

**Thomas A. Edison School
2023-2024
Student Success HANDBOOK**



**804 N. 18TH STREET
PHOENIX, AZ. 85006
Office: 602-257-3848**

Telephone Directory

Front Office/Attendance	(602) 257-3848
Fax	(602) 257-3704
Joseph Fuentes, Principal	(602) 376-8244
Angela Avila, IEIS (Assistant Principal)	(602) 523-5874
Aurora Huber, Psychologist	(602) 257-6015
Carolina Grimaldo, Social Worker	(602) 523-5823
Pam Etsitty, Nurse	(602) 257-3850
Sylvia Mendez, Family Liaison Specialist	(602) 523-2870

School Hours

Office Hours: 7:30AM - 3:50PM

Front Gates will open at 7:40AM

Breakfast will be served in the classroom beginning at 7:4AM.

Instructional Day is 7:55AM - 2:55PM

On Wednesdays students will be dismissed at 1:00PM

VISION STATEMENT

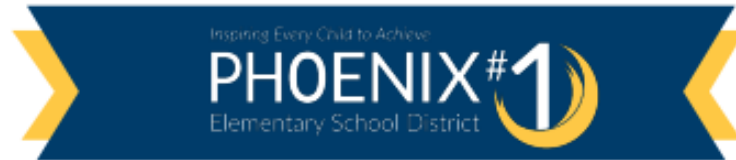
Edison is a team of self-sufficient, well-educated, respectful, responsible achievers and leaders.

MISSION STATEMENT

Edison is a partnership of educators, parents, and community members who:

- Prepare students for the future
- Provide rigorous instruction
- Promote academic success for students to reach their highest potential
- Present and model high expectations
- Partner with students to build a responsible, respectful, and healthy community

District Calendar



2023-2024 School Year Calendar Family View

July 2023 – June 2024

July					August					September				
M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
3	4	5	6	7	1	2	3	4		4	5	6	7	8
10	11	12	13	14	7	8	9	10	11	11	12	13	14	15
17	18	19	20	21	14	15	16	17	18	18	19	20	21	22
24	25	26	27	28	21	22	23	24	25	25	26	27	28	29
31					28	29	30	31						
October					November					December				
M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
2	3	4	5	6			1	2	3					1
9	10	11	12	13	6	7	8	9	10	4	5	6	7	8
16	17	18	19	20	13	14	15	16	17	11	12	13	14	15
23	24	25	26	27	20	21	22	23	24	18	19	20	21	22
30	31				27	28	29	30		25	26	27	28	29
January					February					March				
M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
1	2	3	4	5				1	2					1
8	9	10	11	12	5	6	7	8	9	4	5	6	7	8
15	16	17	18	19	12	13	14	15	16	11	12	13	14	15
22	23	24	25	26	19	20	21	22	23	18	19	20	21	22
29	30	31			26	27	28	29		25	26	27	28	29
April					May					June				
M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
1	2	3	4	5			1	2	3	3	4	5	6	7
8	9	10	11	12	6	7	8	9	10	10	11	12	13	14
15	16	17	18	19	13	14	15	16	17	17	18	19	20	21
22	23	24	25	26	20	21	22	23	24	24	25	26	27	28
29	30				27	28	29	30	31					

Important Dates

July
New Staff Welcome Week July 19-25
Teachers Return July 26-Aug 1

August
First Day of School Aug 2
First Day of Preschool Aug 14
*Early Release Wednesdays Aug 9, 16, 23, 30

September
Labor Day Holiday Sept 4
40th Day Sept 27
*Early Release Wednesdays Sept 13, 20, 27

October
*Family/Student/Teacher Conferences Oct 5-6
End of First Quarter Oct 6
Fall Break (No School for Students) Oct 9-13
Staff Professional Development Day - No Students Oct 16
*Early Release Wednesdays Oct 4, 25

November
Veterans Day Holiday Observed Nov 10
Thanksgiving Recess (No School for Students) Nov 20-24
Thanksgiving Recess (District Offices Closed) Nov 22-24
Thanksgiving Day Holiday Nov 23
*Early Release Wednesdays Nov 1, 15, 29

December
*Family/Student/Teacher Conferences Dec 14-15
Winter Recess (All Schools & District Offices Closed) Dec 21-Jan 5
End of Second Quarter Wed, Dec 20
*Early Release Wednesdays Dec 6, 13, 20

