



# Wilson School District #7

## Code of Conduct

Version: 01.2022

Ernest Rose  
Superintendent

## Welcome to Wilson School District #7

*There is no goal more important than creating and maintaining safe, supportive, and nurturing learning environments for every kid in every school.*

*The most important factor that determines whether we achieve this goal, is you, the student. When you make a commitment to safety, personal responsibility, and kindness, you are also making a commitment to personal excellence.*

*Please read this document with your parents or guardians. It is important for you to understand our standards and expectations for behavior at school. By following the Code of Conduct, you can help our school district become a safer and more supportive environment for all students and staff.*

*Amazing schools are places where learning happens, where kids succeed academically and emotionally, and where learning environments are safe, supportive, and inclusive of all students. Please do your part to make sure that every school in our district is an amazing one!*

Ernest Rose  
Superintendent

## Version History

Version	Approved by	Revision Date	Description of Change	Author
01.2022	Governing Board		Created Plan	Superintendents Cabinet

Prepared By:

Name	Title	Date
Ernest Rose	Superintendent	1/31/2022
Alex Dumas	Director of Human Resources	1/31/2022
Beth Strickler	Director of Business Services and Technology	1/31/2022
Cindy Campton	Principal	1/31/2022
Gaby Duran	Coordinator for Community Relations	1/31/2022
Maki Wojcicki	Principal	1/31/2022
Rebecca Willey	Director of Curriculum & Instruction	1/31/2022
Usebia Joyce	Board/Supt Admin Asst/SIS Data Coordinator	1/31/2022

Special Thanks:

Name	Title	Date
Cynthia Cantu	Assistant Principal	1/31/2022
Darrin Johnson	Assistant Principal	1/31/2022

Approved On:

Wilson School District #7 Governing Board approved the *Wilson School District #7 Code of Conduct* in its entirety on February 9, 2022.

# Table of Contents

<b>Welcome to Wilson School District #7</b> .....	<b>2</b>
<b>Version History</b> .....	<b>3</b>
<b>Table of Contents</b> .....	<b>4</b>
<b>NON-DISCRIMINATION STATEMENT</b> .....	<b>7</b>
<b>Code of Conduct Overview</b> .....	<b>8</b>
<b>What is the Code?</b> .....	<b>8</b>
<b>What Principles Guide the Administration of Discipline at WSD?</b> .....	<b>8</b>
<b>How is Discipline Administered for Students with Disabilities?</b> .....	<b>8</b>
<b>When and Where Does the Code Apply?</b> .....	<b>8</b>
<b>Who Monitors Discipline in WSD?</b> .....	<b>8</b>
How Can I Get More Information or Make An Oral or Written Complaint?.....	9
<b>Restorative Practices</b> .....	<b>9</b>
<b>How Does WSD Implement Restorative Conferences/Circles?</b> .....	<b>9</b>
<b>Positive Behavioral Interventions and Supports (PBIS)</b> .....	<b>10</b>
<b>Student Behavior</b> .....	<b>10</b>
Roles and Responsibilities.....	10
Positive Behavioral Interventions and Support.....	10
PBIS and Discipline.....	10
PBIS and the Wilson Discipline Process.....	10
How Does WSD Implement PBIS?.....	11
Who Is Responsible For Implementing Restorative Practices and PBIS?.....	11
<b>Multi-tiered Disciplinary Support Structure</b> .....	<b>12</b>
<b>Positive Behavioral Interventions and Supports (PBIS)</b> .....	<b>12</b>
Tier One Support (School-wide 80 to 90%).....	12
Tier Two Supports (Targeted 5 to 7%).....	12
Tier Three Supports (Individual 3 to 5%).....	13
<b>Exclusionary Consequences</b> .....	<b>14</b>
What Is WSD’s Position On The Use Of Exclusionary Consequences?.....	14
When Do Exclusionary Consequences Apply?.....	14
Think Time Space/Partner Class; Classroom Disruption.....	14
<b>Suspension and Expulsion</b> .....	<b>16</b>
Short-Term Suspension.....	16
Long-Term Suspension.....	16
Expulsion.....	17
Positive Alternatives to Out-Of-School Suspension.....	17

Student Rights.....	18
Notice of Student Behavior Expectations.....	18
Discipline of Students with Disabilities.....	18
Student Due Process Rights.....	18
<b>Attendance.....</b>	<b>22</b>
<b>Student Absences and Excuses.....</b>	<b>22</b>
When Absent from School.....	22
<b>Student Dress Codes and Uniforms.....</b>	<b>23</b>
<b>Definitions.....</b>	<b>23</b>
<b>Clothing Assistance.....</b>	<b>23</b>
<b>BUS RULES.....</b>	<b>24</b>
<b>Procedures followed upon student misbehavior on school bus: (Policy EEAE-EA).....</b>	<b>24</b>
<b>Action Levels.....</b>	<b>25</b>
<b>Guidelines for Applying Actions.....</b>	<b>27</b>
<b>Violation Charts.....</b>	<b>28</b>
Aggression.....	28
ALCOHOL, TOBACCO AND OTHER DRUG VIOLATIONS.....	29
ATTENDANCE POLICY VIOLATION (Out of school suspension is not permitted).....	30
OTHER VIOLATIONS OF SCHOOL POLICIES.....	31
DISHONESTY.....	32
TECHNOLOGY, IMPROPER USE OF.....	33
TRESPASSING; VANDALISM OR CRIMINAL DAMAGE.....	34
SEXUAL OFFENSES.....	34
ARSON.....	35
HARASSMENT AND THREAT, INTIMIDATION.....	35
SCHOOL THREAT OR INTERFERENCE.....	36
THEFT.....	37
WEAPONS AND DANGEROUS ITEMS (POSSESSION OF).....	38
<b>GOVERNING BOARD POLICIES.....</b>	<b>39</b>
<b>REGULATIONS RELATED TO DUE PROCESS (SUSPENSION/EXPULSION).....</b>	<b>40</b>
<b>DUE PROCESS FOR STUDENTS WITH AN IEP OR 504 PLAN.....</b>	<b>40</b>
<b>ARIZONA REVISED STATUTES.....</b>	<b>41</b>
<b>Rights and Responsibilities.....</b>	<b>42</b>
<b>Annual Notifications.....</b>	<b>43</b>
<b>DIRECTORY INFORMATION.....</b>	<b>44</b>
<b>Appendix.....</b>	<b>45</b>
<b>Appendix A.....</b>	<b>46</b>
Wilson Primary Think Sheet.....	46

Wilson Primary Think Sheet.....	47
Wilson Primary Think Sheet.....	48
Wilson Primary Reflection Sheet .....	49
Wilson Elementary Think Sheet.....	50
Wilson Elementary Reflection Sheet .....	51
<b>Appendix B .....</b>	<b>52</b>
Abeyance Contract for a Short-Term Suspension .....	52
Abeyance Contract for a Long-Term Suspension .....	54
Suspension Reinstatement Letter.....	56
<b>Resources.....</b>	<b>58</b>
<b>Behavior Contract.....</b>	<b>59</b>
<b>ABC Tracker .....</b>	<b>60</b>
Summary Statement .....	62
Functional Assessment Checklist for Teachers and Staff (FACTS-Part A).....	63
Functional Assessment Checklist for Teachers & Staff (FACTS-Part B) .....	64
Functional Assessment Checklist for Teachers & Staff (FACTS-Part B) .....	65
Basic FBA to BIP.....	66
<b>Behavior Intervention Plan .....</b>	<b>67</b>
<b>Out of school Suspension Form .....</b>	<b>68</b>
Letter to Parents- Primary School.....	69
Letter to Parents- Elementary School.....	70
Bus/Transportation Incident Report.....	71
<b>Wilson School District #7 Information .....</b>	<b>72</b>

## NON-DISCRIMINATION STATEMENT

Wilson Elementary School District #7 (WSD) does not discriminate on the basis of race, color, religion/religious beliefs, sex, gender, gender identity, age, national origin, sexual orientation, creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, or family, social or cultural background in admission or access to, or treatment or employment in, its educational programs or activities.

Inquiries concerning Title VI, Title VII, Title IX, Section 504, and Americans with Disabilities Act may be referred to WSD's Human Resource Director, 3025 E. Fillmore Street, Phoenix, Arizona 85008, (602) 881-2204, or to the Office for Civil Rights, U.S. Department of Education, 1244 Speer Boulevard, Denver, Colorado 80204. See Board Policies AC "Non-Discrimination," and ACA "Sexual Harassment" for more information.

# Code of Conduct Overview

## What is the Code?

A guide that outlines the behavior expectations, rights, and responsibilities of students and staff.

## What Principles Guide the Administration of Discipline at WSD?

- Partnering with students/parents/guardians to create safe, supportive, and inclusive learning environments.
- Striving to keep students in learning environments.
- Ensuring that consequences are non-discriminatory, fair, and age-appropriate.
- Applying the rules consistently so students receive similar consequences for similar violations.
- None of these principles prevent school personnel from protecting campus safety as appropriate.

## How is Discipline Administered for Students with Disabilities?

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

## When and Where Does the Code Apply?

- Regular school hours (including when students are going to and from school, “portal to portal”)
- While students are being transported on a school bus or vehicle used for school purposes
- At all times and places where a school official or employee has authority over students
- School-sponsored / school-related events and activities (including field trips, athletic events)
- On- or off-campus actions resulting in a harmful effect on students or the educational process
- On WSD property, at any time

## Who Monitors Discipline in WSD?

The WSD Superintendent and Cabinet members monitors discipline on a quarterly basis. The Superintendent reviews and approves requests for elevated consequences, reviews suspensions with principals/assistant principals, ensures compliance with the Code and other policy, and monitors for disproportionate discipline by race or ethnicity.



## *How Can I Get More Information or Make An Oral or Written Complaint?*

Governing Board Policies and Regulations related to discipline are available for review in the principal's office at every school and online at <https://www.wsd.k12.az.us/Page/1> (follow the link to "Student Rights"). Students or parents/guardians may make a complaint related to discrimination, harassment, hazing, dating abuse, bullying, or unfair disciplinary actions with the site principal, assistant principal, and Superintendent at (602)681-2224, or online at <https://www.wsd.k12.az.us/Page/1>

## Restorative Practices

Restorative practices are strategies for resolving problems and building relationships by addressing the social and emotional issues created by conflict and restoring students to supportive learning environments after making amends for poor choices.

### How Does WSD Implement Restorative Conferences/Circles?

- *Small impromptu circles or large group circles:* a few people meet to briefly address and resolve a problem; facilitated by district staff including teachers, counselors, and/or principals/assistant principals. A larger group can meet in a large circle or a classroom circle to discuss issues, answer questions, solve problems, or offer feedback; facilitated by district staff including, but not limited to teachers, principals/assistant principals, counselors and MTSS Facilitators.
- *Formal restorative conferences:* address serious problems of behavior. These conferences may involve students who commit disciplinary infractions, victims, parents/guardians, and principals / assistant principals. Only those trained in formal conferences can facilitate a formal conference.
- *De-escalation:* students may take a short time (no more than 30 minutes or the remainder of one class period) to de-escalate if they feel angry, overwhelmed, or in need of a time-out. Students will complete a reflection form (see Appendix A) to help staff de-escalate the situation and assist in helping to restore the student back into the classroom or classroom setting.

# Positive Behavioral Interventions and Supports (PBIS)

## Student Behavior

### *Roles and Responsibilities*

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

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

### *Positive Behavioral Interventions and Support*

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

PBIS is an evidence based three-tiered framework designed to improve and integrate all of the data, systems, and practices affecting student outcomes every day. Furthermore, it is to prevent problem behavior while teaching socially appropriate behaviors. The focus of PBIS at WSD is creating and sustaining safe and inclusive environments for all students to support appropriate behavior and redirect disruptive behavior. More information about PBIS is available at <https://www.wsd.k12.az.us/Page/1>

### *PBIS and Discipline*

Discipline is an old English derivative that is based on the word “disciplina” which means “to teach”. Discipline is developmental rather than punitive. Its function is to teach, model, and practice social emotional and behavioral skills that are inclusive and support each and every student. Implementation of PBIS includes the development of a standardized system based on a Major and Minor Discipline Flow Chart (See Appendix B). A Major/Minor Flowchart includes the identification of “Minor” behaviors that are handled in the classroom by the classroom teacher. Examples of minor behaviors may include disruption, defiance, calling out, or tardies. More serious behaviors, “Major” behaviors, are referred directly to the administration. Examples of “Major” behaviors may include fighting, sexual harassment, or bullying. Each school creates a Major and Minor Flowchart is that agreed upon by the school staff and aligned with the District discipline process.



### *PBIS and the Wilson Discipline Process*

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

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

## *How Does WSD Implement PBIS?*

WSD strives to create safe, positive environments by: defining and teaching behavioral expectations; monitoring and acknowledging appropriate behavior; providing corrective, appropriate consequences; providing appropriate behavioral supports (including actions like mentoring, social skills groups, and daily monitoring); using a team-based approach; and using referral data for problem solving.

## *Who Is Responsible For Implementing Restorative Practices and PBIS?*

Everyone. At every site. Under the direction of the campus principal/assistant principal and/or the MTSS Facilitator, staff members at every site must understand school rules; reinforce appropriate student behavior; and use constructive classroom management, positive behavioral interventions and supports, and/or restorative practices strategies, where appropriate, to promote safe, inclusive, and supportive learning environments for all students.

# Multi-tiered Disciplinary Support Structure

## Positive Behavioral Interventions and Supports (PBIS)

### *Tier One Support (School-wide 80 to 90%)*

Tier One supports are proactive and preventative in nature. Since Tier One (school-wide) supports are built into the structure of the school, all students may benefit from these behavioral supports.

