behavior Violations</b></p> <p><b><u>Violations associated with Level 0</u></b></p> <p>Attendance Policy Violation-Tardy Attendance Policy Violation-Truancy Attendance Policy Violation-Unexcused Absence Attendance Policy Violation-Other Attendance Violation</p> <p>Truancy as defined in A.R.S. § 15-803 is an unexcused absence for at least one class period during the day.</p> <ul style="list-style-type: none"> <li>• Truancy is an unexcused absence for at least one class period during the day.</li> <li>• <b>Unexcused Absence</b> - When a student is not in attendance for an entire day and does not have an acceptable excuse. Include all absences not verified on or before the absence occurs and/or are outside of the accepted reasons determined by ADE or administrative approval.</li> <li>• <b>Truancy</b> - The state of Arizona requirement for school attendance and definitions for truancy are as follows: <ul style="list-style-type: none"> <li>A. It is unlawful for any child between six and sixteen years of age to fail to attend school during the hours school is in session, unless excused by a parent for an excusable reason.</li> <li>B. A child ..is habitually truant or has excessive absences ...when the number of absent days exceeds ten percent of the number of required attendance days. <ul style="list-style-type: none"> <li>○ 1. "Habitually truant" means a truant child who is truant for at least five school days within a school year.</li> <li>○ 2. "Truant" means an unexcused absence for at least one class period during the day.</li> <li>○ 3. "Truant child" means a child who is between six and sixteen years of age and who is not in attendance at a public or private school during the hours that school is in session, unless excused as provided by State Statute</li> </ul> </li> </ul> </li> <li>• <b><u>Chronic Absenteeism</u></b> Once a student has been absent ten percent of the instructional days (18 days) that student is considered to be <b><u>Chronically Absent</u></b> and all future absences will be considered unexcused for that school year.</li> </ul> <p><b>Interventions</b></p> <p>School attendance is mandatory so if students are not attending school, arriving late to school or avoiding attending classes while in school, the school or district personnel may become involved in assigning interventions unique to Truancy or tardiness. Initial interventions may include:</p> <ul style="list-style-type: none"> <li>• Communications from the school's attendance clerk,</li> <li>• Student conference with District Attendance Officer,</li> <li>• Five day letter from school notifying Parent/Guardian,</li> <li>• Home visit.</li> </ul> <p>If the absences become Chronic (10% of the school year) Further interventions may take place such as:</p> <ul style="list-style-type: none"> <li>• Ten day letter to be sent to parent/guardian</li> <li>• Truancy Intervention Prevention Solutions (T.I.P.S.) The Truancy Prevention Unit will offer recommendations, resources and support that will help the family overcome the student's attendance issues.</li> <li>• Citation for the family or student to the Court System.</li> </ul> <p><b>Consequences</b></p> <p>The consequences for attendance occur in the forms other than typical discipline they include, but are not limited to:</p>
	<p>Washington Elementary School District No. 6 – 2024-2025</p>



- Poor grades
- Loss of learning time
- Poor social competence
- Feelings of stress or anxiety about school and relationships with peers
- Delays in developmental skills and content knowledge
- Intervention or support classes to make up lost time

## LEVEL 1 Behavior Violations

These behaviors are initially handled within the classroom due to their disruptive effects.

### Violations associated with Level 1

Lying, Cheating, Forgery or Plagiarism-Cheating  
 Lying, Cheating, Forgery or Plagiarism-Lying  
 Other Violations of School Policies-Defiance, Disrespect Authority, Non-Compliance  
 Other Violations of School Policies-Disruption  
 Other Violations of School Policies-Dress Code Violation  
 Other Violations of School Policies-Language, Inappropriate  
 Other Violations of School Policies-Other Violation of School Policies  
 Other Violations of School Policies-Public Display of Affection

### Prevention

School-wide, tier 1, lessons are taught to engage students in common expectations for appropriate, respectful behavior so that all students can learn in and contribute to a safe and supportive environment.

If a student is not following the expectations, the immediate staff will remind the student of the school expectations and provide them an opportunity to correct the behavior.

If the student continues the behavior, the incident will be tracked by the teacher, and consequences within the room are likely the next step. This may include the following:

- **Mandatory:** parent/guardian contact and conference with the student.
- **Other classroom responses may include:** a short time separated within or to another classroom for reflection on the behavior expectations and return when ready to correct behavior, conference with student and guardian

### Interventions - Level 1 - Lower Level Disruptive Behavior

If the behavior continues, the student may be referred, according to the school's MTSS (Multi-Tiered Systems of Support) plan, for interventions to support the behavior development of the student.

These interventions may include the following:

#### COMMON INTERVENTION DESCRIPTIONS

- 1 Positive rewards, recognition for improvement, stickers, etc.
- 2 Reflective Lesson/Activity
- 3 Instructional Lesson/Activity
- 4 Restorative Lesson/Activity
- 5 Skills Training
- 6 Alternative location or activity
- 7 Check-in/Check-out.
- 8 Contract
- 9 Increased Supervision
- 10 Gaining back privileges
- 11 Individualized Behavior Support Plan

### Consequences

Depending on the circumstances, there are several consequences and interventions which could be assigned for Level 1 behavior incidents. Consequences may include, but are not limited to the following:

- Loss of learning time for the student and others due to the disruption.
- Conference between either student or student and guardian with school official(s).
- Temporary or permanent removal from location of incident.
- Detention

For more information please refer to the Behavior Support Chart and Legend of Action Categories to see recommended interventions.

**Level 1**

**Lower Level Disruptive Behaviors Minor Behaviors**

**These violations are disruptive to the learning environment and initially Classroom Managed and Tracked at classroom level**

**Level 2**

**Medium Level Behaviors impacting others more significantly**

**These violations are disruptive and harmful to others and are inappropriate for school**

## LEVEL 2 Behavior Violations

Similar to Level 1, many of the Level 2 behaviors are ones addressed initially in a classroom by a staff member, however, depending on the circumstances, they can be more severe depending on the circumstances. These behaviors tend to run a higher risk of leading to injury or harm to others including personal or school property.

### Violations associated with Level 2

Aggression-Disorderly Conduct  
 Aggression-Other Aggression  
 Aggression-Recklessness  
 Aggression-Verbal Provocation  
 Attendance Policy Violation-Leaving School Grounds without Permission  
 Lying, Cheating, Forgery or Plagiarism-Forgery  
 Lying, Cheating, Forgery or Plagiarism-Plagiarism  
 Other Violations of School Policies-Gambling  
 Other Violations of School Policies-Language, Inappropriate to adult  
 Other Violations of School Policies-Parking Lot Violation

### **Prevention**

School-wide, tier 1, lessons are taught to engage students in common expectations for appropriate, respectful behavior so that all students can learn in and contribute to a safe and supportive environment.

If a student is not following the expectations for the above behaviors, the attending staff will remind the student of the school expectations and correct the behavior.

### **And**

The School's MTSS process will be followed which may include the following:

- **Mandatory:** parent/guardian contact and conference with the student.
- **Tracking** - some of the listed behaviors will be tracked by the teacher, while the more severe will be referred to the office for further action..

This may include the following:

- **Other School Responses may include:**
  - A short time separated within or to another classroom for reflection on the behavior expectations and return when ready to correct behavior,
  - A conference with student and guardian
  - Teaching or reteaching of school expectations and how the behavior can create an unsafe situation for others,

**Interventions - Level 2 - Medium Level Disruptive or Inappropriate School Behavior** If the behavior continues, the student may be referred, according to the school's MTSS (Multi-Tiered Systems of Support) plan, for interventions to support the behavior development of the student.