January
Staff Professional Development Day - No Students Jan 8
Classes Resume Jan 9
Martin Luther King, Jr. Holiday Jan 15
100th Day Jan 23
*Early Release Wednesdays Jan 24, 31

February
Presidents' Day Holiday Feb 19
*Early Release Wednesdays Feb 7, 14, 28

March
*Family/Student/Teacher Conferences Mar 7-8
End of Third Quarter Mar 8
Spring Recess (No School for Students) Mar 11-15
Staff Professional Development Day - No Students Mar 18
Spring Holiday (All Schools & District Offices Closed) Mar 29
*Early Release Wednesdays Mar 6, 27

April
*Early Release Wednesdays Apr 3, 10, 17, 24

May
Last Day of School for Preschool May 16
*Last Day of School for Students May 23
End of Fourth Quarter May 23
Memorial Day Holiday May 27
*Early Release Wednesdays May 1, 8, 15

June
Juneteenth (All Schools & District Offices Closed) 19
*Half-Day Schedule

Legend

First/Last Day Preschool	1	1	Staff Professional Development - No Students
First/Last Day K-8	1	1	*Early Release Day
Legal Holiday	1	1	*Family / Student / Teacher Conferences
District Closed / No School			
School Recess			

School Safety

CHILDREN ON SCHOOL GROUNDS BEFORE AND AFTER SCHOOL

School gates open at 7:40 AM. Supervision is not provided before 7:45 or after 3:05 (1:10 on Early Release Days).

Students enrolled in afterschool programs such as YMCA, sports, or tutoring are required to go directly to their program at dismissal. They cannot leave and return to campus.

Students must be picked up by an authorized person as indicated by the students enrollment authorization form.

MORNING DROP-OFF PROCEDURES

Student drop off will be at the gate located near the front office.

Parking along 18th Street between Roosevelt and McKinley creates a safety hazard for our students.

PLEASE use the CROSSWALK at ALL Times.

Students arriving after 8:00 AM must be signed in by a parent or guardian.

AFTERNOON DISMISSAL PROCEDURES

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

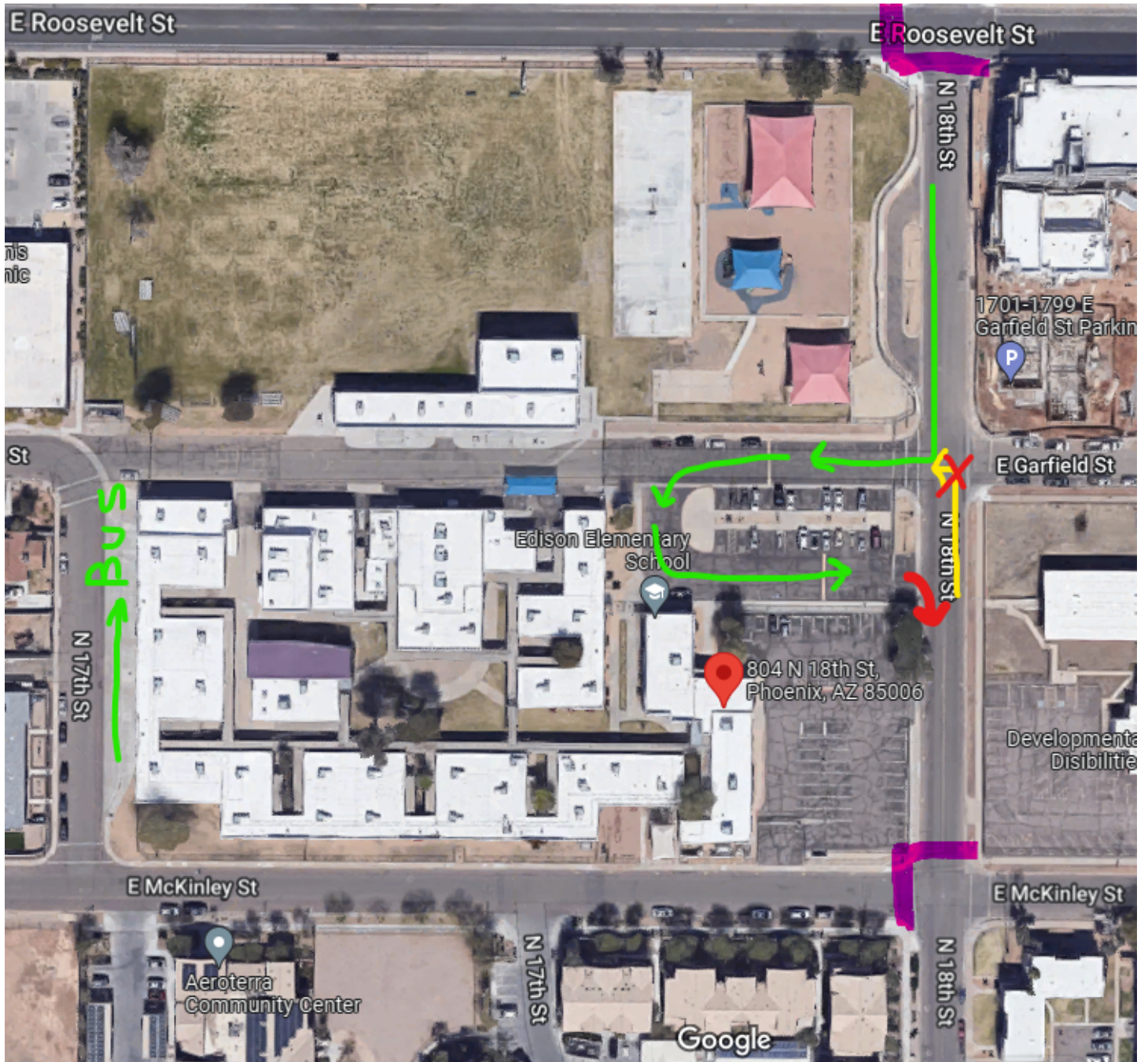
Walkers: Walkers can use two exits. Exit #1 is located on the corner of 18th street and Roosevelt. Our crossing guard will help students cross Roosevelt and 18th Street. Exit #2 is located near the parking lot. Students will use this exit to cross the street at 18th Street and McKinley. **For safety, students will not be able to cross the street to get in a car along 18th street.**