#### **School-wide behavior supports include:**

- Safe and welcoming culture
- Schoolwide rules and expectations
- Explicit teaching, practice, and reinforcement of expected behaviors
- Consistent acknowledgement and correction of student behavior
- Data-based decision making
- Active supervision and monitoring
- Positive schoolwide discipline
- Firm, fair, and consistent consequences
- Safe and welcoming culture
- Parent/guardian involvement

### *Tier Two Supports (Targeted 5 to 7%)*

Tier Two supports are short-term, scientifically based interventions which are highly efficient and provide rapid response for students who are not making adequate progress with Tier One supports alone.

#### **Targeted behavior supports include:**

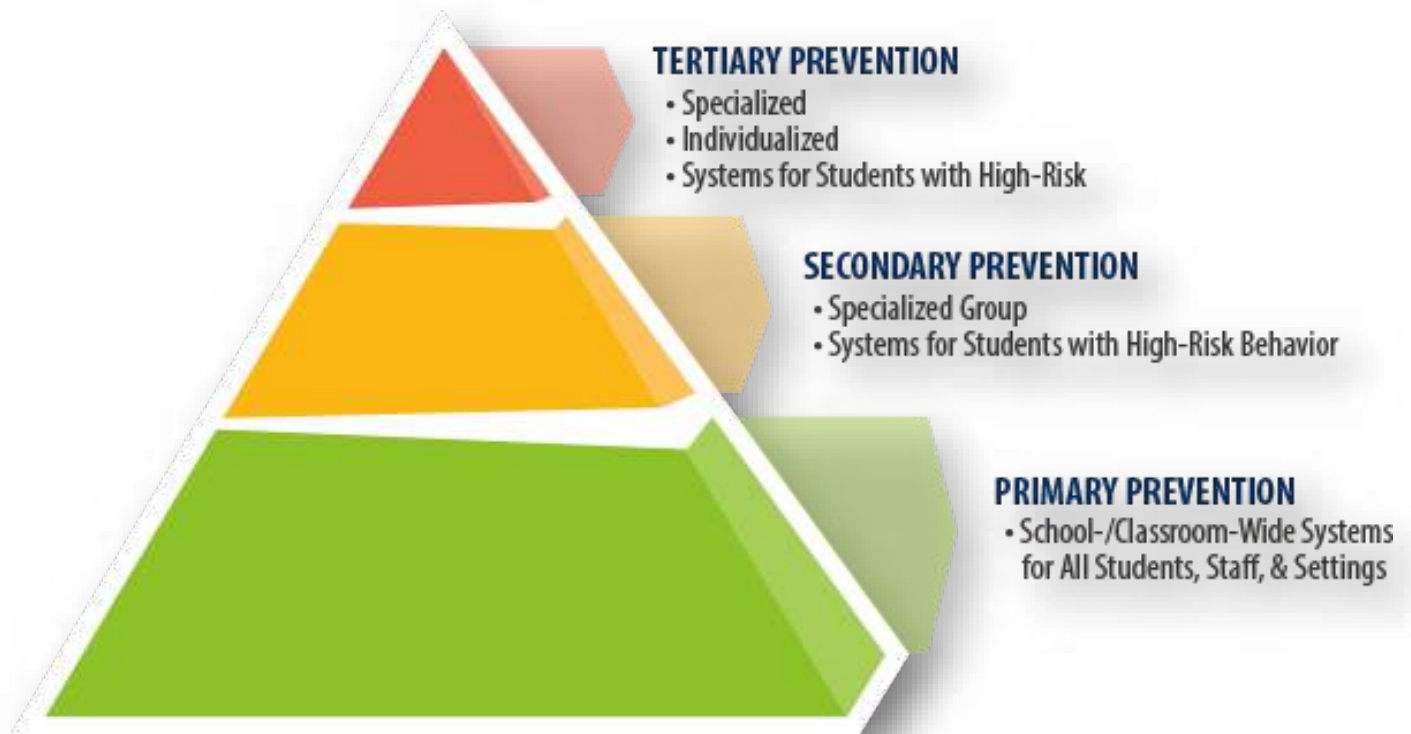
- Function-based interventions
- Check in check out (CICO)
- Student/teacher mentors
- Small group counseling
- Targeted skill development (Conflict Resolution, Anger Management, Social Skills, etc.)
- Behavior goals/contracts/support plans
- Functional Behavioral Assessment (FBA) and Behavior Support Planning (BSP/BIP)
- Community supports and services
- Parent/guardian involvement
- ABC Tracker

## Tier Three Supports (Individual 3 to 5%)

Tier Three supports are long-term, intensive interventions which focus on individual students. Tier Three supports are appropriate for students identified, through the systematic review of data, as unable to make adequate progress with Tier One and Two supports alone.

### Individual supports include

- Functional Behavioral Assessment (FBA) and Behavior Support Planning (BSP/BIP)
- Individual counseling
- Multi-agency involvement and collaboration (crisis response, behavior specialists)
- Parent/guardian involvement



## Exclusionary Consequences

### *What Is WSD's Position On The Use Of Exclusionary Consequences?*

WSD is committed to ensuring that consequences that remove students from the classroom where learning happens, are always used as a last resort and are only applied after classroom level interventions have been attempted and failed or the seriousness of the incident warrants an exclusionary consequence.

### *When Do Exclusionary Consequences Apply?*

If Exclusionary Consequences are imposed, students will have fair due process that includes an opportunity to appeal (see information on due process below, pages 19-21). For all offenses, disciplinary consequences must be paired with meaningful instruction and supportive guidance (e.g. constructive feedback and re-teaching) so students are offered an opportunity to learn from their behavior and, where possible, an opportunity to continue to participate in the school community.



### *Think Time Space/Partner Class; Classroom Disruption*

The District designed Think Time Space/Partner Class so that a teacher can provide a student a short time (no more than 30 minutes for grades K-5 or no more than the remainder of one class period for grades 6-8) and a positive and supportive environment to de-escalate if they are feeling angry, overwhelmed or in need of a time-out. The student will fill out a reflection form to help identify the root cause of the feelings and de-escalate the situation. The teacher will assist in helping to restore the student back into the classroom setting.

Students may de-escalate in the Think Time Space/Partner Class as needed through various protocols:

- No more than three students out in a period.
- A student cannot go to Think Time Space/Partner Class until there has been an attempted intervention, where possible.
- After the third instance, a student should be sent to a principal/assistant principal/counselor for further assessment and/or intervention.

**Based on Arizona Revised Statute 15-841:** A teacher may send a disruptive student out of the classroom for 30 minutes or the duration of the period provided such action is consistent with this Student Code and only where one of the following conditions exists:

1. The teacher documented that the student has repeatedly interfered with the teacher's ability to communicate effectively with the other students in the classroom or with the ability of the other students to learn; OR
2. The teacher has determined that the student's behavior is so unruly, disruptive or abusive that it seriously interferes with the teacher's ability to communicate effectively with other students in the classroom or with the ability of the other students to learn.

**Policy Regulation JK-R:** Principals may immediately remove a student whose presence poses a continuing clear and present danger to persons or property or an ongoing threat of disrupting the academic process.

## Suspension and Expulsion

### *Short-Term Suspension*

Short-term suspension means the temporary withdrawal of the privilege of attending school in the District for a period of ten or fewer consecutive days. The school Principal or Principal's designee has the authority to impose short-term suspensions. The student shall receive verbal notice of the alleged misconduct and the evidence that exists to support the allegation. The student will have an opportunity to explain his/her version of the facts. The school official may then suspend the student for ten days or fewer, choose another disciplinary alternative, or exonerate the student. A written record of the decision will be kept in the student's cumulative contact file. There is not a right to appeal a short-term suspension.

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

### *Long-Term Suspension*

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

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



## *Expulsion*

Expulsion means the permanent withdrawal of the privilege of attending school in the Wilson Elementary School District unless the Governing Board reinstates that privilege. The student and parents/guardians will be informed when a student is subject to expulsion from school. (Policy JKE)

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

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

## *Positive Alternatives to Out-Of-School Suspension*

Principals are encouraged to utilize positive alternatives to suspension wherever applicable.

### Abeyance Contracts (Appendix B)

An Abeyance Contract is a behavior contract that may be offered to a student who is facing a suspension. The Abeyance will shorten or eliminate the number of days a student is out of school. The principal/assistant principal, parent/guardian, and student must agree to and sign the Abeyance Contract, with the understanding that if the student violates the contract with a suspendable violation, the remaining suspension days must be served. **ABEYANCE CONTRACTS MUST BE OFFERED BY PRINCIPALS/ASSISTANT PRINCIPALS WHEN A STUDENT HAS VIOLATED THE FOLLOWING INFRACTIONS: FIGHTING; POSSESSION OR USE OF DRUGS OR ALCOHOL.**

### In-School Suspension (ISS)

(Reassignment to a Different Class or Area)

ISS is an alternative to short-term suspension. Students in ISS may be supervised by a highly qualified teacher or other staff member and will continue to receive their core curriculum in a supervised setting.

## *Student Rights*

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

### **Notice of Student Behavior Expectations**

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

### **Discipline of Students with Disabilities**

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

### **Student Due Process Rights**

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

## ***Due Process***

### ***Short-Term Suspension Decision and Appeal Process***

District policy provides the following protections for students facing a short-term suspension (including a short-term pending long-term suspension or expulsion).

**Notice of suspension to parent on the first day; meet with parent/guardian if possible the first or second day**

- The principal or designee calls the parent/guardian, gives the notice of suspension to the student, and sends a copy to the parent on the **1st day** of suspension
- Parents/guardians may meet with the principal within the **1st or 2nd day** of the suspension. The principal may offer an abeyance contract or parent/guardian may appeal the decision to the Superintendent within 3 school days
- If appealed, the Superintendent or designee must review the decision within **3 school days**, affirm or reduce the discipline, and notify the parent/guardian/principal **as soon as possible**

### ***Long-Term Suspension Decision and Appeal Process***

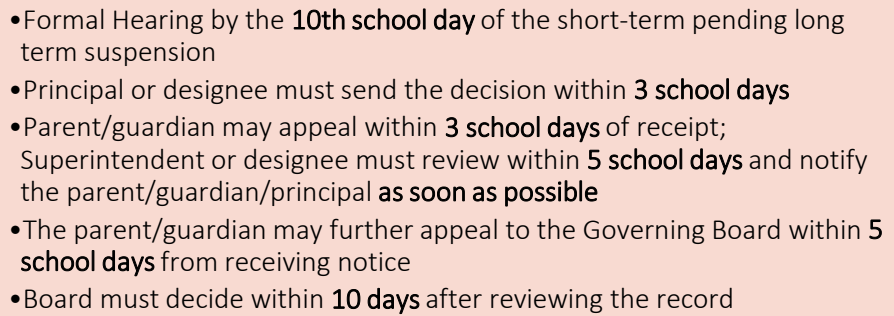
District policy provides protections for students facing a long-term suspension or expulsion. If a principal recommends expulsion, the district must follow procedures outlined in Regulation JKD-JKE.

**Notice of suspension and hearing to parent/guardian by the third school day of the short-term suspension**

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



Hearing and appeal  
procedures and  
timelines

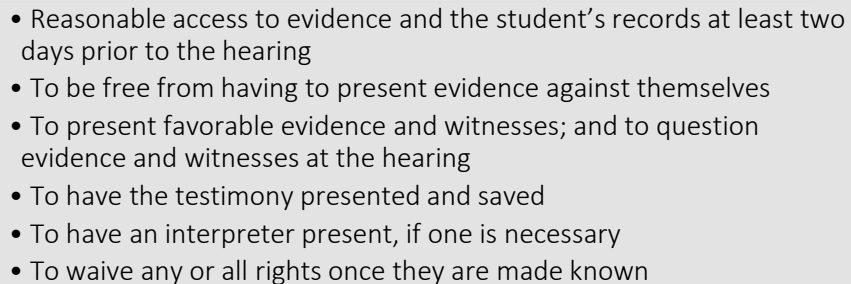
- 
- Formal Hearing by the **10th school day** of the short-term pending long term suspension
  - Principal or designee must send the decision within **3 school days**
  - Parent/guardian may appeal within **3 school days** of receipt; Superintendent or designee must review within **5 school days** and notify the parent/guardian/principal **as soon as possible**
  - The parent/guardian may further appeal to the Governing Board within **5 school days** from receiving notice
  - Board must decide within **10 days** after reviewing the record

***Long-Term Suspension or Expulsion Decision and Appeal Process***

Principals/assistant principals must impose a “short-term pending long-term suspension” if they are considering long-term suspension or expulsion and must first comply with the basic due process described on page 19 (the short-term pending long-term suspension period will count towards the long-term suspension). Once a principal decides to impose a long-term suspension or expulsion, the District shall provide more formal due process as a legal safeguard to protect the constitutional rights of students and parents/guardians.



Student Rights  
including the right to  
representation by a  
parent/guardian  
and/or legal counsel  
(parents can be  
present at all  
proceedings)

- 
- Reasonable access to evidence and the student’s records at least two days prior to the hearing
  - To be free from having to present evidence against themselves
  - To present favorable evidence and witnesses; and to question evidence and witnesses at the hearing
  - To have the testimony presented and saved
  - To have an interpreter present, if one is necessary
  - To waive any or all rights once they are made known

***Suspension or Expulsion Decision and Appeal Process***

Any student facing a suspension or expulsion will be provided basic due process as a legal safeguard to protect the constitutional rights of the student and his or her parents/guardians.

As soon as possible following an alleged violation, initiate basic due process

- The principal or designee investigates an allegation, provides notice to the student if the allegation is found to be valid, explains the evidence and gives the student a chance to present their side
- Principals may immediately remove a student whose presence poses a continuing clear and present danger to persons or property or disruption of the academic process

Conclude basic due process within 1-2 school days

- After reviewing the facts, principals may impose non-exclusionary discipline or a short-term suspension (1-10 school days) or, if warranted, may begin the process for a long term suspension (11-180 school days) or expulsion
- A principal must impose a “short-term pending long-term suspension” when they begin the process for a long-term suspension or expulsion

# Attendance

## Student Absences and Excuses

This policy is to encourage regular school attendance and punctuality by establishing requirements for student attendance, outlining guidelines or procedures for attendance monitoring and reporting, and establishing procedures supporting chronically absent and habitually truant students as required by Arizona laws, rules, and regulations.