These interventions may include the following:

### **COMMON INTERVENTION DESCRIPTIONS**

- 1 Positive rewards, recognition for improvement, stickers, etc.
- 2 Reflective Lesson/Activity
- 3 Instructional Lesson/Activity
- 4 Restorative Lesson/Activity
- 5 Skills Training
- 6 Alternative location or activity
- 7 Check-in/Check-out.
- 8 Contract
- 9 Increased Supervision
- 10 Gaining back privileges
- 11 Individualized Behavior Support Plan

### **Consequences**

Depending on the circumstances, there are several consequences and interventions which could be assigned for Level 2 behavior incidents.. Consequences may include, but are not limited to the following:

- Loss of learning time for the student and others due to the disruption.
- Conference between either student or student and guardian with school official(s).
- Temporary or permanent removal from location of incident.
- Detention
- In-school or Out-of -school suspension (1-5 days)
- Out-of-school suspension (6-10 days).
- Long-term suspension

For more information please refer to the Behavior Support Chart and Legend of Action Categories to see recommended consequences and interventions for each incident type.

### **LEVEL 3 Behavior Violations**

Level 3 behaviors may or may not be addressed initially in a classroom, and depending on the circumstances, they can be more severe depending on the circumstances. These behaviors tend to be more concerning due to the higher risk to safety, damage to property, and orderly operation of the school.

#### **Violations associated with Level 3**

Aggression-Fighting\*  
 Aggression-Minor Aggressive Act  
 Other Violations of School Policies-Combustible  
 Other Violations of School Policies-Negative Group Affiliation  
 Other Violations of School Policies-Contraband (Possession of)  
 Other Violations of School Policies-Possession of Contraband-E-Cigarette / Hooka  
 Technology, Improper use of  
 Technology, Improper use of-Computer  
 Technology, Improper use of-Network Infraction  
 Trespassing  
 Vandalism-Graffiti or Tagging  
 Vandalism-Vandalism of Personal Property\*  
 Weapons and Dangerous Items-Dangerous Items\*-Knife with a blade length of less than 2.5 inches  
 Weapons and Dangerous Items-Dangerous Items\*-Laser Pointer  
 Weapons and Dangerous Items-Dangerous Items\*-Razor Blade/Box Cutter

#### **Prevention**

School-wide, tier 1, lessons are taught to engage students in common expectations for appropriate, respectful behavior so that all students can learn in and contribute to a safe and supportive environment.

If a student is not following the expectations for the above behaviors, the attending staff will remind the student of the school expectations and correct the behavior.

#### **And**

The School's MTSS process will be followed which may include the following:

- **Mandatory:** parent/guardian contact and conference with the student.
- **Referral** - In most cases, the listed behaviors will be referred to the office for further action based on the school's incident flow chart (MTSS Plan..
- **Other School Responses may include:**
  - A short time separated within or to another classroom for reflection on the behavior expectations and return when ready to correct behavior,
  - A conference with student and guardian
  - An investigation regarding any injury or damage
  - Teaching or reteaching of school expectations and how the behavior can create an unsafe situation for others.

#### **And**

#### **Interventions - Level 3 - Higher Level Behavior Concerns**

Due to severity of the behavior, the student may be considered, according to the school's MTSS (Multi-Tiered Systems of Support) plan, for interventions to support the behavior development of the student.

These interventions may include the following:

## **Level 3**

### **Higher Level Behavior Concerns**

**These violations are a risk to safety, damage to property, and disruptive to orderliness of school**

#### COMMON INTERVENTION DESCRIPTIONS

- 2 Reflective Lesson/Activity
- 3 Instructional Lesson/Activity
- 4 Restorative Lesson/Activity
- 5 Skills Training
- 6 Alternative location or activity
- 7 Check-in/Check-out.
- 8 Contract
- 9 Increased Supervision
- 10 Gaining back privileges
- 11 Individualized Behavior Support Plan

**And**

#### **Consequences**

Depending on the circumstances, there are several consequences and interventions which could be assigned for Level 3 behavior incidents.. Consequences may include, but are not limited to the following:

- Loss of learning time for the student and others due to the disruption.
- Conference between either student or student and guardian with school official(s).
- Temporary or permanent removal from location of incident.
- Detention
- In-school or Out-of -school suspension (1-5 days)
- Out-of-school suspension (6-10 days).
- Long-term suspension

For more information please refer to the Behavior Support Chart and Legend of Action Categories to see recommended consequences and interventions for each incident type.

## **Level 4**

### **Severe Behavior Concerns**

**These  
Violations are  
either  
criminal acts,  
potentially  
Illegal or  
very  
dangerous  
behaviors**

### **LEVEL 4 Behavior Violations**

Level 4 behaviors, depending on the circumstances, are or may be illegal and therefore, may require law enforcement notification. Due to the legal and dangerous aspects of these behaviors they tend to be highly concerning and will receive more immediate attention, intervention and consequences.

#### **Violations associated with Level 4**

- Aggression-Assault\*, Endangerment\*, or Fighting with a weapon\*
- Alcohol Violation\*-Possession, Use, Sale, Distribution, Intent to Sell or Distribute\*
- Drug Violation\*-Possession, Use, Sale, Share, Distribution, Intent to Sell or Distribute - Marijuana, Inhalants, Drug Paraphernalia, Other Illicit Drug, Over the Counter Drug, Substance represented as illicit drug, or Unknown Drug,
- Tobacco Violation\*-Possession, Sale, Distribution, or Intent to Sell or Distribute, Share, Use
- Bullying\* - Cyber-Bullying\*, Social Exclusion, Manipulation of relationships, etc., Physical, Race, Color, National Origin, Sexual Orientation, Verbal
- Harassment - nonsexual\*
- Threat or Intimidation\*
- Possession of Contraband
- School Threat-Fire Alarm Misuse or Other School Threat\*
- Sexual Offenses-Pornography - media
- Improper use of Technology -Other Technology, or Use of Telecommunication Device
- Theft-Non school property, Petty Theft, School property, Extortion, or Robbery
- Vandalism-Vandalism of School Property\*
- Weapons and Dangerous Items-Dangerous Items\*-Air Soft Gun, B.B. Gun, Mace/Pepper Spray, Paintball Gun., Pellet Gun, Simulated Knife, Taser or Stun Gun, Simulated Firearm, or Other

#### **Prevention**

School-wide, tier 1, lessons are taught to engage students in common expectations for appropriate, respectful behavior so that all students can learn in and contribute to a safe and supportive environment.

**And**

The School's MTSS process will be followed which may include the following:

- **Mandatory:** parent/guardian contact and conference with the student.
- **Referral** - In all cases, the listed behaviors will be referred to the office for further action..
- **Other School Responses may include:**

- A short time separated within or to another classroom for reflection on the behavior expectations and return when ready to correct behavior,
- A conference with student and guardian
- An investigation regarding any injury or damage
- A Notification to Law Enforcement

**And**

#### **Interventions - Level 4 - Severe Behavior Concerns**

Due to severity of the behavior, the student may be considered, according to the school's MTSS (Multi-Tiered Systems of Support) plan, for interventions to support the behavior development of the student.

These interventions may include the following:

#### **COMMON INTERVENTION DESCRIPTIONS**

- 5 Skills Training
- 6 Alternative location or activity
- 7 Check-in/Check-out.
- 8 Contract
- 9 Increased Supervision
- 10 Gaining back privileges
- 11 Individualized Behavior Support Plan
- 12 Conference with other staff or Law Enforcement

**And**

#### **Consequences**

Depending on the circumstances, there are several consequences and interventions which could be assigned for Level 4 behavior incidents.. Consequences may include, but are not limited to the following:

- Loss of learning time for the student and others due to the disruption.
- Conference between either student or student and guardian with school official(s).
- Temporary or permanent removal from location of incident.
- Detention
- In-school or Out-of -school suspension (1-5 days)
- Out-of-school suspension (6-10 days).On the first incident involving possession or use of marijuana or alcohol (not sale/share/distribution), the number of days of OSS may be modified or reduced if the student agrees to participate in the appropriate substance abuse workshop.
- Long-term suspension

For more information please refer to the Behavior Support Chart and Legend of Action Categories to see recommended consequences and interventions for each incident type.