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

PEER: PEER students will report to the cafeteria for attendance. PEER will not release students for dismissal until after 3:10 (1:10 on Early Release Days).

Circle Drive Car Pick-up:

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



STUDENTS LEAVING SCHOOL EARLY

Authorized persons must be over the age of 18 and have picture identification. This is enforced for the safety of students. There will be no early release after 3:00pm.

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

VISITING THE SCHOOL

Our teachers are happily preparing for instruction before and after school. We encourage families/guardians to call teachers to make arrangements to meet. Arizona State Law requires that anyone visiting the school **MUST** check in first at the front office.

Emergency response

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

Responses include:

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

Bullying prevention

At Edison, we aim to build a community where each person feels welcome. Many of our goals include prioritizing student leadership, encouraging positive behavior, hosting inclusive activities, and building healthy social and emotional learning environments. Students are encouraged to identify and appreciate their own strengths, as well as those of their peers. This emphasis on respect for one another works to reduce instances of student harassment, intimidation and bullying in our schools.

We do not allow bullying on school grounds, school buses, bus stops or any school-sponsored events.

Bullying is defined as - when a student or group of students engage in acts of intimidation and/or harassment that:

- Physically or emotionally harm a student
- Damage their personal property or place reasonable fear of harm or damage to property
- Is severe, persistent, and prevalent
- Includes real or perceived imbalance of power
- Violates the law

Harassment is intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Harassment may be related to race, ethnicity, religion, sexual orientation, gender expression, age, national origin, language, socio-economic status, cognitive and physical abilities, cultural background size or personal appearance. Intentional behaviors could include:

Stalking

Hazing

Social exclusion

Name calling

Unwanted physical contact

Unwelcome verbal or written comments, photographs or graphics

Intimidation is intentional behavior by a student or group of students that places another student or group of students in fear of harm of person or property.

Cyberbullying is any act of bullying committed by use of electronic technology or electronic

communication devices.

At Phoenix #1, we are committed to adhering to state law regarding bullying and therefore have processes in place to address such situations where a member of a school's community feels harassed, intimidated, or bullied.

Please visit our district site to learn more and to access our bullying reporting form.