The regular school attendance of a child of school age is required by state law. Regular school attendance is essential for success in school; therefore, absences shall be excused only for necessary and important reasons. Such reasons include illness, bereavement, other family emergencies, and observance of major religious holidays of the family's faith.

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 a student returns to school following any absence, a note of explanation from the parent is required.

The Board believes that regular and punctual school attendance play important roles in a student's achievement, as there is a strong correlation among regular school attendance, academic achievement, and the completion of school. Although school attendance is the responsibility of the parents or guardians and students, the District is dedicated to increasing the meaningful involvement of parents and guardians in all aspects of their students' lives, including the reduction of chronic absences and truancy.

To combat unexcused absences and truancy, all District schools are dedicated to providing culturally, linguistically, fair and age-appropriate interventions. District students shall not be treated differently with regard to attendance, absence, or truancy on the basis of their race, color, ethnicity, national origin, sex, sexual orientation, marital status, age, religion, disability, genetic information, gender identity or expression.

### *When Absent from School*

State law mandates that the school record reasons for all student absences. Therefore, when a student is absent, it will be 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. When it is impossible to call on the day of the absence, the school should be notified on the morning the student returns, in time for the student to obtain an admission slip prior to the student's first class. All absences not verified 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 (1) day in length, the school should be notified each day of the absence.

All personnel will solicit cooperation from parents in the matter of school attendance and punctuality, particularly in 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.

School administrators are authorized to excuse students from school for necessary and justifiable reasons.

# Student Dress Codes and Uniforms

It is a fundamental function of the district to create and maintain a positive educational environment by devoting attention to learning, increasing school safety, encouraging good behavior and discipline, and minimizing disruptions and distractions. WSD believes that appropriate attire and grooming contribute to a productive and effective learning environment. Thus, all students are expected to be groomed and dressed appropriately for age, grade level, school, and school activities.

Student attire or grooming that substantially or potentially disrupts the educational environment or school program creates a distraction which interferes with the educational process or classroom activity or presents a health or safety hazard to the students or school community is not permitted. The determination of what constitutes a safety or health hazard, or what constitutes a distraction of students from a classroom activity, or what constitutes a disruption of a school program or excessive maintenance of school property shall be made by the principal or designee. The principal or designee shall have final authority to decide if a student's attire complies with a dress code or uniform dress code and shall use reasonable discretion in interpreting and implementing the provisions of this policy. The dress and uniform codes as described below shall be applicable for the district.

WSD recognizes that individual students have a right to free expression and that right must be balanced with the WSD's responsibility to provide classrooms and campuses which are safe, secure, and orderly and an educational environment which is supportive of the school system's academic goals and educational responsibilities. In support of these goals and expectations, WSD establishes the following dress codes for District students.

## Definitions

- *Attire* means clothing, headwear, jewelry, book bags, accessories or other articles of personal appearance.
- *Dress Code* means a set of parameters that describes acceptable and unacceptable student apparel to ensure the health and safety of all students and creates a positive learning environment; and refers to the district-wide and/or School Specific Dress Codes.
- *District-Wide Student Dress Code* means a set of parameters as determined by the School Board, that describes acceptable and unacceptable apparel to ensure the health and safety of all students and creates a positive learning environment.
- *School Specific (Standard) Dress Code* means a set of parameters determined by the school site that describes acceptable and unacceptable student apparel and appearance, including but not limited to, clothing, makeup, tattoos, and jewelry.

## Clothing Assistance

It is a policy of WSD that no student will be denied attendance at school or otherwise denied an education for failing to wear clothing that complies with the district-wide, a School Specific (Standard) Dress Code, if such failure is due to financial hardship. Parents may request such assistance from the principal or designee. The identity of the family or child shall not be disclosed.

# BUS RULES

Riding is a privilege; parents/guardians and students should discuss and make sure they know the rules. As a last resort, violations of these bus rules may result in the loss of bus privileges for a limited time, not to exceed 30 days.

These rules apply while students are being transported on a school bus or vehicle used for school purposes.

Rules	Safety Precautions
Always comply with bus driver's/monitor's directions	Know the correct bus route # and route to/from the bus stop; ALWAYS board/depart the correct stop known by parent/guardian
Remain seated; keep hands, feet, and head inside bus	
Keep unauthorized materials and substances off bus	
Use classroom voice (no profanity/loud noises/intimidation)	Discuss what to do if the bus is late in the morning or no one is home in the afternoon
All personal possessions must be under control at all times	
No eating or drinking on the bus	

## Procedures followed upon student misbehavior on school bus: (Policy EEAE-EA)

When a student misbehaves on a bus for the first time, the driver will explain to the offender the necessity for good behavior.

If, after talks and warning, the rider continues to violate the rules, the driver will inform the student that the rule violation will be reported to the principal. This report will include the use of a written form that lists the offense and the action taken by the principal.

Upon receiving the complaint and discussing it with the driver, the principal or assistant principal (AP) will then call the student to the office and warn the student that the parents must be notified that the student will be put off the bus if misbehavior reoccurs.

If poor conduct continues, the driver will again report the incident to the principal or AP. After discussion it will be decided whether to take the bus-riding privilege away from the student, and, if so, for how long.

When a student is not allowed transportation by school bus, the principal or AP will inform the parents of the penalty, the reason for it, and how long the penalty will last. In such cases, the parents become responsible for seeing that their child gets to and from school safely.

A student who is put off one (1) bus will be refused transportation by all drivers for the specified period of time.



## Action Levels

<b>GUIDANCE</b>	<p>When considering actions, sites strive to implement Restorative Practices and to keep students in their classroom whenever possible. Disciplinary actions must be non-discriminatory, fair, age-appropriate, and correspond to the severity of the student’s misbehavior. Principals may exercise reasonable discretion in deciding which violation occurred and may request an elevated consequence based on campus safety concerns.</p> <p>The chart below lists actions that may be taken by school administration as the result of a violation. The Action Level identifies a range of actions for violations assigned to that level. Multiple actions may be applied to a single violation.</p> <p>Actions listed in bold are the minimum and mandatory action for that level of violation. For all violations, parent/guardian notification and student conference are mandatory. Some actions may not be available at all sites</p>		
	<p>Before referring a matter to site administration, classroom teachers are expected to employ at least three classroom-level interventions every semester – with proper documentation – for a Level 1 offense.</p>		
<b>LEVEL 1</b>	<p>Parent/Guardian Notification and Conference Request</p> <p>Student Conference</p> <p>Restorative Circle or Conference (see page 9)</p> <p>Verbal/Written Apology</p> <p>Reflective Essay</p> <p>Warning</p> <p>Targeted Skill Development</p>		
	<p>Detention (before/after school; lunch)</p> <p>Delayed Departure from School</p> <p>Saturday School</p> <p>Time Out (not to exceed 30 minutes)</p> <p>Reassignment To Different Class</p> <p>Suspended Privileges</p> <p>Community Service (not work detail)</p> <p>Restitution</p> <p>Teen Court</p> <p>Referred to Outside Agency</p>	<p>Meeting With Counselor</p> <p>Peer Mediation</p> <p>Functional Behavioral Assessment</p> <p>Behavior Contract</p> <p>Behavior Intervention Group</p> <p>Behavior Learning Packets</p> <p>Behavior Intervention Plan</p> <p>Assign an adult mentor</p> <p>Other Action (consistent w/other Level 1 interventions).</p>	

<b>LEVEL 2</b>	<p>Any Action from the prior level(s) may also be imposed.  Restorative Conference and/or Restorative Circle (see page 9)  Social Skills Groups and/or Mentoring may be facilitated by a counselor, social worker, or other qualified staff.  Parents attend school.</p>
<b>LEVEL 3</b>	<p>Any Action from the prior level(s) may also be imposed.  Restorative Conference and/or Restorative Circle (see page 9)  In School Suspension/Intervention or Out of School Suspension and/or Abeyance (Short Term 1-10 Days) but only where student misbehavior is ongoing and escalating, and only after the site has first attempted and documented the types of intervention(s) used in PBIS or Restorative Practices).</p> <p>*Vandalism. First offense: three-day suspension with two days waived if student participates in mediation. Second offense: eleven-day suspension with eight days held in abeyance if student participates in mediation.</p>
<b>LEVEL 4</b>	<p>Any Action from the prior level(s) may also be imposed.  Restorative Conference and/or Restorative Circle (upon re-entry to school) (see page 9)  Out of School Suspension and/or Abeyance – Long-Term (11-30 Days) (except for violations listed below)</p> <p>*Fighting. First offense: three-day suspension with one day waived if student participates in mediation. Second offense: ten-day suspension with eight days held in abeyance if student participates in mediation.</p> <p>*Possession or Use of Drugs or Alcohol. First offense: three-day suspension with one day waived if student agrees to attend a substance abuse workshop. Second offense: ten-day suspension with eight days held in abeyance if student agrees to attend a substance abuse workshop. In both cases student must agree, upon return to school, an intake interview and to be searched for drugs or alcohol.</p>
<b>LEVEL 5</b>	<p>Any Action from the prior level(s) may also be imposed.  Out of School Suspension and/or Abeyance – Long-Term (11-180 Days)  Restorative Conference and/or Restorative Circle (upon re-entry to school) (see page 9)  Expulsion</p>

## Guidelines for Applying Actions

### IMPORTANT INFORMATION

1. Nothing in the Code shall prevent school personnel from protecting campus safety as appropriate.
2. Principals and assistant principals (APs) must communicate with the Superintendent immediately to jointly review out of school suspensions.
3. Principals and APs at the elementary level (Pre-K-5<sup>th</sup> Grade) **may start** all violations, with the exception of possession of firearms or any incidence of threat to an educational institution, at one level lower than that of the actual violation but may request an elevated consequence for safety concerns.
4. Principals and APs may apply an action that is one level higher than that listed, but only upon a showing of supporting documentation (e.g., prior interventions, attendance, etc.). Requests must be submitted to the Superintendent for final approval and for to determine if teachers and/or principals/assistant principals attempted to effectively implement interventions to address any underlying or unresolved issues. A consequence may be elevated one level after three repeated violations in a semester (with attempted and documented interventions) or to protect campus safety. A consequence may be elevated another level after three additional repeated violations in a school year (with attempted and documented interventions) or to protect campus safety.
5. Principals and APs may request a waiver of mandatory actions for level 4 or 5 consequences through the Superintendent. Waivers may not be sought when the prescribed disciplinary action involves the possession of a firearm or the threatening of an educational institution. By state law in such a case, only the Governing Board may decide, on a case-by-case basis, whether to impose less than the mandatory penalty.
6. Fighting and Drug/Alcohol Use or Possession are considered level 4 violations but are treated different than other Level 4 violations, including an automatic waiver of long-term consequence for the first offense (a second fight may result in a long-term suspension if approved by Superintendent). Repeated occurrences of this violation may result in increased lengths of suspension.
7. A student who willingly assists or forces another student to commit a violation of these guidelines may be held equally accountable for the violation.
8. All parent/guardian conferences will be made in a timely manner. Parents/guardians may participate in a conference via phone or another accessible mode of communication. Students will not be disciplined further merely because their parent/guardian cannot participate in a conference.
9. Attempted violations, including physical conflict, may require Actions. Principals or APs will determine the appropriate level of action for attempted violations. Actions will generally be at a lower level than the actual violation.
10. When determining the appropriate level of action to take, Principals and APs shall consider a student's claim of self-defense, defense of others or defense of property.
11. Law Enforcement Officers, School Resource Officers and other security personnel shall not be involved in low-level student discipline (levels 1-3). A principal/assistant principal must immediately notify the Superintendent when law enforcement is contacted. Law Enforcement may be contacted in cases of vandalism where the District is seeking restitution for damage to school property.