## **Level 5**

**Extremely  
Severe  
Behaviors**

**These  
violations are  
Violent,  
Dangerous,  
and are  
criminal acts.**

### **LEVEL 5 Behavior Violations**

Level 5 behaviors, depending on the circumstances, are or may be illegal and therefore, may require law enforcement notification. Due to the legal and dangerous aspects of these behaviors they tend to be highly concerning and will receive more immediate attention, intervention and consequences.

#### **Violations associated with Level 5**

- Aggression-Aggravated Assault\*
- Arson of a structure or property or of an occupied structure
- Hazing
- School Threat-Bomb Threat\*, Chemical or Biological Threat
- Sexual Harassment \* or Sexual Harassment with Contact\*
- Sexual Offenses-Pornography with student, Indecent Exposure or Public Sexual Indecency, Sexual Abuse, Sexual Assault (Rape)
- Theft - Burglary (First Degree), Burglary or Breaking and Entering (Second or Third Degree), or Armed Robbery
- Weapons and Dangerous Items-Firearms\*-Handgun, Other Firearm or Destructive Device, Other Weapons\*, Brass Knuckles. Knife with a blade length of at least 2.5 inches
- Kidnapping
- Homicide

## Prevention

Common expectations for appropriate, respectful behavior are included in the Student/Parent handbook notifying students and guardians that the above behaviors are illegal and not welcome on campus. Law Related Education may also be offered so that all students can learn in and contribute to a safe and supportive environment.

## And

The School's MTSS process will be followed which may include the following:

- **Mandatory:** parent/guardian contact and conference with the student.
- **Referral** - In all cases, the listed behaviors will be referred to the office for further action..
- **Other School Responses may include:**
  - An investigation regarding any injury or damage
  - A Notification to Law Enforcement

## And

## Interventions - Level 5 - Extremely Severe Behavior Concerns

Due to severity of the behavior, the student may be considered, according to the school's MTSS (Multi-Tiered Systems of Support) plan, for interventions to support the behavior development of the student.

These interventions may include the following:

### COMMON INTERVENTION DESCRIPTIONS

- 5 Skills Training
- 6 Alternative location or activity
- 7 Check-in/Check-out.
- 8 Contract
- 9 Increased Supervision
- 10 Gaining back privileges
- 11 Individualized Behavior Support Plan
- 12 Conference with other staff or Law Enforcement

## And

## Consequences

Depending on the circumstances, there are several consequences and interventions which could be assigned for Level 5 behavior incidents.. Consequences may include, but are not limited to the following:

- Loss of learning time for the student and others due to the disruption.
- Conference between either student or student and guardian with school official(s).
- Temporary or permanent removal from location of incident.
- Suspension or removal from school for up to 10 days out-of-school suspension;
- placement in school diversion program;
- Request for a district hearing officer to consider long-term out-of-school suspension (more than 10 days); Alternative to Suspension (placement at New beginnings Academy);

For more information please refer to the Behavior Support Chart and Legend of Action Categories to see recommended consequences and interventions for each incident type.

## INTERVENTIONS

Beyond the traditional actions the school may take in response to a student's behavior (shown above), school administrators or Superintendent may wish to provide additional measures during the school day or in after school programs, to support and encourage learning from daily situations. Those measures are reflective, instructional or restorative in nature, and are implemented with the intent to promote personal growth. Knowing schools and families want the same for children, interventions often encourage the family or guardian to take part in these actions, so the school and family work with the child towards mutual outcome. **PLEASE NOTE:** Interventions shown in the chart are options, but may not always be available or considered most appropriate. They are not intended to be an exhaustive list.

### Interventions for K-4 Grade:

For students in Kindergarten through 4th grade, the focus is on age-appropriate interventions that encourage more knowledge building since predictably they have had less experiences to know how to choose a more positive behavior. These may include scenario lessons or skill building activities, positive reinforcement strategies, behavior contracts, behavior plans tailored to individual needs, apologies, time to work with others on the specific behavior, or classroom-based interventions designed to address the root causes of misbehavior.

### Interventions for 5-8 Grades:

Older students in grades 5-8 are provided with more specific interventions to support their development. These may involve skill building, discussion sessions with peers and adults, peer mediation, restorative justice practices such as apologies or community service, and personalized behavior plans tailored to individual needs.

Common Interventions are listed below and are numbered. When one of the numbers below appears within the Interventions Column of the Behavior Support Chart, that means that response is recommended as a possible intervention, depending on the circumstances of the incident.

	Common Intervention descriptions
1	Positive rewards, recognition for improvement, stickers, etc.
2	Reflective Lesson/Activity  Students will process how their behaviors affect others and what actions they should take instead. May be completed in a written reflection log or verbal conversation. These may be delivered as a part of a "Behavior Academy" or group of skill-based lessons for individuals or small groups (see an example of Behavior Academies listed below).
3	Instructional Lesson/Activity  Students will be taught or re-taught school expectations and how behaviors affect others and skills they need to develop to replace those behaviors. May be completed individually or in group; in writing or verbally. These may be delivered as a part of a "Behavior Academy" or group of skill-based lessons for individuals or small groups (see an example of Behavior Academies listed below).
4	Restorative Lesson/Activity  Students will be provided an opportunity to correct or restore what was lost, broken, damaged, or impacted by the student's behaviors. May take the form of repayment, community service, apology, or presenting what they have learned from research. These may be delivered as a part of a "Behavior Academy" or group of skill-based lessons for individuals or small groups (see an example of Behavior Academies listed below).
5	Skills Training  Skills training may take the form of Reflective, Restorative, and Instructional lessons or activities provided by school staff. The lessons or activities help students develop social skills, communication skills and positive peer relationship skills, through conflict resolution, apologies, mediation strategies, peer pressure refusal and empathy. These skills may be delivered as a part of a "Behavior Academy" which is a group of skill-based lessons provided to individuals or small groups (see an example of Behavior Academies listed below).
	Behavior Academies Hands-Off Academy



	<p>Check-In Check-Out</p> <p>Civility Academy</p> <p>Organizational Skills</p> <p>Social Skills</p> <p>Upstander Academy</p> <p>Motivation Academy</p> <p>Emotional Regulation Academy</p>
6	Alternative location or activity
	A student may be assigned to a different location, such as a “buddy room” within the building to redirect or process their behaviors. If the behaviors revolve around a specific activity, they may be assigned to a different activity while they develop the skills to demonstrate the expected behaviors required to participate in the activity.
7	Check-in/Check-out.
	Check-in/Check-out requires a student to meet with an adult mentor daily to either start the day, end the day, or both. They will have discussions regarding targeted behavior. Often a way of tracking the behavior is included.
8	Contract
	A student contract may define the agreed expectations for many types of situations. A contract may be between students, between a student and a staff member, or a student and the school in general. A contract is typically set for a certain period of time and progress will be tracked to meeting the expected goals of the contract. An example of a contract might be a "No Contact Contract" when two or more students agree to keep their distance from one another, and define what that looks like, sounds like, and how to communicate violations of the contract.
9	Increased Supervision
	At times, it may be agreed that a student requires more monitoring and support in different situations, so a staff member will be assigned to walk with them, or monitor their belongings. Examples of increased supervision include a student being escorted anytime they leave the classroom or when a student may be required to leave their belongings with a designated staff member.
10	Gaining back privileges
	A student may struggle with certain situations or locations, so they may need to be removed while they develop the skills to gain those privileges. Earning back privileges which can be regained might involve in-class or out-of-class activities, assemblies, or less structured times such as recess or after school events.
11	Individualized Behavior Support Plan
	The school team may reach out to parents to write a Behavior Support Plan for a student
12	Conference with other staff or Law Enforcement
	Due to the severity of a situation or the legal issues involved in an incident, it may be recommended or required that a student have a conversation about their rights, responsibilities, and legality of their choices from an authority outside the school such as a Public Safety Officer.
13	Title IX investigation
	In incidents which may involve sexual harassment or sex-based <b>discrimination</b> , under Title IX of the Education Amendments of 1972, schools have specific obligations to address sexual harassment to ensure a safe and nondiscriminatory environment for all students. The requirements and processes include immediate and appropriate investigation, offering supportive measures to the complainant to restore or preserve equal access to the school's education program or activity without unreasonably burdening the other party. These measures are non-disciplinary and non-punitive. Additionally, this includes a fair and impartial process from the investigation through the final determination which would be determined by the Title IX coordinator or designee.
14	Transportation specific interventions
	When an incident takes place on a bus, at a bus stop, or to and from the bus loading areas, the school or transportation department may be involved in assigning interventions unique to the act of transportation. Initial interventions may include:



	<ul style="list-style-type: none"> <li>• SHOW Bus Expectations poster and ask student to read or repeat.</li> <li>• MOVE student to the front of the bus for the rest of the week.</li> <li>• ASK student to state the Bus Expectations</li> </ul> <p>If the behavior progresses, the <b>intervention</b> may include:  Conversation with transportation personnel, changing bus routes or stops, or removal from bus riding privileges temporarily (5-10 days) up to the remainder of the year.</p>
15	Attendance specific interventions
	<p>School attendance is mandatory so if students are not attending school, arriving late to school or avoiding attending classes while in school, the school or district personnel may become involved in assigning interventions unique to Truancy or tardiness. Initial interventions may include:</p> <ul style="list-style-type: none"> <li>• Communications from the school's attendance clerk,</li> <li>• Student conference w/ Attendance Officer,</li> <li>• Five day letter from school notifying Parent/Guardian,</li> <li>• Home visit.</li> </ul> <p>If the absences continue to being Chronic (10% of the school year) Further interventions may take place such as:</p> <ul style="list-style-type: none"> <li>• Ten day letter to be sent to parent/guardian</li> <li>• Truancy Intervention Prevention Solutions (T.I.P.S.) meeting to help the family find solutions to improve their student's attendance. School staff and the Truancy Prevention Unit will offer recommendations, school resources, outside resources and support that will help the family overcome the student's attendance issues.</li> <li>• Referral to the Truancy Team for assistance and warning letter.</li> <li>• Citation for the family or student to the Court System.</li> </ul>

## Common aggravating and mitigating circumstances applicable to all types of behaviors:

**"Aggravating Circumstances"** - Are conditions which compound or increase the severity of the behavior and therefore guide proportionally a potentially greater response or consequences from the school/district.

Examples:

- Severity and intensity - The severity of the actual result of the conduct.
- Injury or damage - The potential and actual jeopardy to the members of the educational community and their property resulting from the misconduct.
- Level of Disruption - The extent of the disruption or potential disruption to the educational environment.
- Responsibility or remorse - The attitudes of the student and Parent/Guardian concerning the misconduct and potential disciplinary consequences.
- Previous similar behavior - The repetition of incidents of misconduct either with or without disciplinary intervention between the separate incidents.
- Motivation for the behavior - The apparent or expressed motivation of the student.
- Legal considerations - Whether the student's behavior violated civil or criminal laws.

**"Mitigating Circumstances"** - Are conditions which lessen or decrease the severity of the behavior and therefore guide proportionally a potentially lesser response or consequences from the school/district.

Examples:

- The age of the student.
- The ability of the student to understand that the conduct was prohibited.
- The ability of the student to understand the potential risk of the misconduct to the health and/or safety of others and their property.
- The ability of the student to understand the potential of the disruption to the institution.
- The ability of the student to understand the potential for disciplinary consequences.
- The apparent or expressed motivation of the student.
- Reasonableness of use of physical force in self-defense, defense of others, and defense of property.
- Frequency, type and magnitude of previous behaviors, both positive and negative, by the student.
- Special intellectual, psychological, emotional, environmental or physical characteristics of the student.

## **STUDENT CONCERNS, COMPLAINTS AND GRIEVANCES**

Students have the right to attend school in a safe environment that is free from discrimination or harassment, and in which constitutional rights, the right to equal access to programs, and personal safety are respected.

Students may present a complaint or grievance regarding one (1) or more of the following:

- Violation of the students' constitutional rights;
- Denial of an equal opportunity to participate in any program or activity for which the student qualifies;
- Discriminatory treatment on the basis of race, color, religion, sex, age, national origin or disability (see Policy JB – Equal Educational Opportunities);
- Harassment of the student by another person; or
- Concern for the student's personal safety;

Provided that:

- The topic is not the subject of disciplinary or other proceedings under other policies and regulations of this District; and
- The procedure shall not apply to any matter for which the method of review is prescribed by law, or the Governing Board is without authority to act.

### **Guidelines to be followed:**

- The accusation must be made within thirty (30) calendar days of the time the student knew or should have known that there were grounds for the complaint/grievance.
- The complaint/grievance shall be made only to a school administrator, professional staff member or the Superintendent.
- The person receiving the complaint will gather information for the complaint form.
- All allegations shall be reported on forms with the necessary particulars as determined by the Superintendent. Forms are available in the school office. (See also JII-EA – Student Concerns, Complaints, and Grievances Complaint Form.)
- The person receiving the complaint shall preserve the confidentiality of the subject, disclosing it only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law.

Any question concerning whether the complaint/grievance falls within this policy shall be determined by the Superintendent.

Complaints by middle school students may be made only by the students on their own behalf. A parent or guardian may initiate the complaint process on behalf of an elementary school student.

A complaint/grievance may be withdrawn at any time. Once withdrawn, the process cannot be reopened if the resubmission is longer than thirty (30) calendar days from the date of the occurrence of the alleged incident.

Retaliatory or intimidating acts against any student who has made a complaint under this policy and its corresponding regulations, or against a student who has testified, assisted or participated in any manner in an investigation relating to a complaint or grievance, are specifically prohibited and constitute grounds for a separate complaint.

## **DISCRIMINATION**

It is the policy of the District that the rights of students to participate fully in classroom instruction shall not be abridged or impaired because of race, color, religion, sex, age, national origin and disability, or any other reason not related to the students individual capabilities.

Any person who feels unlawfully discriminated against or who has been a victim of unlawful discrimination by an agent or employee of the District or who knows of such discrimination against another person should file a complaint with the school administrator, professional staff member or the Superintendent (see JII-EA-Student Concerns, Complaints, and Grievances Complaint Form in the "Forms" section of this handbook). The District is committed to investigating each complaint and to taking appropriate action on all confirmed violations of this policy.

## **CLOSED CAMPUS**

All schools in the Washington Elementary School District are considered to be closed campuses. Students may not leave the school grounds during school hours, including lunchtime. The principal or designee must approve exceptions.

## STUDENT SUSPENSION

A student may be removed from contact with other students as a temporary measure.

The authority to suspend a student for up to ten (10) days, after an informal hearing is held, rests with the Superintendent. This authority may be delegated to other administrators. If a danger to students or staff members is present, the principal may immediately remove the student from school, with prior contact with the parents and with a notice and hearing following as soon as practicable. Each suspension shall be reported to the Governing Board, within five (5) days, by the person imposing it. [A.R.S. 15-843]

In all cases, except summary suspension where a clear and present danger is evident, the student shall remain in school until applicable due process procedures are instituted. In **no** instance shall students be released early from school unless parents have been notified.

The Superintendent may designate a hearing officer for suspension hearings. **Please Note: Federal privacy laws prohibit the District from naming students involved in disciplinary actions and from revealing the consequences of those actions to the parents of other students.**

### Regular Education Students

#### ***Suspension for ten days or less***

**Step 1:** The student will receive notice, written or oral, of the reason for suspension and the evidence the school authorities have of the alleged misconduct.