<https://phxschools.org/programs/student-support/bullying-prevention/>

Child Abuse Reporting

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

Educational program

Core INSTRUCTION

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

MOWR

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

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

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

English Learner Program

School Board Policy IHAA - Regulation

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

Edison SEI Model:

- Kinder: 30 Daily EL Targeted minutes AND 30 Daily Integrated EL minutes
- 1st -5th: 60 Daily EL Targeted minutes AND 60 Daily Integrated EL minutes
- 6th -8th: 50 Daily EL Targeted minutes AND 50 Daily Integrated EL minutes

EL Targeted instruction requirements

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

EL Integrated instruction requirements

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

MTSS

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

ACADEMIC SUPPORTS

Universal Support: Foundation

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

Additional Support: Supplemental

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

scientific evidence-based programs, strategies, and interventions designed and employed to supplement, enhance, and support Tier I activities.

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

Intensified Support: Comprehensive

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

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

Social-Emotional Learning

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

Multi-Age & Walk-to-Read

In addition to core instruction, students will participate in multi-age learning blocks which will accelerate their individual growth.

INTERVENTIONS

Educational and Social-Emotional interventions provide students with the support needed to acquire the skills to reach their full potential.

Students in the intervention program are expected to attend intervention classes, actively participate in learning, and monitor their personal growth.

EXCEPTIONAL STUDENT SERVICES

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

Homework Policy

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

Homework should be assigned consistent with the maturity, exceptional needs, potential, and independent level of the individual student. It should not carry the stigma of punishment. Its assignment will specifically address the objectives of the instructional program, and, in addition, students should develop responsibility for actively pursuing knowledge without immediate supervision outside as well as within the classroom.

EXTRA-CURRICULAR ACTIVITIES

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

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

Prior to every season, students will be required to sign a contract that outlines specific eligibility requirements.

Family & community engagement

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

- Set a positive tone with an annual meeting, usually during Back-to-School Night or Open House at the beginning of the school year.
- Send the families a personal letter as a first positive communication to develop a productive working relationship.
- Families will be informed about Title I requirements and guidelines as well as student achievement results for the previous year.
- Host family-teacher conferences to engage in collaborative conversations.
- Partner with families to host fun and interactive family nights.
- See Appendix A - School/Parent Compact_2022

PARENT-TEACHER CONFERENCES

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

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

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

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

ADDITIONAL RESOURCES

ENROLLMENT REQUIREMENTS AND DOCUMENTATION

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

WITHDRAWAL FROM EDISON ELEMENTARY

For a student to be formally withdrawn, the parent (or legal guardian) is required to come to the office to complete the withdrawal form. This should be done the last week of attendance so the student can be properly checked out from the classroom, library, office, etc.

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

REPORTING ABSENCES

When an absence occurs, please call the school before 8:30 a.m. at (602) 257-3848 or (602) 523-5803 the morning of the absence.

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

CHRONIC ABSENTEEISM

Students with chronic absenteeism will be required to attend additional school hours as assigned by administration.

STUDENT RECORDS

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

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

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

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

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

RELEASE OF DIRECTORY INFORMATION

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

PROMOTION & RETENTION (Policy IKE)

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

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

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

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

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

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

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

Student Health

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

Medication

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

Immunizations

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

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

MMR = Mumps, Measles, Rubella

POV = Oral Polio Vaccine

DYPTD = Diphtheria, Tetanus, Pertussis (Whooping Cough)

HEPA = Hepatitis A

HEPB = Hepatitis B

HIB = Haemophilus Influenza B

VARICELLA = Chicken Pox

Allergies

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

Sick Children

Sick children should be picked up promptly.