# Violation Charts

## Aggression

<b>Violation</b>		<b>Action Level</b>
<b>Provocation (verbal or nonverbal)</b> Using offensive language or gestures that <b>may incite</b> another person to fight.		<b>1</b>
<b>Recklessness</b> Engaging in unintentional, careless behavior that <b>may pose</b> a safety or health risk for yourself or for others.		<b>1</b>
<b>Minor Aggressive Act</b> Engaging in intentional, <b>non-serious but inappropriate physical contact</b> such as, but not limited to: hitting, poking, pulling, pushing, tripping, pulling a chair out from underneath another person, or other behaviors that demonstrate low level hostile conduct.		<b>2</b>
<b>Endangerment</b> Putting self or another person at substantial risk of imminent death or serious physical injury through acts such as, but not limited to: rock throwing, skateboarding on campus, etc.		<b>3</b>
<b>PHYSICAL CONFLICT</b>		
<b>Other Aggression</b> Using other acts of aggression not specifically listed within the Aggression section including, but not limited to, intentional, <b>serious and inappropriate physical contact</b> including, but not limited to, any example listed under "Minor Aggressive Act" that may result in a serious physical injury.  <b>Examples: hair pulling, pushing, necking, etc.</b>	<b>Fighting</b> A fight is defined as a physical altercation in which both parties are willing participants who had one or more opportunities to de-escalate the situation, leave the situation, or notify a school official of the potential fight prior to making the decision to participate, and where the circumstances present a threat to safety because of the number of participants or the intensity and violence of the conduct.	<b>Assault</b> Intentionally, knowingly or recklessly causing any serious physical injury to another person; knowingly touching another person with the intent to injure, insult or provoke such person.
<b>3</b>	<b>4*</b>	<b>4</b>
Involves serious and inappropriate physical contact.  Includes "fighting" where the circumstances do not present a threat to safety.  Similar conduct not meeting the definition of Other Aggression shall be treated as the level 2 offense of "Minor Aggressive Act."	<b>*Due to the mutual involvement of participants, principals/assistant principals will grant an automatic waiver of the mandatory minimum, eleven-day long-term suspension normally used at this level for a first offense. See guidelines for fighting on page 8, Level 4, above.</b>  Similar conduct not meeting the definition of Fighting shall be treated as the level 3 offense of "Other Aggression."	Involves one person acting against another.  Similar conduct between mutual participants shall be treated as the level 4* offense of "Fighting."
<b>Aggravated Assault</b>  1. Causing serious physical injury to another.  2. Using a deadly weapon or dangerous instrument.  3. Committing the assault by any means of force that causes temporary but substantial disfigurement, temporary but substantial loss or impairment of any body organ or part or a fracture of any body part.  4. Committing the assault while the victim is bound or otherwise physically restrained or while the victim's capacity to resist is substantially impaired.  5. Committing assault and the person is in violation of an order of protection.  6. Committing the assault knowing or having reason to know that the victim is any of the following: <b>teacher or any school employee on school grounds</b> , law enforcement officer, prosecutor, firefighter, EMT/Paramedic engaged in official duties, on grounds adjacent to the school or in any part of a building or vehicle used for school purposes, teacher or school nurse visiting a private home in the course of the teacher's or nurse's professional duties or any teacher engaged in any authorized and organized classroom activity held on other than school grounds.		<b>5</b> <b>Mandatory report to law enforcement</b>

# ALCOHOL, TOBACCO AND OTHER DRUG VIOLATIONS

## Definitions

**Drug Violation:** Unlawful use, distribution, sale, purchase, possession, transportation or importation of any controlled drug or narcotic substance or equipment and devices used for preparing or taking drugs or narcotics. Includes being under the influence of drugs at school, school-sponsored events and on school-sponsored transportation. Includes over-the-counter medications if abused by the student.

**Possession:** knowing exercise of dominion or control over an item.

**Use:** the act of using or being under the influence.

**Sale:** to transfer or exchange an item to another person for anything of value or advantage, present or prospective.

**Share:** to allow another person to use or enjoy something that one possesses.

**\*Principals/assistant principals will be granted an automatic waiver of the mandatory, minimum eleven-day long-term suspension normally used at this level for first time offenders for possession or use of drugs or alcohol. See specific guidelines for appropriate consequences on page 8, Level 4, above.**

Violation	Action Level
<p><b>Inappropriate use of Over-the-Counter Drugs</b> Medicines that may be purchased directly without a prescription from a health care professional. Inappropriate use includes any use other than that described on the packaging or recommended by a health care professional.</p> <p><b>Tobacco Violation</b> The possession, use, distribution or sale of tobacco products on school grounds (including any device or substance that delivers nicotine such as e-cigarettes, nicotine patches, vapes or vape pens, and hookah sticks), at school-sponsored events and on school-sponsored transportation.</p> <p><b>Possession of Drug Paraphernalia</b> Drug paraphernalia means all equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling or otherwise introducing into the human body a drug in violation of this chapter.</p>	<p><b>Possession or Use</b> <b>2</b></p> <p><b>Sale or Share</b> <b>3</b></p>
<p><b>Alcohol Violation</b> 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.</p> <p><b>Inhalants</b> Inhalants include medications, anesthetics, or other compounds in vapor or aerosol form, taken by inhalation This does NOT include e-cigarettes or hookah sticks, or items such as markers, glue, etc.</p> <p><b>Unknown Drug</b> (if a drug is identified, after an investigation, a different violation may be identified)</p> <p><b>Substance Represented as an Illicit Drug</b> A substance that is not an illicit drug but that is represented as, and could be perceived as being, an illicit drug.</p>	<p><b>Possession or Use</b> <b>4*</b></p> <p><b>Sale or Share</b> <b>5</b></p>
<p><b>Inappropriate use of Prescription Drugs</b> Medicines obtained with the lawful prescription of a health care professional. Inappropriate use includes any use other than that described by the prescription.</p> <p><b>Illicit Drug</b> Illicit drugs include dangerous drugs, narcotic drugs, marijuana (or derivative thereof), and peyote as defined by A.R.S. § 13-3401, and appearing in any form, including seeds, plants, cultivated product, powder, liquid, pills, tablets, etc. (including any device or substance that delivers an illicit drug such as e-cigarettes, vapes or vape pens, wax pens, and edibles).</p>	<p><b>Mandatory report to law enforcement</b></p>
<p style="text-align: right;"><b>Possession or Use</b></p> <p style="text-align: right;"><b>Sale or Share</b></p>	<p><b>4*</b></p> <p><b>5</b></p>

**ATTENDANCE POLICY VIOLATION (Out of school suspension is not permitted)**

<b>Violation</b>	<b>Action Level</b>
<p><b>Other Attendance Violations</b></p> <p><b>Examples:</b> leaving school, without signing out in the main office; leaving school at lunch, without a pass; obtaining a pass to go to a certain place and not reporting there; becoming ill and going home or staying in the restroom, instead of reporting to the nurse's office; or coming to school, but not attending classes.</p>	<b>1</b>
<p><b>Tardy</b></p> <p>Arriving at school or class after the scheduled start time.</p>	<b>1</b>
<p><b>Unexcused Absence</b></p> <p>Missing school for an entire day with no acceptable excuse.</p>	<b>1</b>
<p><b>Leaving School Grounds without Permission</b></p> <p>Leaving school grounds or being in an "out-of-bounds" area during regular school hours without principal or designee permission</p>	<b>1</b>
<p><b>Truancy</b></p> <p>Having an unexcused absence for at least one class period during the day (applies to students aged 6-16).</p>	<b>1</b>

## OTHER VIOLATIONS OF SCHOOL POLICIES

<i>Violation</i>	<i>Action Level</i>
<b>Dress Code Violation</b> Wearing clothing that violates dress code guidelines stated by school or district policy.	<b>1</b>
<b>Parking Lot Violation</b> Displaying inappropriate behaviors involving a motor vehicle including, but not limited to, unsafe driving in the parking lot, parking in unauthorized areas, parking in fire lanes or disabled persons space/area, parking in two or more parking spaces with one vehicle, excessive audio or radio sound, blocking driveway or access, and/or littering.	<b>1</b>
<b>Public Display of Affection</b> Kissing or other inappropriate displays of affection.	<b>1</b>
<b>Other Violation of School Policies and Regulations</b> Committing some other violation of school or district policy or regulation.	<b>1</b>
<b>Inappropriate Language (verbal or nonverbal)</b> Delivering verbal or nonverbal messages that include swearing, name calling, or use of words or gestures in an inappropriate way. A principal/assistant principal <b>may</b> treat a student swearing at a staff member as a Level 3 consequence where the circumstances demonstrate a lack of respect towards authority (rather than just the use of a curse word or words).	<b>2</b>
<b>Defiance or Disrespect Towards Authority and Non-Compliance</b> Engaging in repeated behavior including, but not limited to, refusing to follow directions, talking back, or engaging in socially rude interactions.  A principal/assistant principal <b>may</b> treat a student engaging in defiance/disrespect towards a staff member as a Level 3 consequence where the circumstances demonstrate a lack of respect towards authority (rather than just the use of a curse word or words).	<b>2</b>
<b>Contraband</b> Possessing items stated in school policy as prohibited because they may disrupt the learning environment.	<b>2</b>
<b>Combustible</b> Possessing a substance or object that is readily capable of causing bodily harm or property damage. (e.g. matches, lighters)	<b>2</b>
<b>Disruption</b> Engaging in behavior causing a substantial interruption in a class or activity including, but not limited to, loud talking, yelling, or screaming; noise with materials; throwing objects; or out-of-seat behavior.	<b>2</b>
<b>Gambling</b>	<b>2</b>

Playing games of chance for money (or thing of value) or betting a sum of money (or thing of value).	
<p><b>Negative Group Affiliation / Illegal Organization</b></p> <p>Engaging as a member or potential member of an anti-social organization, secret society, criminal street gang, or other set of individuals that are not sanctioned by the Governing Board and which are determined to be disruptive to teaching and learning. This includes wearing of symbolic apparel, making gestures, writing on and marking of property, or altering of personal appearance to symbolize membership in an organization with a history of, or determined to be, a disruption to teaching and learning.</p>	<b>3</b>

## *DISHONESTY*

<i>Violation</i>	<i>Action Level</i>
<p><b>Cheating</b></p> <p>Sharing with another, or taking from another, intellectual property for the purpose of deceit or fraud, or taking or stealing intellectual property from another with or without their knowledge and presenting it as the student's own.</p>	<b>2</b>
<p><b>Forgery</b></p> <p>Falsely and fraudulently making or altering a document, including hall passes and parent/guardian signatures.</p>	<b>2</b>
<p><b>Lying</b></p> <p>Making an untrue statement with the intention to deceive or to create a false or misleading impression.</p>	<b>2</b>
<p><b>Plagiarism</b></p> <p>Stealing and passing off the ideas or words of another as one's own, including material obtained online.</p>	<b>2</b>



## TECHNOLOGY, IMPROPER USE OF

<i>Violation</i>	<i>Action Level</i>
<p><b>Telecommunication Device or Other Technology</b></p> <p>Students may not possess or use cellular telephones and/or other electronic signaling devices. Wilson is not responsible for lost or stolen electronic devices. Students who violate the guideline will have the electronic device confiscated and be subject to disciplinary action. Any search of the contents of an electronic device shall be by a principal/assistant principal in accordance with the Student Code of Conduct. <i>NOTE: may be elevated to a Level 3 violation.</i></p> <p><b>Examples:</b> use of telecommunication devices (cellular phones, cellular watches, etc.) or other technology (gaming systems, iPods, iPads, Tablets, etc.) within school premises. Students may not engage in practices such as posting videos of fights onto social media, or images of school community members in a malicious manner.</p>	<p><b>2</b></p>
<p><b>Computer or Network Violation</b> NOTE: may not be elevated to Level 4.</p> <p><b>Examples (Computer):</b> Using school computers for non-instructional purpose, copyright or trademark infringement, knowingly uploading or downloading destructive or malicious programs or software, loading personal software or disks onto school computers without permission of a principal/assistant principal or a district administrator, vandalism of computers or computer equipment.</p> <p><b>Examples (Network):</b> use of computer network for non-instructional purpose, knowingly uploading or downloading destructive or malicious programs or software, sharing passwords, attempting to read, delete, copy or modify the email of other users, accessing secure areas other than for educational purposes, transmitting material information or software in violation of any district policy or regulation, local, state or federal law or regulation, or tampering with or misuse of the computer networking system or taking any other action inconsistent with this regulation will be viewed as a network violation.</p>	<p><b>3</b></p>

## TRESPASSING; VANDALISM OR CRIMINAL DAMAGE

<b>Definitions</b>	
<p><b>Criminal damage:</b> Willful destruction or defacement of school property, commercial property located on school property, or personal property of another person, so as to substantially impair its function or value in an amount of five thousand dollars or more. Principals/assistant principals may consider acts of vandalism that result in damages exceeding \$5,000 in value at a Level 4.</p> <p><b>Example:</b> Substantial destruction of copy machines, vehicles, science or computer equipment.</p>	
<b>Violation</b>	<b>Action Level</b>
<p><b>Trespassing</b></p> <p>Entering or remaining on a public-school campus or school board facility without authorization or invitation and with no lawful purpose for entry. This includes students under suspension or expulsion and unauthorized persons who enter or remain on a campus or school board facility after being directed to leave by the principal/assistant principal or designee of the facility, campus or function.</p>	<b>2</b>
<p><b>Graffiti or Tagging</b></p> <p>Writing on walls; drawings or words painted or sprayed on walls or other surfaces that can be easily removed with soap or cleaner.</p>	<b>2</b>
<p><b>Vandalism of Personal and/or School Property</b> Destroying or defacing personal or school property.</p> <p><b>Examples of Vandalism of School Property:</b> Destroying school computer records, carving initials or words in desk top, spray painting on walls, damaging vehicles.</p> <p><b>*Principals/assistant principals may use exclusionary discipline on a first offense per the guidelines on page 27, Level 3, above.</b></p>	<b>3</b>

## SEXUAL OFFENSES

<b>Violation</b>	<b>Action Level</b>
<p><b>Harassment, Sexual</b></p> <p>Making unwelcome sexual advances, requests for sexual favors, and other verbal, graphic, written or physical conduct of a sexual nature where such conduct has the purpose or effect of creating an intimidating, hostile, or offensive educational environment. Sexual harassment can include nonverbal forms (e.g., "sexting," tweeting, or otherwise sending messages through networking sites and/or telecommunication devices)</p>	<b>3</b>
<p><b>Pornography</b></p> <p>Possessing or providing sexually explicit and obscene depictions of persons, in words or images. <b>Examples:</b> viewing and/or sharing nude or sexually-charged images (non-art, non-educational) of people in books, magazines, electronic devices, or on the internet; using an electronic device to send or receive nude images, partially-nude images, or images that are sexual in nature ("i.e. sexting"), or drawing nude images, partially-nude images or images that are sexual in nature that have no redeeming educational value.</p>	<b>3</b>
<p><b>Harassment, Sexual with contact</b> Committing sexual harassment that includes physical contact.</p>	<b>4</b>
<p><b>Indecent Exposure or Public Sexual Indecency</b> Engaging in sexual acts or public sexual indecency.</p> <p><b>Examples:</b> public urination, streaking, masturbation, "peeping tom" (including taking photos or videotaping), exposing another student's private parts, or engaging in intercourse, or oral sex.</p>	<b>4</b>
<p><b>Sexual Assault or Rape</b> Intentionally or knowingly engaging in sexual intercourse or oral sexual contact with any person without consent of such person.</p>	<b>5</b> <b>Mandatory report to law enforcement</b>