- After having received notice, the student will be asked for an explanation of the situation.
- The authorized District personnel shall make reasonable efforts to verify facts and statements prior to making a judgment.

**Step 2:** (Following Step 1) Provided that a written record of the action taken is kept on file, authorized District personnel may:

- Suspend the student for up to ten (10) days.
- Choose other disciplinary alternatives.
- Exonerate the student.
- Suspend the student for ten (10) days pending a recommendation that the student be given a Long-term suspension or expulsion or both.

When suspension is involved:

- A parent must be notified before the student is allowed to leave campus. If no parent contact can be made, the student may be isolated until dismissal time and then given a written message to the parents.
- A letter to the parents will be written within a reasonable time to explain the terms (including the possibility that a Long-term suspension and/or expulsion is being recommended) and reasons for the suspension and to request a meeting to solicit their help.
- No appeal is available from a short-term suspension.

#### ***Suspension for over ten days***

**Step 3:** If the offense is one that could result in a suspension of over ten (10) days, in addition to Step 1 and Step 2 a formal hearing will be arranged and conducted by a hearing officer or by the Superintendent.

**Step 4:** A formal letter to the responsible parent or guardian will be mailed by certified mail with return receipt requested or delivered by hand (with an adult witness present) at least five (5) working days prior to the formal hearing. A copy of this letter will remain on file, and the letter should contain the following information:

- The charges and the rule or regulation violated.
- The extent of the punishment to be considered.
- The date, time and place of the formal hearing.
- A designation of the District's witnesses.
- That the student may present witnesses.
- That the student may be represented by counsel at student's expense.
- If a hearing officer has been designated, the name of the hearing officer.

**Step 5:** A formal hearing will be held, during which the student will be informed of the following:

- Nothing in these procedures shall be construed to prevent the students who are subject to the action and their parents or legal guardians and legal counsel from attending any executive (closed) session pertaining to the proposed disciplinary action, or from having access to the minutes and testimony of such session or from recording such a session at the parent's or legal guardian's expense.
- The student is entitled to a statement of the charges and the rule or regulation violated.
- The student may be represented by counsel, without bias to the student.
- The student may present witnesses.

- The student or counsel may cross-examine witnesses presented by the District.
- The burden of proof of the offense lies with the District.
- Either the hearing must be recorded on tape or an official record must be kept in some other appropriate manner. In addition, parents are to be allowed to tape-record the hearing at their own expense.
- The District has the right to cross-examine witnesses and may be represented by an attorney.

**Step 6:** The decision and appeal procedure, if applicable, upon the conclusion of the hearing will be as follows:

- Upon the conclusion of a hearing by a hearing officer in which a decision of Long-term suspension is made, the decision may be appealed to the Governing Board. To arrange such an appeal, the parent(s) of the suspended student or the student must deliver to the Superintendent a letter directed to the Board within five (5) days after receiving written notice of the Long-term suspension. The letter must describe in detail any objections to the hearing or the decision rendered.
- The appeal to the Board will be on the record of the hearing held by the hearing officer. If the Board determines that the student was not afforded due process rights or that this policy was not followed in all substantive respects, the student shall be given another hearing. If the Board determines that the punishment was not reasonable, the Board may modify the punishment. The decision of the Board is final.

### **Special Education Students**

#### ***Suspension for ten days or less***

Short-term suspension (ten [10] days or less) may be used for special education students for disciplinary reasons on the same basis as for a regular education student. (It is not considered a change of placement.)

**Step 1:** The student will receive notice, written or oral, of the reason for suspension and the evidence the school authorities have of the alleged misconduct.

- After having received notice, the student will be asked for an explanation of the situation.
- The authorized District personnel involved shall make reasonable efforts to verify facts and statements prior to making a judgment.

**Step 2:** (Following Step 1) Provided that a written record of the action taken is kept on file, authorized District personnel may:

- Suspend the student for up to ten (10) days.
- Choose other disciplinary alternatives.
- Exonerate the student.
- Suspend the student for ten (10) days pending a recommendation that the student be given a Long-term suspension or expulsion or both.

When suspension is involved:

- A parent must be notified before the student is allowed to leave campus. If no parent contact can be made, the student may be isolated until dismissal time and then given a written message to the parents.
- A letter to the parents will be written within a reasonable time to explain the terms (including the possibility that a Long-term suspension and/or expulsion is being recommended) and reasons for the suspension and to request a meeting to solicit their help.
- No appeal is available from a short-term suspension.

#### ***Suspension for over ten days***

If a special education student is recommended for a suspension of more than ten (10) days during the school year (a possible change in placement), a manifestation determination conference must be held.

**Step 3:** A recommended suspension of a special education student for more than ten (10) consecutive days, or a series of suspensions totaling more than ten (10) days, may constitute a change of placement and shall require a manifestation determination conference. Such a conference shall be for the purpose of determining whether or not the offense is a manifestation of the student's disability.

**Step 4:** If the offense is not a manifestation of the disability of the student, the student may be suspended by following the District policies for students in general, provided that educational services are continued during the period of disciplinary removal for a student with a disability qualified under the Individuals with Disabilities Education Act (IDEA). A student with a disability qualified for educational services under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973, and not qualified under IDEA, may be suspended or expelled from school, and educational services may be ceased, if nondisabled students in similar circumstances do not continue to receive educational services.

**Step 5:** If the behaviors are a manifestation of the disability of the student, the District may not extend the suspension of the student beyond the initial ten (10) school days.

An exception to the above allows for an IDEA-qualified student to be given a change in placement to an interim alternative educational setting for not more than forty-five (45) days, in accordance with federal law and regulation, if the removal is for IDEA- defined drug or weapons offenses or is based upon a due process hearing officer's determination that injury to

the child or another is substantially likely if current placement is maintained.

Any interim alternative educational setting must be selected so as to enable the child to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the child's current IEP; and include services and modifications that are designed to prevent the behaviors for which the placement was made from recurring. (Caution: refer to IDEA statutes and regulations before implementing the exception.)

### **Alternative to Suspension**

Students meeting the following requirements may participate in an Alternative to Suspension Program described below at the determination of the Superintendent: (Suspension from school has been determined as the punishment for an offense and any appeal has been denied.)

- The immediate suspension was not due to:
  - Fighting or engaging in violent behavior
  - Threatening an educational institution
  - Selling, using or possessing weapons, firearms, explosives or dangerous instruments
  - Making a bomb threat
  - Engaging in arson
- The student has not served more than one (1) short-term suspension or alternative to suspension of ten (10) days or less during the current academic year.
- The student has admitted to or taken responsibility for the act upon which suspension was imposed in a written statement signed by the student and attested to by the student's parent or guardian.
- The student and parent or guardian have received a written admonition that the suspension as originally determined will be imposed summarily and in its entirety should the student violate the conditions or requirements of the Alternative to Suspension Program. (Note: Follow appropriate dismissal procedures.)

Parent(s) or guardian(s) shall agree to participate by:

- Providing transportation as necessary to and from the program location.
- Furnishing meals prepackaged or purchasing same for the student.
- Establishing and monitoring in consultation with the school a supervisory routine limiting the student's contact to that which is necessary with other students and friends during the program.

The Alternative to Suspension Program is to be one of social isolation. It shall be discipline intensive, requiring academic work and as determined may involve community service, grounds keeping and litter control.

- Parents will participate by providing support and supervision.
- Students will be isolated from others by means of barriers or distance at a location determined by the District. No participation in any school-sponsored activity will be permitted during the program.
- Communication by students with others will be limited to adult District staff or as directed by the adult supervisor on duty.
- Ordered study time will be established for each student consistent with the number of classes in which the student is enrolled, divided proportionately through the academic day.
- Students are confined to their assigned areas and seats except as designated by the supervisor. All personal maintenance will be planned and approved by the supervisor.
- Students are to bring all books, workbooks, paper and necessary instruments for each class in which they are enrolled to the program daily and take the same material home each day of the program.
- Protocols for implementation of the Alternative to Suspension Program following the requirements above may be established by the administrator at each location.