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

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

Positive Behavior Intervention and Support - PBIS

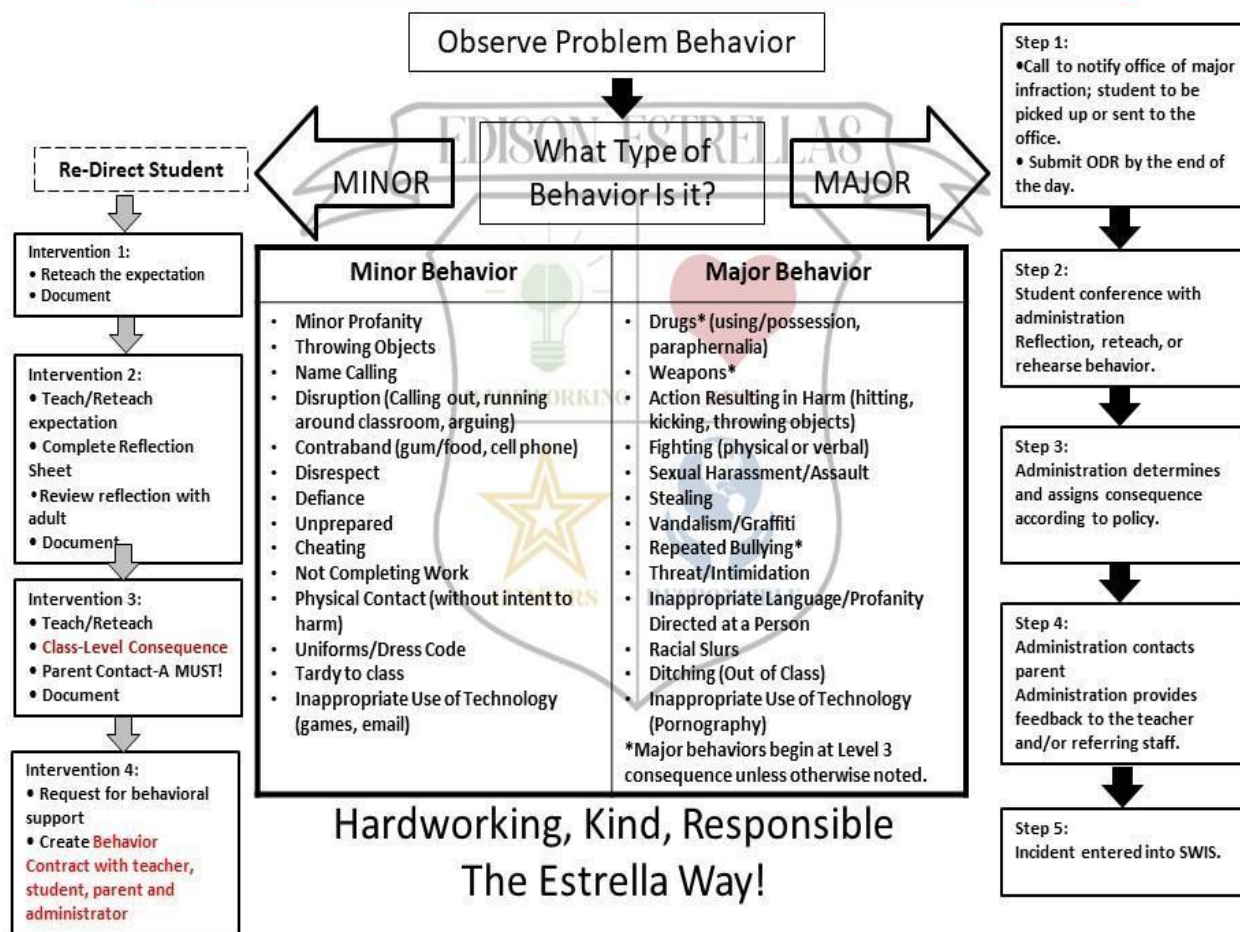
Staff and students will work together to build a positive culture at Edison. All Students will strive to meet the following expectations:

Edison Elementary Expectations

	Hardworking	Kind	Responsible
Classroom	<ul style="list-style-type: none"> Sharpen your saw by giving your best effort all the time. Begin with the end in mind by staying on task to complete assignments. Synergize to complete tasks, assignments, and activities. Synergize with adults and peers by asking and answering questions. 	<ul style="list-style-type: none"> Manage emotions polite language and tone of voice. Show empathy by encouraging others to do their best. Seek first to understand when synergizing with others. Think win-win by treating others the way you want to be treated. 	<ul style="list-style-type: none"> Be proactive by keeping your area clean. Put first things first by: <ul style="list-style-type: none"> Following instructions the first time they are given. Having all materials ready
Playground	<ul style="list-style-type: none"> Synergize by teaming up with others to play. Sharpen the saw by playing games with others. Begin with the end in mind by being prepared to line up when the whistle blows. 	<ul style="list-style-type: none"> Use polite language & tone of voice. Show empathy by including others and allowing everyone to play. Think win-win by taking turns and playing fairly. Seek first to understand when solving problems. 	<ul style="list-style-type: none"> Be proactive by always following instructions. Be proactive and tell an adult if there is a problem. Put first things first by playing safely with others and when using playground equipment.
Bathroom	<ul style="list-style-type: none"> Begin with the end in mind by using your time wisely. Synergize by calmly waiting your turn. Sharpen your saw and stay healthy with good hygiene. 	<ul style="list-style-type: none"> Manage your emotions by using polite language and a calm tone voice. Think win-win by leaving a clean restroom for others. Seek first to understand and show respect for other's privacy. 	<ul style="list-style-type: none"> Be proactive by leaving the restroom and walls clean. Be proactive by remembering to flush, wash, dry & goodbye. Put first things first by using the restroom quickly and returning to learn.
Cafeteria	<ul style="list-style-type: none"> Get your food. Begin with the end in mind by staying focused on eating. Sharpen the saw by eating a balanced meal. Synergize by helping other clean before you leave. 	<ul style="list-style-type: none"> Show empathy by smiling and greeting adults and peers. Think win-win by using polite language & tone of voice. Seek first to understand by being patient in line and using please and thank you. 	<ul style="list-style-type: none"> Be proactive and clean your area. Put first things first by calmly lining up and entering the cafeteria quietly. Follow adult instructions the first time they are given.
Pods/Courtyard	<ul style="list-style-type: none"> Get your food. Begin with the end in mind by staying focused on eating. Sharpen the saw by eating a balanced meal. Synergize by helping other clean before you leave. 	<ul style="list-style-type: none"> Think win-win by using quiet voices. Seek first to understand by smiling and greeting others. Show empathy by using good manners as you walk. 	<ul style="list-style-type: none"> Be proactive by: <ul style="list-style-type: none"> Entering and exiting areas appropriately. Calmly walking quietly on the walkways. Put first things first by lining up when asked.
The Estrella Way!!			

When students do not meet the Expectations on campus, staff will follow the interventions on the Behavior Flowchart. The flowchart is posted in every classroom throughout the school. Behaviors are categorized into two categories.

Edison Elementary Behavior Chart



A minor infraction can usually be addressed at the classroom level. Family may be notified. If these behaviors continue, the matter moves to an Office Discipline Referral. The administrators or their designee will handle Office Discipline Referrals and Major Behaviors. A meeting will be scheduled to work collaboratively to address the behavior. Serious violations which threaten the safety or self and/or others, will be referred to administration immediately.

Definition of Consequences

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

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

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

record.

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

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

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

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

School Property/Student Property- Students are given responsibility for taking good care of books, equipment and facilities. If a student loses or damages their items beyond normal wear, the parent or guardian may be held responsible for repair or replacement.

Student Due Process Rights

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

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

Bullying, Harassment, and Intimidation (Policy JICK)

Thomas A. Edison School aims to build a community where each person feels welcome. Our goals include prioritizing student leadership, encouraging positive behavior, and hosting inclusive activities. Students are encouraged to identify and appreciate their own

strengths, as well as those of their peers. This emphasis on respect and camaraderie works to reduce instances of student harassment, intimidation and bullying in our schools.

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

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

- We provide a confidential process that allows students to report any incident.
- We provide a procedure for parents or guardians to submit written reports.
- We require that Phoenix #1 employees report suspected harassment, intimidation or bullying.
- We provide annual education to staff, students and the school community regarding harassment, intimidation and bullying, including how to report incidents to staff.
- We provide a formal process for the documentation and investigation of reported and suspected incidents.
- We implement disciplinary procedures for students admitting to, or who are found guilty of, committing harassment, intimidation or bullying.
- We implement a procedure that provides consequences for submitting false reports of harassment, intimidation or bullying.
- We provide social emotional support to individuals involved in harassment, intimidation or bullying.

Bullying Definition

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

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

Student Rights and Services

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

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

Protections

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

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

Services

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

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

Student Code of Conduct

The Phoenix #1 Elementary School District's 2025 Strategic Plan and the subsequent Equity Plan that followed highlights the importance of both Multi-Tiered Systems of Supports (MTSS) and Positive Behavior Intervention Systems in promoting equitable outcomes for student success. Within this framework we believe that just as we model, teach, and provide interventions for academics, the same methodology also applies to the teaching and reinforcing of behavior and social emotional wellness to support the growth and success of the whole child.