# ARSON

<b>Definitions</b>	
<p><b>Structure:</b> a building or place with sides and a floor used for lodging, business, transportation, recreation, or storage</p> <p><b>Occupied structure:</b> any structure in which one or more persons is, or is likely to be present, or is so near as to be in equivalent danger at the outset of the fire or explosion. This includes any dwelling house, whether occupied or not.</p> <p><b>Property:</b> anything other than a structure that is owned and has value of any kind (e.g., a backpack, school book, clothing, etc.).</p> <p><b>Damage:</b> as used here, means a tangible or visible impairment to a surface.</p> <p><b>Reckless Burning:</b> recklessly causing a fire or explosion resulting in damage to a structure, wild land, or property.</p>	
<b>Violation</b>	<b>Action Level</b>
<p><b>Arson of a Structure or Property</b></p> <p>Knowingly and unlawfully damaging a structure or property by knowingly causing a fire or explosion. <i>Burning one's own property is not arson, except for burning one's own property with the knowledge that it will ignite another's property or a structure (but may, where appropriate, be considered reckless burning).</i></p>	<b>4</b>
<p><b>Arson of an Occupied Structure</b></p> <p>Knowingly and unlawfully damaging an occupied structure by knowingly causing a fire or explosion.</p>	<b>5</b> <b>Mandatory report to law enforcement and Fire Dept.</b>
<p><i>NOTE: Principals/assistant principals may consider acts of arson that are only reckless (as opposed to knowing or intentional), or that damage property with a value under \$100, at Level 3. Please see the definition of Reckless Burning above.</i></p>	

# HARASSMENT AND THREAT, INTIMIDATION

<b>Violation</b>	<b>Action Level</b>
<p><b>Threat or Intimidation</b></p> <p>Indicating, by words or conduct, the intent to cause physical injury or serious damage to a person or their property, or intentionally places another person in reasonable apprehension of imminent physical injury. This may include threats or intimidation that occurs online or through a telecommunication device.</p>	<b>3</b>
<p><b>Bullying</b></p> <p>Intimidating students by the real or threatened infliction of repeated physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another. It may include, but not be limited to actions such as verbal taunts, name-calling and put-downs, including ethnically based or sex or gender-based verbal put-downs, and extortion of money or possessions. Bullying can be physical in form (e.g., pushing, hitting, kicking, spitting, stealing); verbal (e.g., making threats, taunting, teasing, name-calling); non-verbal/ cyber-bullying (e.g., text messages, email, social networking-such as, but not limited to "Twitter"); or psychological (e.g., social exclusion, spreading rumors, manipulating social relationships).</p>	<b>3</b>
<p><b>Harassment, nonsexual</b></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. Repeatedly commits an act or acts that harass another person.</li> <li>3. Surveils or causes another person to surveil a person for no legitimate purpose.</li> <li>4. On more than one occasion makes a false report to a law enforcement, credit or social service agency.</li> <li>5. Stalking-Following another person in or about a public place for no legitimate purpose after being asked to desist.</li> </ol> <p><i>NOTE: Bullying and Sexual Harassment are types of Harassment. Indicate Harassment, nonsexual if the violation is not specifically Bullying or Sexual Harassment, or if the specific type of harassment is not known.</i></p>	<b>3</b>
<p><b>Hazing</b></p> <p>Committing an act against another student, in which <b>both</b> of the following apply:</p> <ol style="list-style-type: none"> <li>1. The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any organization (athletic team, association, club or other similar group that is affiliated with the school and whose membership consists primarily of students enrolled at the school that is affiliated with an educational institution) affiliated with an educational institution.</li> <li>2. The act contributes a substantial risk of potential physical injury, mental harm or degradation or causes physical injury, mental harm or personal degradation.</li> </ol> <p><i>*Principals/assistant principals may treat incidents of hazing at a Level 4.</i></p>	<b>3</b>

## SCHOOL THREAT OR INTERFERENCE

<b>Definitions</b>	
A School Threat occurs where a student uses words or actions to place students, staff, or school property guests in apprehension of harm, or to interfere with or disrupt an educational institution.	
<b>Violation</b>	<b>Action Level</b>
<b>Fire Alarm Misuse</b> Intentionally ringing fire alarm when there is no fire, or misuse of a fire extinguisher.	<b>4</b>
<b>Other School Threat (Verbal)</b> Making a verbal School Threat.	<b>4</b>
<b>Bomb Threat</b> Threatening to cause harm by using or threatening to use a bomb, or arson-causing device.	<b>5</b> Expulsion required by law
<b>Chemical or Biological Threat</b> Threatening to cause harm using dangerous chemicals or biological agents.	
<b>Other School Threat</b>  Making a School Threat that might reasonably lead to the evacuation or closure of a school property or to the postponement, cancellation, or suspension of any class or other school activity (though actual evacuation, closure, postponement, cancellation or suspension is not required).	

# THEFT

<i>Violation</i>	<i>Action Level</i>
<p><b>Petty Theft</b> Stealing cash, or property, valued under \$100.</p>	2
<p><b>Theft – School Property or Non-School Property</b></p> <p>Knowingly:</p> <ul style="list-style-type: none"> <li>b. Controls property of another with the intent to deprive the other person of such property; or</li> <li>c. Converts for an unauthorized term or use services or property of another entrusted to the defendant or placed in the defendant’s possession for a limited, authorized term or use; or</li> <li>d. Obtains services or property of another by means of any material misrepresentation with intent to deprive the other person of such property or services; or</li> <li>e. Comes into control of lost, mislaid or misdelivered property of another under circumstances providing means of inquiry as to the true owner and appropriates such property to the person’s own or another’s use without reasonable efforts to notify the true owner; or</li> <li>f. Controls property of another knowing or having reason to know that the property was stolen; or</li> <li>g. Obtains services known to the defendant to be available only for compensation without paying or an agreement to pay the compensation or diverts another’s services to the person’s own or another’s benefit without authority to do so.</li> </ul>	3
<p><b>Burglary or Breaking and Entering</b></p> <p>Entering or remaining unlawfully in or on the personal property of another, a classroom, a residential structure or yard or a nonresidential structure or in a fenced commercial property with the intent to commit any theft or any felony therein.</p>	4
<p><b>Extortion</b></p> <p>Knowingly obtaining or seeking to obtain property or services by means of a threat to do in the future any of the following:</p> <ul style="list-style-type: none"> <li>1. Cause physical injury to anyone by means of a deadly weapon or dangerous instrument.</li> <li>2. Cause physical injury to anyone except as provided in paragraph 1 of this subsection.</li> <li>3. Cause damage to property.</li> <li>4. Engage in other conduct constituting an offense.</li> <li>5. Accuse anyone of a crime or bring criminal charges against anyone.</li> <li>6. Expose a secret or an asserted fact, whether true or false, tending to subject anyone to hatred, contempt or ridicule or to impair the person’s credit or business.</li> <li>7. Take or withhold action as a public servant or cause a public servant to take or withhold action.</li> <li>8. Cause anyone to part with any property.</li> </ul>	4
<p><b>Robbery</b></p> <p>Taking any property of another from their person or immediate presence and against their will; threatens or uses force against any person with intent either to coerce surrender of property or to prevent resistance to such person taking or retaining property.</p>	4
<p><b>Armed Robbery</b></p> <p>Committing robbery (see definition above) such person or an accomplice: (1) Is armed with a deadly weapon or a simulated deadly weapon; or (2) Uses or threatens to use a deadly weapon or dangerous instrument or a simulated deadly weapon.</p>	5 Mandatory report to law enforcement
<p><b>Burglary (First Degree)</b></p> <p>Entering or remaining unlawfully in or on a residential structure or yard or a nonresidential structure or in a fenced commercial with the intent to commit any theft or any felony therein) and knowingly possessing explosives, a deadly weapon or a dangerous instrument in the course of committing any theft or any felony.</p>	5 Mandatory report to law enforcement

# WEAPONS AND DANGEROUS ITEMS (POSSESSION OF)

See Policy JICI for more details on Weapons in School

Violation	Action Level
<p><b>Dangerous Items</b></p> <p>Possessing a knife with a blade length of less than 2.5 inches, air soft gun, b.b.gun, laser pointer, letter opener, mace/pepper spray, paintball gun, pellet gun, razor blade/box cutter, simulated knife, taser or stun gun, tear gas, firecrackers, smoke and stink bombs, gas, lighter fluid, and other dangerous items (anything that under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury).</p> <p><b>Mandatory report to law enforcement if under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury.</b></p>	<p><b>3</b></p>
<p><b>Simulated Firearm</b></p> <p>Possessing a simulated firearm made of plastic, wood, metal or any other material which is a replica, facsimile, or toy version of a firearm.</p> <p><b>If the simulated firearm is used to threaten or intimidate, the violation will be considered a level 4.</b></p>	<p><b>3</b></p>
<p><b>Other Weapons</b></p> <p>Possessing a billy club, brass knuckles, knife with a blade length of at least 2.5 inches, nunchakus.</p> <p><b>Mandatory report to law enforcement if under the circumstances in which it is used, attempted to be used or threatened to be used the item is readily capable of causing death or serious physical injury.</b></p>	<p><b>4</b></p>
<p><b>Firearms</b></p> <p>No student shall knowingly carry or possess on their person, within their immediate control, or in or on a means of transportation a firearm without authorization by a school principal/assistant principal.</p> <p><b>“Firearm”</b> means any loaded or unloaded handgun, pistol, revolver, rifle, shotgun or other weapon that will expel, is designed to expel or may readily be converted to expel a projectile by the action of an explosive. Firearm does not include a firearm in permanently inoperable condition.</p> <p><b>“Other Firearms”</b> –Firearms other than handguns, rifles or shotguns including:–any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any weapon described above; Any firearm muffler or firearm silencer; Any destructive device, which includes: Any explosive, incendiary, or poison gas: Bomb; Grenade; Rocket having a propellant charge of more than four ounces; Missile having an explosive or incendiary charge of more than one-quarter ounce, Mine or similar device. Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter. Any combination or parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled. ()</p> <p><i>NOTE: This definition does not apply to items such as toy guns, colorful plastic water guns, cap guns, bb guns, and pellet guns)</i></p>	<p><b>5</b></p> <p><b>Expulsion required by law</b></p> <p><b>Mandatory report to law enforcement</b></p>

## GOVERNING BOARD POLICIES

WSD Governing Board Policies are available upon request at all school sites, family centers, central offices (3025 E. Fillmore St. Phoenix, Az 85008), and online at <https://www.wsd.k12.az.us/Domain/4>

POLICY TITLE	POLICY CODE	POLICY TITLE	POLICY CODE
STUDENT ABSENCES AND EXCUSES	JH	RIGHTS AND RESPONSIBILITIES	JI
STUDENT ATTENDANCE	JE	STUDENT INTERVIEWS, SEARCHES, AND ARRESTS	JIH
BEHAVIOR MANAGEMENT AND STUDENT DISCIPLINE	JK	SCHOOL VIOLENCE, BULLYING, HARASSMENT, INTIMIDATION	JICK
BUSES / TRANSPORTATION	EEAA & EEAE	SEXUAL HARASSMENT	ACA
CARE OF SCHOOL PROPERTY BY STUDENTS	JICB	STUDENT DISCIPLINE	JK
DRUG AND ALCOHOL USE BY STUDENTS	JICH	STUDENT DRESS	JICA
EQUAL EDUCATIONAL OPPORTUNITY AND ANTI-HARASSMENT	JB	STUDENT FUNDRAISING ACTIVITIES	JJE
EXTRACURRICULAR ACTIVITY ELIGIBILITY	JJJ	TECHNOLOGY RESOURCES	IJNDB
HAZING	JICFA	TOBACCO USE BY STUDENTS	JICG
NON-DISCRIMINATION & IMMIGRATION ANTI-DISCRIMINATION	AC	TRUANCY	JHB
PUBLIC CONDUCT ON SCHOOL PROPERTY	KFA	WEAPONS IN SCHOOL	JICI
REPORTING CHILD ABUSE / CHILD PROTECTION	JLF		

# REGULATIONS RELATED TO DUE PROCESS (SUSPENSION/EXPULSION)

WSD Governing Board Regulations are available upon request at all school sites, family centers, central offices (3025 E. Fillmore St. Phoenix, Az 85008) and online at <https://www.wsd.k12.az.us/Domain/4>

REGULATION TITLE	REGULATION CODE	DESCRIPTION
SHORT TERM SUSPENSION	JKD	This regulation explains the process for short-term suspensions (1 – 10 Days).
LONG TERM SUSPENSION	JKD	This regulation explains the process for long-term suspensions (11 – 180 Days).
EXPULSION	JKE	This regulation explains the process for expulsions.

## DUE PROCESS FOR STUDENTS WITH AN IEP OR 504 PLAN

Information about IDEA, IEPs, and 504 Plans is at <https://www.wsd.k12.az.us/Domain/4>

Students with disabilities under Section 504 or IDEA (and students suspected of having a disability) may be disciplined in the same manner as any other student and may be suspended for up to 10 cumulative days of school per school year. If a suspension beyond 10 cumulative days is contemplated, special procedures must be followed. A manifestation determination conference must be held by the 10th day of suspension but should happen as soon as possible based on parent/guardian/staff availability.

If the manifestation determination concludes that the student's behavior is a manifestation of the student's disability, then no further disciplinary action can be taken. The 504 or IEP team should convene to develop an appropriate behavior plan for the student. If the manifestation determination conference concludes that the student's behavior is not a manifestation of the student's disability, a hearing officer may impose whatever long-term suspension or expulsion policy allows. The district has no obligation to continue to provide educational services to a 504 student pursuant to the 504 accommodation plan during the period of a long-term suspension or expulsion. However, the District must continue to provide educational services for students eligible under IDEA. A student with a disability under IDEA may be referred to an Interim Alternative Educational Setting in circumstances involving the use or possession of drugs, weapons, or serious bodily injury.