### **Procedures and Conditions for Readmission of Students Suspended for More Than Ten Days**

#### ***Early readmission procedures***

The Superintendent may authorize early readmission of a student suspended for more than ten (10) days. The student shall be considered for readmission only upon completion of the major portion of the suspension (usually one [1] day more than half [1/2] with consideration for the grading period or academic division as necessary). The following conditions must be met:

- A written request must be submitted to the Superintendent on behalf of the student by the student's parent or guardian asking for readmission and requesting a meeting to determine any requirements.
- Accompanying the written request shall be a summary of the student's activities and accomplishments during the suspension period written and signed by the student and signed and attested to by the parent or guardian. (Parents

of elementary grade students may prepare the summary.)

- The request shall include a signed statement from local law enforcement officials that there have been no infractions of local or state codes for which the student could have been charged during the period of the suspension.
- At the time of the meeting to review the request the student may be required to explain the incident or incidents leading up to the suspension.

The determination to allow readmission may be based on, but not limited to, the following elements:

- The age of the student.
- The frequency, type and relative magnitude of previous misbehavior by the student.
- The relative severity of the event(s).
- Whether the student's behavior violated civil or criminal laws.
- The degree to which the incident(s) interfered with the educational process.
- The extent to which the event created endangerment to the student, others or property.
- Special intellectual, psychological, emotional, environmental and physical characteristics of the student.
- The student's attitude concerning the event(s).
- The expressed intent concerning the student's future behavior.

Should early readmission be granted, the student, with parent or guardian affirmation, shall agree to the following conditions:

- Regular attendance—no unexcused absences.
- No violation of school rules or policies.
- Attendance at after-school events for the remaining term of suspension only with prior approval of the administration.
- Completion of all class tasks in timely fashion, as directed.
- The student will receive supervision before and after school by parental arrangement, travel directly to school and from school, and report immediately to a supervisor for the balance of the term of the suspension.
- The student and parent or guardian shall receive a written admonition that failure in the conditions required for early readmission will mean summary imposition of the remainder of the suspension, and additional punishment if indicated by the disciplinary policies and procedures of the District.

## **REMOVAL OF STUDENTS FROM SCHOOL-SPONSORED ACTIVITIES**

The principal of a school may remove a student from a school-sponsored activity if the principal determines that the student has violated a provision of the student discipline policies, rules, and/or regulations or if the principal determines that such removal is in the best interest of the activity or in the best interest of the school as a whole.

The principal also may remove a student from a specific position, such as officer, editor or captain of an activity, without removing the student from the entire activity.

The principal may remove a student pursuant to the preceding two (2) paragraphs, whether or not the student has been elected, appointed, or assigned to, or has volunteered for, the activity.

Before removing a student from an activity or position as a result of the student's violation of the student discipline policies, rules and/or regulations, the principal must comply with the notice-and-hearing provisions of those policies, rules and/or regulations.

Before removing a student from an activity or position for reasons other than a student's violation of the student discipline policies and/or regulations, the principal shall give written notice to the student. The notice shall include the reason or reasons for the removal and the date that the removal is to become effective. If the student disagrees with the principal's determination, the student may, within five (5) school days, request in writing a conference with the principal. The conference shall be held as soon as practicable after the principal receives the written request. At the conference, the student shall be given a full explanation of the reason or reasons for the action taken. The student shall be given an opportunity to present an explanation of the events relating to the action.

If, after the conference, the principal determines that the decision to remove the student from the activity or position is correct, the removal shall become effective on the date indicated in the principal's notice. If, after the conference, the principal determines that action of a less severe nature than removal is warranted, the principal may impose the less severe action. If, after the conference, the principal determines that neither removal nor less severe action is warranted, the prior decision to remove the student shall be rescinded.

For purposes of this policy, *activity* is defined as:

- Any school-sponsored athletic activity; or

- Any school-sponsored club; or
- Any school-sponsored organization such as yearbook, newspaper, student government, drama, music, honor society or any other organization or class of a similar nature.

An *activity* includes activities as defined above, whether or not a student is receiving or may receive academic credit for the activity.

## **EXPULSION OF STUDENTS**

A recommendation to expel shall be through the principal and forwarded to the Superintendent. The authority to expel rests only with the Board. All expulsions requested shall have supporting data indicating the required due process procedure provided at the time of recommendation.

### **Regular Education Students**

Expulsion is the permanent exclusion of a student from school and school activities, unless the Governing Board reinstates the student's privileges to attend school.

**Step 1:** Each recommendation for expulsion shall be delivered to the Superintendent. A recommendation for expulsion may be made before, after or in conjunction with a Long-term suspension hearing, if one is to be held.

**Step 2:** If the Superintendent concurs with the recommendation, it shall be forwarded to the Governing Board.

**Step 3:** In each case in which a recommendation for expulsion receives approval by the Superintendent, the Governing Board will meet in executive session:

- To determine whether the nature of the accusations against the student justify an expulsion hearing,
- To determine whether the hearing will be held before the Governing Board or before a hearing officer,
- To designate a hearing officer if one will be used, and
- If the hearing will be conducted by the Governing Board to determine whether the hearing will be conducted in executive session.

Under normal circumstances, the Governing Board will not review any documents or other pertinent evidence during this initial executive session.

**Step 4:** The expulsion hearing should be scheduled so that it may be resolved, if reasonably possible, during the period of any suspension.

**Step 5:** A formal letter to the responsible parent or guardian will be mailed by certified mail with return receipt requested or delivered by hand (with an adult witness present) at least five (5) working days prior to the formal hearing. A copy of this letter will remain on file. The letter should contain:

- A statement of the charges and the rule or regulation violated.
- The extent of the punishment to be considered.
- The date, time and place of the formal hearing.
- A designation of the District's witnesses.
- That the student may present witnesses.
- That the student may be represented by counsel at the student's expense.
- If a hearing officer has been appointed, the name of the hearing officer and how the hearing officer may be contacted, or a statement that the Governing Board will preside at the hearing.
- Copies of this policy and A.R.S. 15-840 and 15-843 unless previously provided in connection with the same infraction.

**Step 6:** The parent, guardian or emancipated student shall be informed of the following:

- Nothing in these procedures shall be construed to prevent the students who are subject to the action and their parents or legal guardians and legal counsel from attending any executive (closed) session pertaining to the proposed disciplinary action, or from having access to the minutes and testimony of such session or from recording such a session at the parent's or legal guardian's expense.
- The student is entitled to a statement of the charges and the rule or regulation violated.
- The student may be represented by counsel, without bias to the student.
- The student may present witnesses.
- The student or counsel may cross-examine witnesses presented by the District.
- The burden of proof of the offense lies with the District.
- Either the hearing must be recorded on tape or an official record must be kept in some other appropriate manner. In addition, parents are to be allowed to tape-record the hearing at their own expense.
- The District has the right to cross-examine witnesses and may be represented by an attorney.
- If the hearing is held before a hearing officer, the hearing will be conducted in private with the attendance of only the hearing officer, administrative representatives, the student and parent(s), counsel for the parties, and witnesses necessary to the proceedings, unless the parent(s), guardian(s) or emancipated student requests in writing that the hearing be open to public attendance.



- If the hearing is held before the Governing Board, the Board will conduct the hearing in executive session with the attendance of only the hearing officer, administrative representatives, the student and parent(s), counsel for the parties, and witnesses necessary to the proceedings, unless the parent(s), guardian(s) or emancipated student requests in writing that the hearing be open to public attendance.

**Step 7: A formal hearing will be held:**

- When a parent or legal guardian has disagreed that the hearing should be held in executive (closed) session, it shall be held in an open meeting unless:
  - If only one (1) student is subject to the proposed action, and disagreement exists between that student's parents or legal guardians, then the Board (hearing officer), after consultation with the student's parents or legal guardians, shall decide in executive (closed) session whether the hearing will be in executive (closed) session.
  - If more than one (1) student is subject to the proposed action and disagreement exists between the parents of different students, then separate hearings shall be held subject to the provisions of A.R.S. 15-843.