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

equitable outcomes for all students.

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

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

Dress Code (Policy JICA)

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

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

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

Bottom: Navy Blue pants, shorts, or skirts either pleated or plain. Jeans and sweats are not allowed.

Shoes: For safety, we require closed-toe shoes at all times. No sandals, slip-ons or slides are allowed. This is for safety purposes.

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

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

NON-UNIFORM DAY DRESS CODE - School Administration will announce these dates

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

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

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

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

Cell Phones and all electronic devices

The use of electronic devices and cell phones by students is prohibited during school hours. These items must be turned off while on campus. Should a child have an electronic device confiscated, the parent/guardian will be responsible for picking it up in the school office. The school/district is not responsible for lost or stolen cell phones.

Toys

No toys should be brought to school. If a child has a toy at school, it will be taken and returned to the child at the end of the day or families may be asked to pick up items in the school office.

Birthdays

Your child's teacher celebrates each child's life in a special way. Check with your teacher as to how you can help celebrate this special day at school.

Field Trips

Because no classroom can contain the answers to all of the child's questions, field trips are a response to the need to explore beyond the classroom. These experiences of learning from new resources and meeting different people present a glimpse of the wealth of resources all around us. Families will be notified of all field trips. A signed permission slip may be kept on file for

children in kindergarten through 8th grades. Preschool children are required by law to have a signed permission trip before each trip.

Vision for Family Engagement

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

Phoenix #1 Family Center

HOURS OF *Operation*

One Saturday per month
11:00 AM - 3:00 PM

Monday	8:00-4:30 PM
Tuesday	8:00-4:30 PM
Wednesday	8:00-4:30 PM
Thursday	8:00-7:00 PM
Friday	8:00-4:30 PM



Phoenix #1
Family Center

Thomas A. Edison School believes that parents are partners in the work we do! Together, we can accomplish great things! To get involved on our campus, reach out to our Family Engagement Specialist Sylvia Mendez by email, phone or visiting our campus.

Email: Sylvia.Mendez@phxschools.org

Phone: 602-523-2870

Appendix A

THOMAS A. EDISON SCHOOL

PARENT/STUDENT/TEACHER COMPACT

2022-2023 SY

SCHOOL AGREEMENT - Edison school agrees to support student learning and success in school by providing the following.

- High quality curriculum and instructions,
 - that is aligned to our state's academic standards
 - that follows our district pacing guides in reading and math,
 - that is faithful to our core curriculum
 - that engages all students in learning
 - that is focused upon posted and stated objectives
 - that utilizes technology,
 - that integrates assessment and planning and best practices,
 - and that provides a reading block, in a supportive and effective learning environment that is safe and secure, where mutual respect, leadership and citizenship are modeled and expected by staff.

School Administrator _____

Date _____

PARENT/GUARDIAN AGREEMENT - I will work to support my child's learning and success in school by:

- Communicating with my teacher regularly by phone, in writing, or in person.
- Making sure that my child is punctual and attends school regularly.
- Supporting the school in its efforts to maintain proper discipline.
- Establishing a time for homework and checking for completing.
- Providing a quiet, well-lighted place for my child to study.
- Encouraging my child to always do his/her personal best.
- Responding to all written communication and arriving on time for parent conferences.
- Taking my child to the library and providing a library card for my child.
- Reading with or seeing that a family member reads with my child daily.
- Ensuring that my child is punctual for all special activities.
- Monitoring positive use of extracurricular time and the time my children spend time watching television.
- Providing the school with my current phone number and an emergency number where I can be reached.
- Consistently modeling good behavior.
- Volunteering to help in the classroom and/or attending parent meetings.

Parent Signature _____

Date _____

STUDENT AGREEMENT - It is important that I do my personal best in school at all times.

Therefore, I will do my best to:

- Arrive at school on time (Punctual).
- Attend school every day, except when I am ill.
- Come to school each day with any homework prepared ready every night at home, and come to school with items necessary for learning.
- Have a time each day set aside at home to do my school work and read.
- Follow the school, classroom and bus rules for student behavior.
- Follow through on all extra activities I join.
- Arrive on time for special programs, games, practices, etc.
- Wear a school uniform and follow dress guidelines.
- Practice the pillars of good character, do my best and never give up on pursuing my goals and dreams.

Student Signature_____

Date_____