# ARIZONA REVISED STATUTES

To access Arizona Revised Statutes, please go to <https://www.azleg.gov/arstitle/>

The statutes and references listed are reflective of those most commonly referred to with regard to student behavior and school disciplinary procedures and are by no means inclusive of all state and federal laws or all District procedures.

STATUTE SUBJECT	STATUTE REFERENCE
ABSENCE FROM SCHOOL; NOTIFICATION OF PARENT OR GUARDIAN	A.R.S. § 15-807
BULLYING, HARASSMENT, INTIMIDATION	A.R.S. § 15-341(36)(a-j)
CLASSROOM DISRUPTION	A.R.S. § 15-841
INTERFERENCE WITH OR DISRUPTION OF AN EDUCATIONAL INSTITUTION	A.R.S. § 13-2911
LOITERING (IN OR ABOUT A SCHOOL)	A.R.S. § 13-2905(A)(4)
SCHOOL DAY	A.R.S. § 15-901
DISCIPLINE; SUSPENSION; EXPULSION	A.R.S. § 15-843 and 15-841 through 15-844
ABUSE OF A TEACHER OR SCHOOL EMPLOYEE IN SCHOOL	A.R.S. § 15-507

# Rights and Responsibilities

STUDENT RIGHTS	STUDENT RESPONSIBILITIES
<ul style="list-style-type: none"> <li>• Learn in a safe, clean, orderly and positive climate that is unbiased, nonjudgmental, and free from prejudice, discrimination, verbal or physical threats and abuse.</li> <li>• Receive appropriate accommodations to meet individual needs. (as supported by documentation)</li> <li>• Be treated with respect and in a fair and equitable manner by teachers and administrators.</li> <li>• Due process of law.</li> <li>• Have school rules that are enforced in a consistent, fair and reasonable manner.</li> <li>• Be free from retaliation, from fear of retaliation, and from sex discrimination and sexual harassment at school, including dating abuse.</li> <li>• Have teachers and administrators who will follow all District policies related to known allegations of discrimination, harassment, hazing, bullying, and incidents that require mandatory reporting. Such known allegations/incidents must be reported to site administration immediately.</li> <li>• Receive a copy of this Code.</li> <li>• Have access to school assignments/homework while serving a disciplinary suspension and have options for alternative instructional opportunities for any long term suspension.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend school daily according to school district adopted calendar, arrive on time, bring appropriate materials, and be prepared to participate in class and complete assignments.</li> <li>• Make positive contributions to an environment that allows fellow students to be free from discrimination, harassment, hazing and bullying.</li> <li>• Make up work resulting from an absence.</li> <li>• Respect the rights, feelings, and property of fellow students, parents/guardians, school staff, visitors, guests, and school neighbors.</li> <li>• Conduct themselves in an appropriate and respectful manner while on school grounds, school buses, at bus stops, at any school-related activity, and in the classroom, so as not to interfere with the rights of another student to learn and to contribute to a safe and orderly environment that is conducive to learning.</li> <li>• Display behavior that does not compromise the safety of other students and/or staff.</li> <li>• Follow discipline guidelines adopted by the school and District.</li> <li>• Protect and take care of the school's property.</li> <li>• Read and ask questions to understand the information in the Code of Conduct.</li> </ul>

PARENT & GUARDIAN RIGHTS	PARENT & GUARDIANS RESPONSIBILITIES
<ul style="list-style-type: none"> <li>• Request and be granted conferences with teachers, counselors and/or the principal.</li> <li>• Receive explanations from teachers about their student's grades and disciplinary procedures.</li> <li>• Access and review school records pertaining to their student.</li> <li>• Receive a copy of this Code.</li> <li>• Receive immediately an oral and a written notification anytime a student receives in-school suspension or is sent home for any safety and/or disciplinary reason. (including suspensions)</li> <li>• Request an interpreter or translator at any step of the disciplinary process.</li> <li>• Request a review of all disciplinary actions relating to their student.</li> <li>• Direct their student's education, upbringing and moral/religious training.</li> <li>• 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/guardian, unless the incident has first been reported to law enforcement and notification of the parent/guardian would impede a law enforcement or a Department of Child Safety (DCS) investigation. This paragraph does not create any new obligation for WSD to report misconduct between students at school, such as fighting or aggressive play, that are routinely addressed as student disciplinary matters by the school.</li> <li>• Be treated in a manner that is respectful of and responsive to their cultural traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend school daily according to school district adopted Communicate and collaborate with teachers to support student achievement.</li> <li>• Attempt to participate and be active at their student's school.</li> <li>• Be partners with school staff by sharing appropriate ideas for improving student learning and by helping to prevent and/or resolve student discipline problems.</li> <li>• Provide supervision of the student's health, physical and emotional well-being, and assume responsibility for the student's timely regular attendance.</li> <li>• Promptly provide the school with explanations for student absences or tardiness.</li> <li>• Ensure student compliance with school and district policies and regulations.</li> <li>• Read and ask questions to understand the information in this Code.</li> <li>• Reinforce the importance of students' adherence to values and behaviors described in this Code.</li> </ul>

# Annual Notifications

## ANNUAL NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These rights transfer from the parents to a student who is 18 yrs. old, or an emancipated minor under State law, and include the right to:

**(1) Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Dep’t of Educ. (ED)**

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships (like with lawyers, doctors, or ministers);
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

**(2) Receive notice and an opportunity to opt a student out of –**

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law;
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

**(3) Inspect, upon request and before administration or use –**

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

WSD will develop and adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

WSD will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. WSD will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey.

WSD will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 2020

## WSD ANNUAL NOTIFICATION OF PRIVACY RIGHTS OF PARENTS AND STUDENTS

The Family Educational Rights and Privacy Act (FERPA) affords parents and “eligible students” (students over 18 years of age, or who attend an institution of postsecondary education) certain rights regarding the student’s education records. These rights are:

**(1) The right to inspect and review the student’s education records within 45 days from the day WSD receives a request.**

The parent(s) and/or eligible student may inspect and review student’s education records, and WSD policies and regulations governing use of those records, by making an appointment with the student’s school principal. A copy of state and federal statutes and regulations concerning student records is available for reasonable inspection in the Office of the Superintendent or designee, 3020 E. Fillmore Street, Phoenix, Arizona. A list of the types of records maintained, and an explanation of any record, will be provided by appropriate WSD personnel upon request.

Federal law assumes that both parents are equally entitled to review their child’s records. If there is a custody order in place that prohibits the provision of this information to one parent, please provide WSD with a copy of the custody order, signed by a judge.

**(2) The right to request the amendment of the student’s education records that the parent(s) and/or eligible students believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.**

Such a request must be in writing to the student’s school principal, must clearly identify the part of the record they want changed, and must specify why it should be changed. If WSD, decides not to amend the record as requested by the parent(s) and/or eligible student, WSD will notify the parent(s) and/or eligible student of the decision, and the parent(s) and/or eligible student may further request a hearing regarding the request for amendment, as provided by federal and state statutes, rules and regulations.

**(3) The right to privacy of personally identifiable information in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.**

WSD must obtain the written consent of the parent or eligible student prior to releasing personally identifiable information from the education records of a student, except in circumstances where federal and state law authorize disclosure without consent, such as disclosure to school officials with legitimate educational interests. A school official is a person employed by WSD as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a Governing Board member; a person or company with whom WSD has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, schools will disclose education records, without consent, to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer.

**(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by WSD to comply with the requirements of FERPA.**

Any complaints arising from an alleged violation of these rights may be submitted to the Superior Court of Maricopa County, Arizona, or to:

The Family Policy Compliance Office, U.S. Dep’t of Education  
400 Maryland Avenue, SW, Washington, D.C. 20202 (202) 260-3887

## DIRECTORY INFORMATION

FERPA requires that WSD, with certain exceptions, obtain a parent's/guardian's written consent prior to the disclosure of personally identifiable information from your child's education records. However, WSD may disclose appropriately designated "directory information" without written consent, unless you have advised WSD to the contrary in accordance with WSD procedures (see Administrative Regulation 5130). The primary purpose of directory information is to allow WSD to include this type of information from your child's education records in certain school publications, such as:

- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets showing weight/height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want WSD to disclose directory information from your child's education records without your prior written consent, you must notify WSD on the Household Registration Form, prior to October 1st. WSD has designated the following information as directory information:

Name, address, parent or guardian telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees (diplomas) and awards received, the most recent previous educational agency or institution attended by the student, personally identifiable photographs, videotapes, films and other visual media, personally identifiable interviews, either audio only or audio and visual, and other similar information.

Under federal law, this information is considered directory information and does not require the written consent of a parent/eligible student to release. If you object to the release of directory information you must notify the principal or designee of the school, in writing, on the Household Registration Form, prior to October 1st. If the Household Registration Form is not received by October 1st, it will be assumed that there is no objection to releasing such information. This procedure shall be done annually. Pursuant to federal law, upon request, WSD may disclose education records without prior parental/eligible student consent, to officials of another school district in which a student seeks or intends to enroll. For further information, contact the Principal's Office at the school where the student(s) attend in WSD.

## Appendix

# \_\_\_\_\_ 's Think Sheet



I can think about my choices and how they affect ME and others.

**What I chose to do:**

kick 	hit 	push 	bite 	talk or scream 
run 	not work 	pinch 	use unkind words 	throw something 

<b>It made _____ feel:</b>				
happy 	sad 	mad 	scared 	frustrated 
<b>Next time I can choose to:</b>				
have SAFE feet 	have SAFE hands 	use kind words 	listen and not talk during instruction 	ask for a calm break 
say "I need space." 	ask someone to "Please stop." 	follow directions 	stay in my work area 	say, "I don't understand." 

**When I make a positive choice like that:**

others will want to be with me 	others will feel good around me 	others want to play with me 	people will know that I am kind 	I will feel proud of myself 
------------------------------------	-------------------------------------	---------------------------------	-------------------------------------	---------------------------------

*Wilson Primary Think Sheet*

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Room: \_\_\_\_\_

1. What happened? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What did you want?

- I wanted attention from others.
- I wanted to be in control of the situation.
- I wanted to challenge adult(s).
- I wanted to avoid doing my work.
- I wanted to be sent home.
- I wanted to get even (retaliation, revenge).
- I wanted to cause problems because I feel bad inside.
- I wanted to cause problems because they don't like me.
- I wanted \_\_\_\_\_

3. Did you get what you wanted? Yes \_\_\_\_\_ No \_\_\_\_\_

# Think Sheet

What Happened?

It made me feel



Mad



Sad



Scared

Next time I can



Tell them to stop



Tell an adult




Walk Away




# Wilson Primary Reflection Sheet

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_  
Referring Staff: \_\_\_\_\_ Time: \_\_\_\_\_  
Behavior Observed (refer to student behavior management flow chart, if necessary): \_\_\_\_\_  
Interventions completed (documentation recorded): \_\_\_\_\_ Intervention 1 Date \_\_\_\_\_ Intervention 2 Date \_\_\_\_\_

What expectation did you struggle with today? (*Being safe, being responsible, being respectful*)



What should you have done?



What will you do next time?



Please sign and return. *Por favor firmar y regresar.*

Parent signature/ *firma de padre*: \_\_\_\_\_

*Wilson Elementary Think Sheet*

Think Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

What happened? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How did your decision impact your teacher/classmates? \_\_\_\_\_  
\_\_\_\_\_

What will you do next time? \_\_\_\_\_  
\_\_\_\_\_

Teacher Comments: \_\_\_\_\_  
\_\_\_\_\_

Consequences: \_\_\_\_\_  
\_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

This must be signed and returned tomorrow.

# Wilson Elementary Reflection Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Period: \_\_\_\_\_

## Behavior Change - Two Paths

Directions: Answer each question using a complete sentence.

1. What was your behavior? (10+ words)

---

---

2. Why did you behave that way? (10+ words)

---

---

3. How did your behavior stop the learning environment for you, your classmates, and/or your teacher? (10+ words)

---

---

4. How do you plan to change your behavior in the future? (10+ words)

---

---

Now copy the paragraph onto the back of this worksheet in your best handwriting (print or cursive is fine). Sloppy work=you do it again.

I have a choice about my attitude and my behavior. There are two paths I can take in life. One is the bad path. It leads to unhappiness and disappointment. I am on this path when I am mean, disruptive, and rude. This path is not worth my time. The other path is the good path, which leads to a happy and successful life. I am on this path when I am respectful and responsible. I am responsible for my own behavior and choices. I can make good decisions and be successful in my life. I choose the good path!

## Appendix B

### *Abeyance Contract for a Short-Term Suspension*

Wilson School District #7  
3025 E. Fillmore St.  
Phoenix, AZ 85008  
602-681-2200

Parent/Legal Guardian NameAddress

Re: Student Name Grade: #  
Gender: M/F Ex Ed: Y/N 504: Y/N Date of Incident: Date

1. Student Name acknowledges violating the Guidelines For Student Rights & Responsibilities as follows: Violation Name(s). The student Brief Description of Student Behavior from Comment Section.
  2. The consequence of this violation includes a short-term suspension (a suspension that is less than eleven (11) days).
  3. The school administration intends to impose a suspension for # Days days, beginning on Suspension Start Date and ending on Abeyance Contract End Date.
  4. Optional: [Delete this section if there are no optional recitations]. [Parents/Legal Guardians] intend to obtain counseling for [student]. [Parents/Legal Guardians] intend to complete regular drug testing.
1. **The student and Parent/Legal Guardian agree to waive any appeal of the suspension.**
  2. The student will serve # Days Suspension days of suspension and may return to school on Return Date from Suspension. The school agrees to hold # Days days of suspension in abeyance.
  3. The student agrees to obey all school rules and to attend every class, everyday unless excused by a parent/legal guardian.

4. If the student has any further violation of the Guidelines For Student Rights & Responsibilities, any remaining suspension days will automatically be imposed in addition to any consequences for the current violation.