**Step 8: The decision and appeal procedure, if applicable, upon the conclusion of the hearing will be as follows:**

Upon conclusion of a hearing conducted by a hearing officer, if a recommendation for expulsion is made, the decision may be appealed to the Board at the time the Board considers the recommendation. A formal letter to the responsible parent or guardian will be mailed by certified mail with return receipt requested or delivered by hand (with an adult witness present) indicating the recommendation that will be made to the Board. A copy of this letter will remain on file, and the letter should explain:

- The time and place of the Board meeting at which the recommendation will be made.
- That the recommendation may be appealed at the time the recommendation is made to the Board.
- That the appeal shall be in writing delivered to the Superintendent prior to the time of the Board meeting.
- That the written appeal shall indicate a spokesperson on behalf of the student.
- That the spokesperson will be given time to speak to the Board on appeal.

The Board may accept the hearing officer's recommendation or reject the recommendation and impose a different disciplinary action including assignment to an alternative educational program. The Board may grant a new hearing, take the matter under advisement, or take any further action deemed necessary. If the Board decides to expel the student, the expulsion shall become effective the day after the Board's decision. Upon conclusion of a hearing on expulsion conducted by the Board, the decision of the Board is final.

**Special Education Students**

A student qualified under the Individuals with Disabilities Education Act (IDEA) as reauthorized in 2004 may not be expelled from school, but in compliance with federal law and regulation may be given a change in placement. The Individualized Education Program Team generally determines a change in placement of an IDEA-qualified student. During any change in placement the school must provide services to the extent necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's Individualized Education Program.

A student with a disability qualified under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973 and not qualified under the Individuals with Disabilities Education Act as reauthorized in 2004 may be suspended or expelled from school and education services may be ceased, if nondisabled students in similar circumstances do not continue to receive education services.

**Readmittance procedure**

A student expelled from the District may request readmittance by making a written application to the Board.

Readmission is at the discretion of the Governing Board. In addition, it is the prerogative of the Board to stipulate appropriate conditions for readmittance. The application for readmittance shall occur no less than nine (9) months after the date of the expulsion; however, the student may not be readmitted until at least two (2) complete semesters have passed (the remainder of the semester in which the violation has occurred and two [2] additional semesters). The application must:

- ♦ Be written and be directed to the attention of the Governing Board.
- ♦ Contain all information that the student and parent(s) consider relevant to the Governing Board's determination as to whether or not to readmit the student. This should include information indicating:
  - An appreciation by the student of the severity and inappropriateness of the student's prior misconduct.
  - That such misconduct or similar misconduct will not be repeated.
  - A description of the student's activities since the expulsion.
  - Support of the student's application for readmission.
- ♦ Be filed in the Superintendent's office.

The Governing Board shall meet in executive session to consider an initial application for readmission. The student and parents have the right to be present in the executive session, but do not have the right to make a presentation or address the Governing Board unless they are asked to do so by the Governing Board. For this reason, it is important that the application for readmission contain all information that the Governing Board may deem important in determining whether to readmit the student. The Governing Board, in its sole discretion, shall determine whether the student should be readmitted, and, if so, under what restrictions and conditions. The burden is on the student and parent(s) to convince the Governing Board that readmission is appropriate considering the interests of the expelled student, the District and the interests of the other students and staff members. The Governing Board's decision is final.

A student may file more than one (1) application for readmission. Applications subsequent to an initial application, however, may not be filed more frequently than every ninety (90) days, and the Governing Board shall meet to discuss and consider the application only if at least two (2) members of the Governing Board ask that the matter be placed on an agenda for discussion in executive session.

### ***Re-admittance conditions***

As a condition for readmission from an expulsion, the student, with parent(s) or guardian affirmation, shall agree to the following conditions:

- Regular attendance – no unexcused absence.
- No violation of school rules or policies.
- Completion of all classroom tasks in a timely fashion, as directed.

Depending upon the nature of the original violation for which the expulsion was provided, the student may be limited as to attendance or participation in after-school activities, school sports, and extracurricular events or activities.

A student allowed readmission following expulsion shall receive a written admonition that the original expulsion will be summarily reinstated should the student commit a violation of the conditions for readmission or a criminal or civil violation reflecting on the school order.

## **SEARCHES/SEIZURES/WARRANTS**

### **Introduction**

School and District officials are authorized to conduct a search when on school grounds, in a vehicle owned, leased or otherwise used by the District or school, or at a school activity, when there is reasonable suspicion that the search will result in the discovery of:

- “Contraband,” which term includes all substances or materials prohibited by District/school policy or state law including, but not limited to, drugs, drug paraphernalia, alcoholic beverages, and/or,
- any material or item that presents imminent danger of physical harm or illness; and/or,
- materials otherwise not properly in the possession of the student involved.

### **Search**

School lockers, desks and student storage areas are school property, which the District has made available for use by students for educational purposes. School officials have the right to inspect lockers, desks and student storage areas in discharge of their other duties.

When there is reasonable suspicion that contraband, materials or items which present an immediate danger of physical harm or illness and are in a student automobile, District/school officials have the right to search the automobile when it is parked on or being operated on, school property. When the owner of the automobile is other than the person in possession of the automobile, the owner will be notified that a search has taken place.

Personal searches may be conducted by a District/school official when there is reasonable suspicion that a particular student is in possession of contraband, materials or items that present an immediate danger of physical harm or illness. The search shall occur only in the presence of a third person of the same sex as the person being searched. The searches will be conducted out of the presence of other students and in a private room. Searches of the students shall be limited to:

- Searches of the pockets, shoes and socks of the student.
- Any object in the student's possession such as a purse, backpack or briefcase.

The District/school official conducting the search shall notify the student's parent(s)/legal guardian(s) of the search as soon after as practicable. When extreme emergency conditions require a more intrusive search of the student's person, the District/school official shall contact the police.

### **Seizures**

Contraband materials as identified in the Introduction above may be seized when found in the course of a search. Any such items seized may be:

- Returned to the parent or guardian of the student from whom the items were seized,
- Offered as evidence in any suspension or expulsion proceeding if they are tagged for identification at the time seized,
- Turned over to law enforcement officers, or
- Destroyed.

### **Warrants for Arrest**

If a student is arrested and removed from campus, reasonable effort shall be made to contact the parent(s)/legal custodian(s)/ guardian(s) by school authorities and an Interrogations and Searches form (Policies and Procedures 7-360), JFG-E(2) should be completed by the arresting officer and signed by the school administrator.

### **Search Warrants**

If a search warrant is served, District/school officials shall not interfere with searches by law enforcement officers who have duly processed search warrants. Every reasonable effort should be made to cooperate with law enforcement officers.

## **ADMINISTERING MEDICINES TO STUDENTS**

Under certain circumstances, when it is necessary for a student to take medicine during school hours, the District will cooperate with the licensed healthcare professional and the parent or guardians if the following requirements are met:

- There must be a written order from the licensed healthcare professional stating the name of the patient, medicine, the dosage, and the time it is to be given.
- There must be written permission from the parent or guardian to allow the school or the student to administer the medicine. Appropriate forms are available from the school office.
- The medicine must come to the school office in the prescription container or, if it is over-the-counter medication, in the original container with all warnings and directions intact.

The District reserves the right, in accordance with procedures established by the Superintendent, to circumscribe or disallow the use or administration of any medication on school premises if the threat of abuse or misuse of the medicine may pose a risk of harm to a member or members of the student population.

This policy and any related policies or amendments to such policies shall be forwarded to the District liability insurance carrier for review.