5. Optional requirements from Optional Conditions Sheet may be entered here. If no optional conditions are imposed, delete this statement.

I accept and agree to the terms and conditions stated above including the waiver of any subsequent appeals.

I reject this offer.

### Signatures

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Administrator Name: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_

Copies to:      Student Equity  
                    Student Cumulative File  
                    Other (Type in Site Offices Requiring Copies If Applicable)

# *Abeyance Contract for a Long-Term Suspension*

Wilson School District  
3025 E. Fillmore St.  
Phoenix, AZ 85008  
602-681-2200

Parent/Legal Guardian NameAddress

Re: Student Name Grade: #

Gender: M/F Ex Ed: Y/N 504: Y/N Date of Incident: Date

Manifestation Date

## **Recitals:**

1. Student Name acknowledges violating the Guidelines For Student Rights & Responsibilities as follows: Violation Name(s). The student Brief Description of Student Behavior from Comment Section.
2. The consequence of this violation may include a long-term suspension (a suspension that is longer than ten (10) days).
3. The school administration intends to recommend that the student be suspended for # Days days, beginning on Suspension Start Date and ending on Abeyance End Date.
4. Optional: [Delete this section if there are no optional recitations]. [Parents/Legal Guardians] intend to obtain counseling for [student]. [Parents/Legal Guardians] intend to complete regular drug testing.]

## **Terms and Conditions:**

1. The student and parent/legal guardian agree to waive (1) the student's right to hearing on the long-term suspension if that has not yet been held and (2) any subsequent appeal.
2. The student will serve # Days Suspension days of suspension and may return to school on Return Date from Suspension. The school agrees to hold # Days days of suspension in abeyance.
3. The student agrees to obey all school rules and to attend every class, everyday unless excused by a parent/legal guardian.

4. If the student has any further violation of the Guidelines For Student Rights & Responsibilities, any remaining suspension days will automatically be imposed in addition to any consequences for the current violation.
  5. Optional requirements from Optional Conditions Sheet may be copied and pasted here. If no optional conditions are imposed, delete this statement.
- I accept and agree to the terms and conditions stated above including the waiver of (1) the right to a long-term suspension hearing (if one has not already been held) and (2) any subsequent appeals.
- I reject this offer and request a long-term hearing be held instead.

**Signatures**

**Student Name:** \_\_\_\_\_ **Student ID:** \_\_\_\_\_

**Parent/Guardian Name:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

**Administrator Name:** \_\_\_\_\_

**Administrator Signature:** \_\_\_\_\_

Copies to:      Student Equity  
                     Student Cumulative File  
                     Other (Type in Site Offices Requiring Copies)

# Suspension Reinstatement Letter

Wilson School District  
3025 E. Fillmore St.  
Phoenix, AZ 85008  
602-681-2200

## Suspension Reinstatement Letter

Decision Date

Parent/Legal Guardian Name

Address

Re: Student Name

On Date of Original Incident, Student Name was suspended from School Name for violation(s) of the Guidelines For Student Rights & Responsibilities as follows: Violation Names. This suspension was held in abeyance under conditions contained in the attached abeyance contract.

On New Incident Date the student violated the abeyance contract as follows: Violation Names.

These behaviors are in direct violation of the conditions of the abeyance contract and as a result, the suspension will be reinstated and the remaining days of the suspension must be imposed, beginning New Suspension Start Date and ending Abeyance Contract End Date. The student is restricted from all Wilson School District facilities and functions during the term of suspension. Homework will be provided through the end of the suspension or grading period, whichever is shorter. If the remaining suspension extends after that date, the student will receive instruction through an Alternative to Suspension Program.

If the consequence for this new incident would include a long-term suspension, you will be notified separately regarding the process for that violation. Any new short-term suspension will be served concurrently with the current suspension and the student may return to school on Return From Suspension Date.

If you have any questions regarding this matter, please do not hesitate to contact me at SchoolPhone #.

Sincerely,

Suspending Administrator Name

District Administrator

Cc: Student Equity  
Student Cumulative File  
Other (Type in Site Offices Requiring Copies If Applicable)



# Wilson School District Student Behavior Management Flow Chart

Teach and model correct behavior  
Students practice correct behavior

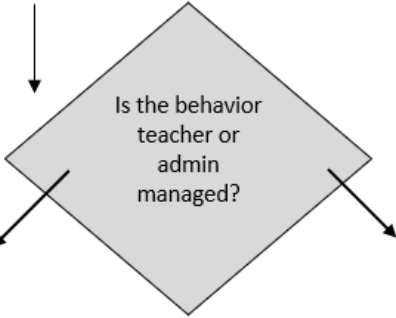
Observe and identify problem  
behavior

**Intervention 1: Ask** student what expectation they are not following; student fills Think Sheet

**Intervention 2: Teach** student the expectation; student fills Think Sheet

**Intervention 3: Tell** student to complete Reflection Sheet; teacher contacts parent; parent signs Reflection Sheet

**Intervention 4:** If behavior occurs again, staff will submit Behavior Referral via Infinite Campus and submit intervention documents.



**Step 1: Notify** office that student is coming or needs to be picked up.

Staff Managed	vs.	Admin Managed
<ul style="list-style-type: none"> <li>• Inappropriate language</li> <li>• Teasing</li> <li>• Refusal to work</li> <li>• Non-compliance</li> <li>• Minor dishonesty</li> <li>• Inappropriate clothing</li> <li>• Minor disruption</li> <li>• Minor aggression</li> <li>• Unsafe or rough play</li> <li>• Disrespectful                             <ul style="list-style-type: none"> <li>○ Tone</li> <li>○ Attitude</li> <li>○ Body language</li> </ul> </li> <li>• Disrespect towards Property</li> <li>• Cheating</li> </ul>	<p>vs.</p>	<ul style="list-style-type: none"> <li>• Aggressive physical contact</li> <li>• Fighting</li> <li>• Property destruction</li> <li>• Weapons</li> <li>• Pattern of aggressive/profane language</li> <li>• Credible threats</li> <li>• Harassment of students/teachers</li> <li>• Major/chronic destruction</li> <li>• Major/chronic refusal to follow school rules</li> <li>• Major dishonesty</li> <li>• Chronic minor infractions</li> <li>• Theft</li> <li>• Racial/Ethnic discrimination</li> <li>• Multiple LD/RC ditching offenses</li> </ul>

**Step 2: Staff** submits Behavior Referral via Infinite Campus within an hour. **Admin** will talk to student and assign consequence according to district policy.

**Step 3: Admin** contacts parents; final Behavior Referral entered into Infinite Campus

**Step 4: Admin** notifies staff of action taken through IC. When appropriate staff will be contacted directly.

- TIPS for a successful day:**
- ✓ Greet all students when they enter class.
  - ✓ Remind all students of expectations to prevent behavior problems.
  - ✓ Reinforce students frequently for meeting expectations.
  - ✓ Hold students accountable consistently when they don't meet expectations.
  - ✓ Thank students for a successful day!

## Resources

# Behavior Contract

Student Name: \_\_\_\_\_ Grade / Track: \_\_\_\_\_

Behavior Contract written: \_\_\_/\_\_\_/\_\_\_

Behavior Contract reviewed: \_\_\_/\_\_\_/\_\_\_, \_\_\_/\_\_\_/\_\_\_, \_\_\_/\_\_\_/\_\_\_

Purpose of Behavior Contract:

- set clear student expectations
- reinforce appropriate student choices
- outline consequences for negative student choices

After discussion between school personnel and student, the team has determined:

- 1) Behavior of main concern: \_\_\_\_\_  
\_\_\_\_\_
- 2) Environmental factors contributing to behavior - present/missing: \_\_\_\_\_  
\_\_\_\_\_
- 3) Function (purpose) the misbehavior serves - gain/avoid: \_\_\_\_\_  
\_\_\_\_\_
- 4) Student goal: \_\_\_\_\_  
\_\_\_\_\_
- 5) Positive consequence for appropriate behavior: \_\_\_\_\_  
\_\_\_\_\_
- 6) Negative consequence for inappropriate misbehavior: \_\_\_\_\_  
\_\_\_\_\_

Additional comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signatures of all involved:

_____ Student	_____ Teacher	_____ Mentor
_____ Administration	_____ Parent	_____ Other

# ABC Tracker

## ABC Tracker Routines Analysis

Student: \_\_\_\_\_

Grade \_\_\_\_\_

Staff: \_\_\_\_\_

Date: \_\_\_\_\_

**If you only work with the student during a single routine or subject (e.g. you are the P.E. teacher or you teach the student in one subject) you can disregard the routines analysis and go on to Part B.**

**ROUTINES ANALYSIS:** Complete the student's daily schedule (Time & Routine/Subject columns). Next rate the Likelihood of Problem Behavior for each routine. **For routines rated 5 or higher**, complete the final two columns: Identify the Problem Behavior and Current Interventions.

Time	Routine/Subject/Activity & Staff Involved	Likelihood of Problem Behavior	Identify Problem Behavior(s)	Current Intervention for the Problem Behavior
8:45-9:45	<b>Example:</b> Math w/ Mrs. Jenkins	Low 1 2 3 4 <b>5</b> 6 High	Disruptive/Defiant; negative comments	Move to Seat next to teacher's desk
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		

**Prioritized Routine:** Based on the ratings above select the routine or subject of greatest concern. Complete Part B of this form during the prioritized routine to track the student's A-B-C sequences.

	Routine/Subject/Activity	Problem Behavior(s): Provide an Observable & Measurable Definition
Routine # 1		

**ABC Tracker**  
Routines Analysis

Is Behavior of Concern an Immediate Danger to self/others?	YES / NO (Circle One)	If <u>YES</u> , refer case to Behavior Specialist immediately
If the behavior is <u>NOT</u> an immediate danger to self or others – the staff member should fully complete the ABC Tracker on the back side of this form to better understand the behavior.		

Student \_\_\_\_\_ Staff \_\_\_\_\_ Dates \_\_\_\_\_

Identify a student with recurring challenging behavior. Focus on a single routine (see Part A to identify and prioritize a routine) and track occurrences of the problem behavior during the prioritized routine (subject or time of day). Each time a problem behavior occurs during this routine over the next weeks document the A-B-C sequence. Use the data collected to identify patterns or trends across occurrences to form a Summary Statement describing the student’s behavior below.

Prioritized Activity (see p. 1) →	Routine/ Subject/	Time of Day:	Start time: End time:
Date/Time	When... (Antecedent)...happens	The Student.... (Behavior)	And as a result... (Consequence)
<u>Example</u> Date: Feb 8 Time: 10:25	<i>Asked to complete worksheet (multi-digit multiplication &amp; work problems) independently</i>	<i>Verbally refuse to work, say “This is stupid”, wander room &amp; make negative comments</i>	<i>Teacher will leave student alone &amp; students gets to avoid difficult task/worksheet</i>
<u>1<sup>st</sup> Incident</u> Date: Time:			
<u>2<sup>nd</sup> Incident</u> Date: Time:			
<u>3<sup>rd</sup> incident</u> Date: Time:			
<u>4<sup>th</sup> incident</u> Date: Time:			
<u>5<sup>th</sup> incident</u> Date: Time:			

*Summary Statement*

**Routine:**

**Antecedent/Trigger:**  
When \_\_\_\_\_  
\_\_\_\_\_ happens



**Behavior:**  
the student \_\_\_\_\_



**Consequence/Outcome:**  
and as a result, \_\_\_\_\_  
\_\_\_\_\_

Therefore, the function of the behavior is to

get / avoid \_\_\_\_\_.  
(circle one) (detail what is obtained or avoided)

## Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)

Student: \_\_\_\_\_ Grade \_\_\_\_\_ Date: \_\_\_\_\_  
 Staff Interviewed: \_\_\_\_\_ Interviewer: \_\_\_\_\_

**ROUTINES ANALYSIS:** Where, When and With Whom Problem Behaviors are Most Likely.

Time	Routine/Activity & Staff Involved	Likelihood of Problem Behavior	Specific Problem Behavior	Current Intervention for the Problem Behavior
		Low <span style="float: right;">High</span> 1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		
		1 2 3 4 5 6		

**PRIORITIZED ROUTINE:** Select a routine with a rating of 5 or 6. Only combine routines when there is significant similarity in (1) activities (conditions) and (2) problem behavior(s). Complete the remainder of this page and FACTS-Part B for the prioritized routine identified below.

	Routines/Activities/Context	Problem Behavior(s)
<b>Prioritized Routine</b>		
**If 3 or more routines are rated a 5 or 6, refer case to behavior specialist for a Complex FBA**		

*Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)*

**STUDENT STRENGTHS:** Identify at least three strengths or contributions the student brings to school.

Academic strengths - \_\_\_\_\_

Social/Recreational - \_\_\_\_\_

Other - \_\_\_\_\_

**BEHAVIOR(s):** Rank order the top priority problem behaviors occurring in the targeted routine above:

<input type="checkbox"/> Tardy	<input type="checkbox"/> Fight/physical Aggression	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Theft
<input type="checkbox"/> Unresponsive	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Insubordination	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Self-injury	<input type="checkbox"/> Verbal Harassment	<input type="checkbox"/> Work not done	<input type="checkbox"/> Other
<b>Describe prioritized problem behavior(s) in observable terms:</b> _____ _____ _____			

What is the frequency of the Problem Behavior in the targeted routine (# x's /day or hour)?	
What is the duration of the Problem Behavior in the targeted routine (in seconds or min)?	
Is Behavior Immediate Danger to self/others?	Y N If Yes, refer case to Behavior Specialist for a Complex FBA

Adapted for Basic FBA to BIP by C. Borgmeier & S.Loman (2016) from March, Horner, Lewis-Palmer, Brown, Crone & Todd, 1999) Last revised 12/14/2017



# Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)

**Specify the Target Routine:** Use the prioritized routines from FACTS-Part A for assessment.

Routine/Activities/Context & Staff Name	Problem Behavior(s) – make description observable

**ANTECEDENT(s):** Rank Order the strongest triggers/predictors of problem behavior in the routine above. Then ask corresponding follow-up question(s) to get a detailed understanding of triggers ranked #1 & 2.

Environmental Features (Rank order strongest 2)	Follow Up Questions – <u>Get as Specific as possible</u>
<input type="checkbox"/> a. task too hard <input type="checkbox"/> b. task too easy <input type="checkbox"/> c. bored w/ task <input type="checkbox"/> d. task too long <input type="checkbox"/> e. physical demand <input type="checkbox"/> f. correction/reprimand <input type="checkbox"/> Other _____ Describe _____	<input type="checkbox"/> g. large group instruction <input type="checkbox"/> h. small group work <input type="checkbox"/> i. independent work <input type="checkbox"/> j. unstructured time <input type="checkbox"/> k. transitions <input type="checkbox"/> l. with peers <input type="checkbox"/> m. isolated/no attention
	If <u>a,b,c,d or e</u> - describe task/demand in detail _____ If <u>f</u> - describe <u>purpose</u> of correction, voice tone, volume etc. _____ If <u>g, h, i, j or k</u> - describe setting/activity/content in detail _____ If <u>l</u> - what peers? _____ If <u>m</u> - describe - _____

**CONSEQUENCE(s):** Rank Order the strongest pay-off for student that appears most likely to maintain the problem behavior in the routine above. Then ask follow-up questions to detail consequences ranked #1 & 2.

Consequences/Function	As applicable -- Follow Up Questions – <u>Get as Specific as possible</u>
<input type="checkbox"/> a. get adult attention <input type="checkbox"/> b. get peer attention <input type="checkbox"/> c. get preferred activity <input type="checkbox"/> d. get object/things/money <input type="checkbox"/> e. get sensation <input type="checkbox"/> f. get other, describe _____ _____	If <u>a or b</u> -- Whose attention is obtained? How is the (positive or negative) attention provided? _____
<input type="checkbox"/> g. avoid undesired activity/task <input type="checkbox"/> h. avoid sensation <input type="checkbox"/> i. avoid adult attention <input type="checkbox"/> j. avoid peer attention <input type="checkbox"/> k. avoid/escape other, describe _____ _____	If <u>c, d, e, or f</u> -- What specific items, activities, or sensations are obtained? _____ If <u>g or h</u> - Describe specific task/activity/sensation avoided? Be specific, DO NOT simply list subject area, but specifically describe type of work within the subject area? _____ Can the student perform the task independently? Y N Is academic assessment needed to ID specific skill deficits? Y N If <u>i or j</u> – Who is avoided? _____ Why avoiding this person? _____

**SETTING EVENT(s):** Rank Order any events that happen outside of the immediate routine (at home or earlier in day) that commonly make problem behavior more likely or worse in the routine above.

hunger    conflict at home    conflict at school    missed medication    illness    failure in previous class  
 lack of sleep    change in routine    homework not done    not sure    Other \_\_\_\_\_

### SUMMARY OF BEHAVIOR

Fill in boxes below using top ranked responses and follow-up responses from corresponding categories above.

ANTECEDENT(s) / Triggers	Problem BEHAVIOR(s)	CONSEQUENCE(s)/ Function
Routine:		
Trigger:		
SETTING EVENTS		
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?		
Not real sure <span style="float: right;">100% Sure/No Doubt</span>		
1	2	3
4	5	6

Adapted for Basic FBA to BIP by C. Borgmeier & S.Loman (2016) from March, Horner, Lewis-Palmer, Brown, Crone & Todd, 1999)

Basic FBA to BIP

**Summary of Behavior**

Student: \_\_\_\_\_ Grade \_\_\_\_\_ Date: \_\_\_\_\_

**STEP 1:** In each row fill in the Summary Statement for the identified FBA tool.

Setting Event	Antecedent	Behavior	Outcome/Consequence
<b>ABC Tracker Summary</b> (if completed by the teacher/staff member)			
Routine: _____		Date Completed: _____	
Setting Event:	When:	Student will:	Because:  Function: Get OR Avoid_(circle one)
<b>FBA Interview with Teacher/Staff</b>			
Routine: _____		Date Completed: _____	
Setting Event:	When:	Student will:	Because:  Function: Get OR Avoid_(circle one)
<b>ABC Recording Form Summary</b>			
Routine: _____		Date Completed: _____	
Setting Event:	When:	Student will:	Because:  Function: Get OR Avoid_(circle one)
<b>Other Assessment</b> (e.g. Student Interview) _____			
Routine: _____		Date Completed: _____	
Setting Event:	When:	Student will:	Because:  Function: Get OR Avoid_(circle one)

**STEP 2:** Review results across the FBA Tools and develop a Final FBA Summary.

<b>Final FBA Summary of Behavior</b>			
Routine: _____			
Setting Event:	When:	Student will:	Because:  Function: Get OR Avoid_(circle one)

**STEP 3:** Rate your confidence in the accuracy of your Final FBA Summary.

How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?					
Not real sure				Highly Confident	
1	2	3	4	5	6

\*\*If ratings is 5 or higher move on to Behavior Intervention Planning. If lower than 5, consider collecting additional FBA information to increase your confidence.

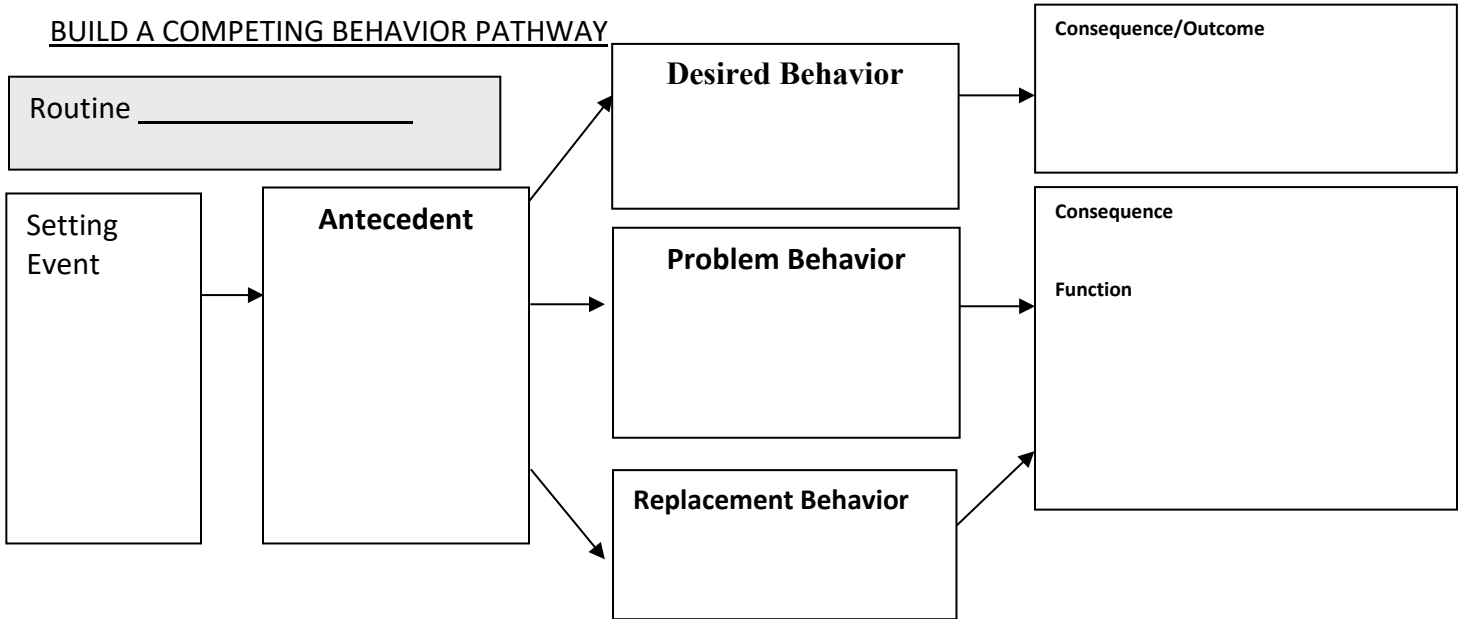
# Behavior Intervention Plan

Developed from a Functional Behavioral Assessment

Student \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Case Manager \_\_\_\_\_

## BUILD A COMPETING BEHAVIOR PATHWAY



## IDENTIFY INTERVENTION STRATEGIES

Setting Event Strategies	<u>Manipulate Antecedent</u> to prevent problem & prompt Replacement/Desired behavior	<u>Teach Behavior</u> Explicitly Teach Replacement & Desired Behaviors	<u>Alter Consequences</u> to Reinforce Replacement & Desired Behavior; Redirect & Minimize Reinforcement of Problem Behavior
	<u>Prevent problem behavior</u>  <u>Prompt Replacement/Desired Behavior</u>	<u>Teach Replacement Behavior</u>  <u>Teach Desired Behavior/ Academic/ Social Skills</u>	<u>Reinforce Replacement &amp; Desired Behavior</u>  <i>Desired Behavior: Student will earn &lt;ID incentive&gt; if they get 80% or more points on their Daily Point Card</i>  <u>Redirect to Replacement Behavior &amp; Minimize Reinforcement of Problem Behavior</u>

# Out of school Suspension Form

Wilson School District #7  
3025 E. Fillmore St.  
Phoenix, AZ 85008  
602-681-2200

## PUPIL SUSPENSION NOTIFICATION Off Campus

Date \_\_\_\_\_

This is notification that \_\_\_\_\_  
(Student's Name)

Is hereby suspended from \_\_\_\_\_ School for a period of \_\_\_\_\_  
(Number)

Days, from \_\_\_\_\_ through \_\_\_\_\_  
(Date) (Date)

It is vital that I confer with you before your youngster returns from suspension.

Please call me at \_\_\_\_\_ to arrange an appointment.

Your child was suspended for the following reason (s):

---

---

---

The provisions for this suspension are:

1. He/She is not to be on this campus at any time for any reason during this suspension unless accompanied by you.
2. He/She must make up all schoolwork missed.
3. He/She must report to the office upon the da of return for a clearance to re-enter class.

If you have any questions, feel free to call.

Sincerely,

\_\_\_\_\_  
Principal

**STUDENT WILL NOT BE READMITTED TO SCHOOL FOLLOWING SSPENSION WITHOUT A PERSONAL CONFERENCE BETWEEN ADMINISTRATION, PARENT, AND STUDENT.**

Distribution: White: District Office  
Canary- Student/Parent  
Pink-File

Letter to Parents- Primary School



**Wilson Primary School**

415 N. 30<sup>th</sup> St., Phoenix, AZ 85008  
(602)683-2500

Mrs. Maki Wojcicki  
*Principal*

Mrs. Cynthia Cantu  
*Assistant Principal*

\_\_\_\_\_  
(Date)

\_\_\_\_\_ has two level \_\_\_\_\_ offenses.  
(Student's Name) (Current Level of Offense)

As an intervention, on \_\_\_\_\_, a parent will need to come in and sit with  
(Date)

him/her in the classroom to observe his/her behavior. Please be advised that if his/her behavior continues, he/she will be moved to a level \_\_\_\_\_, as stated in  
(One level higher than current level of offense)

our Code of Conduct. The purpose of our Code of Conduct and intensive interventions is to teach our students what is acceptable and what is not, as well as the consequences of their actions. Our efforts are dedicated to improving behavior.

\_\_\_\_\_  
(School Administrator Signature)

Parent Name \_\_\_\_\_

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

Letter to Parents- Elementary School



**Wilson Elementary School**

2929 E. Fillmore St., Phoenix, AZ 85008

(602)683-2400

Ms. Cindy Campton

*Principal*

Mr. Darrin Johnson

*Assistant Principal*

\_\_\_\_\_

(Date)

\_\_\_\_\_ has two level \_\_\_\_\_ offenses.

(Student's Name)

(Current Level of Offense)

It is very important that you come meet with me after 8AM tomorrow to talk about this situation. His/her classes will be closed until a parent can come meet with me. Please be advised that if his/her behavior continues, he/she will be moved to a level \_\_\_\_\_, as stated in our Code of Conduct.

(One level higher than current level of offense)

The purpose of our Code of Conduct and intensive interventions is to teach our students what is acceptable and what is not, as well as the consequences of their actions. Our efforts are dedicated to improving behavior.

\_\_\_\_\_

(School Administrator Signature)

Parent Name \_\_\_\_\_

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

*Bus/Transportation Incident Report*

**Wilson School District #7  
Bus/Transportation Incident Report**

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

Date of Incident: \_\_\_\_\_

Grade: \_\_\_\_\_

Driver's Name: \_\_\_\_\_

Time: AM or PM

1<sup>st</sup> Notice    2<sup>nd</sup> Notice    3<sup>rd</sup> Notice

Violation of Safety Procedures    Harassment-Bullying    Disrespectful

Destruction of Property-Vandalism    Inappropriate Language    Disobedient

Fighting, Pushing, Tripping    Eating, Drinking, Littering

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Driver Signature: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Wilson School District #7 Information

### Wilson District Office

3025 E Fillmore Street, Phoenix, AZ 85008

**Phone:** (602) 681 – 2200

**Fax:** (602) 275 – 7517

**Email:** WDO@wsd7.org

---

### Wilson Primary School (PK – 3<sup>rd</sup> Grade)

415 N 30th. Street, Phoenix, AZ 85008

**Phone:** (602) 683 – 2500

**Fax:** (602) 231 – 0567

**Email:** WPS@wsd7.org

---

### Wilson Elementary School (4<sup>th</sup> Grade – 8<sup>th</sup> Grade)

2929 E Fillmore Street, Phoenix, AZ 85008

**Phone:** (602) 683 – 2400

**Fax:** (602) 275 – 8677

**Email:** WES@wsd7.org

---