### **Prescription Drugs**

For occasions when it is necessary for a student to receive a prescription drug during the school day, the following procedure has been established to ensure the protection of the school and the student and to assure compliance with existing rules and regulations:

#### ***Administration by school personnel***

- The medication must be prescribed by a licensed healthcare professional.
- The medication must be brought to the health office by a parent or guardian. Medication brought by a student will not be accepted and will be kept in the health office until the parent or guardian can come.
- The parent or guardian must provide written permission to administer the medicine to the student. Appropriate forms are available from the school office.
- The medication must come to the school office in the prescription container as labeled by the pharmacist. Written directions from the licensed healthcare professional or pharmacist must state the name of the patient, the name of the medicine, the dosage, and the time it is to be given.
- An administrator may designate a school employee to administer the medication.
- Each administration of prescription drugs must be documented, making a record of the student having received the medication.
- Drugs must be kept in their original containers in a locked medicine cabinet.

#### ***Self-administration***

- When the licensed healthcare professional feels it is necessary for the student to carry and self-administer the medication, the licensed healthcare professional shall provide written recommendations, to be attached to the signed parent permission form, except in the case of medication for diagnosed anaphylaxis and breathing disorders requiring handheld inhaler devices. In these cases, the student's name on the prescription label is sufficient for the licensed healthcare professional's recommendation.
- The medication must be brought to the health office by a parent or guardian. Medication brought by a student will not be accepted and will be kept in the health office until the parent or guardian can come.
- The parent or guardian must provide written permission for the student to self-administer and carry the medication. Appropriate forms are available from the school office.
- The medication must come in the prescription container as labeled by the pharmacist.

### **Over-the-counter Medication**

When it is necessary for a student to receive a medicine that does not require a prescription order but is sold, offered, promoted and advertised to the general public, the following procedure has been established to ensure the protection of the school and the student:

#### ***Administration by school personnel***

- Written permission must be provided by the parent or guardian for the administration of specific over-the-counter drugs.
- The medication must be brought to the health office by a parent or guardian. Medication brought by a student will not be accepted and will be kept in the health office until the parent or guardian can come.
- Any over-the-counter drug or medicine brought by the parent or guardian to be administered to a student

must come to the school office in the original manufacturer's packaging with all directions, dosages, compound contents and proportions clearly marked.

- An administrator may designate a school employee to administer a specific over-the-counter drug.
- Each instance of administration of an over-the-counter drug must be documented in the daily log.
- Over-the-counter drugs must be kept in their original containers in a locked medicine cabinet.

***Self-administration***

- Written permission must be provided by the parent or guardian for the administration of specific over-the-counter drugs by the student.
- The medication must be brought to the health office by a parent or guardian. Medication brought by a student will not be accepted and will be kept in the health office until the parent or guardian can come.
- Over-the-counter drugs or medicine brought by the parent or guardian to be administered by the student must be kept by the student in the original manufacturer's packaging, with all directions, dosages, compound contents and proportions clearly marked.
- Necessity for self-administration of an over-the-counter drug or medicine shall be determined by the student's licensed healthcare professional and must be verified by a signed licensed healthcare professional's statement attached to the parent or guardian permission form, indicating the specific drug or medicine.

**Protection of Students**

Use or administration of medication on school premises may be disallowed or strictly limited if it is determined by the Superintendent, in consultation with medical personnel, that a threat of abuse or misuse of the medicine may pose a risk of harm to a member of the student population.

The student shall take extraordinary precautions to keep secure any medication or drug, and under no circumstances shall make available, provide or give the item to another person. The student shall immediately report the loss or theft of any medication brought onto school campus. Violation of this regulation may subject the student to disciplinary action.

## WASHINGTON ELEMENTARY SCHOOL DISTRICT RESPONSIBLE USE AGREEMENT

### Student and Parent Contract

The Technology Student and Parent Contract Agreement includes guidelines related to:

- Security and confidentiality
- Ethical and lawful behavior
- Courtesy and respect
- Disciplinary action

Internet access requires permission from parents or guardians.

How should I use technology?

- I will use my device with permission from an adult and access content that is appropriate for learning.
- I will put my device away when a teacher says it is time for a break.
- I will access only what is included on my device and will not install or destroy any software or hardware.
- I will take care of any school devices as if they were my own.

What should I do with technology?

- I will use technology to complete school activities or assignments.
- I will use my device to learn new things.
- I will check information to verify that it is true.
- I will give credit to the work of others and create original work rather than copying others and using it as my own.
- I will only login using my username and password and never share it with others.

How should I interact with other people?

- I will be a good digital citizen by being honest and kind online.
- I will ask a teacher or parent before contacting someone online that I don't already know.
- I will not share my personal information with anyone online including my home address, phone number, birth date, etc. to keep me safe.
- I will respect the privacy of others by not accessing information that is not mine.
- I will give feedback and comments in ways that make other people feel supported and safe.
- I will use appropriate language and won't make others feel uncomfortable because of the things I say.

What happens if something goes wrong?

- I know that any information that I put on a district device or my login is public information and is monitored by WESD. My account is monitored in Google Classroom, searching for websites, when I login using my district username/password at home, and in all usage of my device.
- I will immediately stop and tell a trusted adult if anything happens on the computer or online that does not seem right or makes me feel uncomfortable.
- When I do something that isn't part of this agreement, I will talk to an adult who will help me figure out how to make it right.

### Disciplinary Action

Misuse of computer network by breaking any of the rules listed in this contract will cause the Washington Elementary School District to take disciplinary actions in accordance with District policy.

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Washington Elementary School District  
OPT OUT FORM

DISTRICT AND NEWS MEDIA

At times, the District may desire to use student photographs in videotape or still photographs for educational purposes. The media may also cover events at our schools. Your child may be interviewed, recorded, photographed or videotaped by the media or District staff for a story in the newspaper, radio or television. In some cases, news photos and videos may be posted on the Internet for public access. Your child's name, photo or interview may be used in school or District-level publications or by the media unless you direct otherwise. Please check the appropriate box(es) if you would like your child to be excluded from the following activities:

- ☐ I do not want District staff to interview, record, photograph or videotape my child for use by the school or District in publications, websites, social media pages or videos for educational purposes, or in promotions, such as advertisements.
- ☐ I do not want the news media to interview, record, photograph or videotape my child for a story in the newspaper, radio, television or online news publication.

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DIRECTORY INFORMATION

The District may disclose "directory information" without written consent unless you have advised the District to the contrary in accordance with District procedures. Directory information is information that is generally not considered harmful or an invasion of privacy if released. Its primary purpose is to allow the District to include this type of information in certain school publications, such as a yearbook, newsletter, class pictures, programs (dramatic and athletic), Web pages or honor roll. Directory information includes the following: student's name, address, telephone listing and date and place of birth; names of parents/guardians; student's electronic mail address, photograph, grade level, major field of study, dates of attendance, enrollment dates, extracurricular participation, weight and height if a member of an athletic team and awards received. Unless you opt out, the District will disclose directory information under limited circumstances. The District will not disclose directory information unless the District or school will use the information in a publication or a third party has requested the information for a reason that, in the judgment of the District, serves the student's best interest. For example, the District will comply with directory information requests from another school in which a student seeks to enroll, persons or organizations who inform students of educational or occupational opportunities, including official military recruiting representatives, law enforcement and Child Protective Services. The District will not provide directory information for commercial purposes, other than to companies designated to sell yearbooks, student and class photographs, and such items. Please check the box below if you do not want this information released under any circumstance.

- ☐ I do not want my child's directory information released. By selecting this option, I understand that my child's name and/or photo will not be included in newsletters, programs, class pictures and other District and school publications.

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PLEASE NOTE:

- You may choose to opt out of District and news media coverage or directory information release by submitting this form to the school office within two (2) weeks of receipt of this handbook
- This form must be resubmitted at the beginning of each school year.

Parent/Guardian Name (Please Print) \_\_\_\_\_ Your Student's Teacher \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_