



*“Cultivating the love of learning for over 35 years”*

**Hermosa Montessori Charter School  
Discipline and Behavior Handbook**

Outline:

1. Purpose and Philosophy
2. Expected and Unexpected Behaviors
3. Outline Logical Consequences
4. Procedures and Protocols
5. Rock and Sand Throwing Policy
6. Truancy Policy
7. Support and Resources

Hermosa Montessori Charter School (HMCS) follows AZ SAFE (Arizona Safety Accountability for Education) and all Arizona Revised Statutes with regard to student discipline. The Governing Board is required by law to consult AZ SAFE for all terms, definitions, procedures and potential outcomes. HMCS's policy is a guideline and any situation that is not specifically addressed wherein will be covered by the AZ SAFE manual.

HMCS reserves the right to contact law enforcement, a School Resource Office, and/or the school's attorney if the Governing Board feels it needs additional support or guidance. HMCS has the right to have a School Resource Officer interview students as part of the investigative process.

**Purpose and Philosophy:**

1. Promoting a Safe and Inclusive Learning Environment:
  - a. We strive to create a secure and nurturing environment where students feel emotionally and physically safe, respected, and valued. By fostering a sense of belonging and inclusivity, we aim to empower students to explore their full potential and thrive academically, socially, and emotionally.
2. Fostering Positive Behavior:
  - a. Our goal is to cultivate a culture of positive behavior and self-discipline among students. We believe that by nurturing intrinsic motivation and emphasizing personal responsibility, we can guide students toward making choices that contribute to their personal growth and the well-being of the community as a whole.
3. Addressing Conflicts Constructively:
  - a. Conflict is an opportunity for growth and learning. We encourage students to develop skills in conflict resolution, active listening, empathy, and effective communication. By fostering a restorative approach to conflict resolution, we aim to repair harm, restore relationships, and promote understanding and reconciliation.
4. Providing Positive Behavioral Intervention and Support:
  - a. We recognize that each student is unique and may require varying levels of support. Our goal is to provide a comprehensive system of positive behavioral intervention and support that meets the individual needs of students. We strive to identify and address behavioral challenges proactively, utilizing strategies that promote self-regulation, resilience, and social-emotional development.

**Key Principles:**

1. Montessori Philosophies:
  - a. Our Discipline Handbook is rooted in the principles of Montessori education, including respect for the child, promoting independence and responsibility, and honoring the developmental needs of each student. We aim to provide an environment that encourages self-directed learning, cooperation, and collaboration.
2. Community and Collaboration:
  - a. We believe that fostering a sense of community is crucial for the well-being of our school. We emphasize the importance of collaboration and collective responsibility among students, teachers, staff, and parents/guardians. Together, we create an inclusive and supportive community that actively engages in resolving conflicts and maintaining a positive learning environment.
3. Restorative Practices:
  - a. Restorative practices guide our approach to discipline. We believe in empowering students to take ownership of their actions, promoting dialogue, and encouraging the repair of harm caused by their behavior. Through restorative practices such as circles and conferences, we seek to build empathy, understanding, and meaningful connections within our school community.

### **Expected Behaviors:**

It is expected that students attend school and engage in behaviors conducive to learning. This includes a deliberate attempt to learn, maintain behaviors appropriate for learning, maintain behaviors that facilitate other students' learning, facilitate a peaceful and positive work environment, and create a physically and emotionally safe environment for students.

#### 1. Mindful and Deliberate Learning

a. Maintaining "mindful and deliberate learning" habits are crucial for effective learning, as these enable students to absorb information, interact with the material, and actively engage with their peers and teachers. Expected behavior is exhibited by the following:

- i. Maintaining focus:
  1. Paying attention to the teacher, instructions, and classroom activities, and remaining receptive to redirection when necessary.
- ii. Active listening:
  1. Being attentive when others are speaking, including the teacher and fellow students, and responding appropriately when required.
- iii. Following instructions:
  1. Listening carefully to instructions, asking for clarification if needed, and carrying out tasks as directed by the teacher or authority figure.
- iv. Participating actively:
  1. Actively engaging in class discussions, group activities, and asking relevant questions to enhance understanding and contribute to the learning environment.
- v. Demonstrating respect:
  1. Showing respect for others by not interrupting, waiting for one's turn to speak, and maintaining a respectful attitude towards classmates and the teacher.
- vi. Being prepared:
  1. Coming to class with necessary materials, completing assignments on time, and being mentally prepared to actively participate in the learning process.
- vii. Self-regulation:
  1. Taking responsibility for managing distractions, controlling impulses, and maintaining a positive and focused mindset during instructional time.

#### 2. Compliance with adult directives

a. "Compliance with adult directives" refers to the expected behavior of following instructions, requests, or guidelines provided by adults in authority, such as

teachers, administrators, or staff members. Expected behavior of compliance includes

- i. Prompt response:
    1. Responding to adult directives in a timely manner without delay or unnecessary resistance.
  - ii. Following instructions:
    1. Listening attentively to the directions given by adults, understanding the expectations, and carrying out the tasks as requested.
  - iii. Respectful attitude:
    1. Demonstrating respect toward adults by responding politely, using appropriate language and tone, and acknowledging their authority.
  - iv. Cooperative behavior:
    1. Willingness to cooperate and work collaboratively with adults by following their guidance, engaging in assigned tasks, and seeking clarification when needed.
  - v. Accepting feedback:
    1. Being open to receiving feedback or constructive criticism from adults and making appropriate adjustments to behavior or performance based on their guidance.
  - vi. Adhering to rules and policies:
    1. Following established rules, procedures, and policies set forth by adults in authority, such as school and classroom rules, school regulations, or behavioral guidelines.
  - vii. Taking responsibility:
    1. Acknowledging personal responsibility for one's actions and taking appropriate steps to rectify any mistakes or non-compliance with adult directives.
3. Peacefulness and nonviolence:
- a. "Peacefulness and nonviolence" encompass behaviors that prioritize harmony, empathy, and the avoidance of physical or verbal aggression. Expected behaviors which facilitate peacefulness and nonviolence include the following:
    - i. Peaceful Conflict Resolution:
      1. Resolving conflicts or disagreements through peaceful means, such as open communication, active listening, and seeking understanding. It involves finding mutually agreeable solutions without resorting to aggression or harm.
    - ii. Respectful Communication:
      1. Engaging in respectful and non-threatening communication, using kind and considerate language, and actively listening to others'

perspectives. Peaceful individuals aim to understand and be understood, fostering a climate of mutual respect.

- iii. Empathy and Compassion:
    - 1. Cultivating empathy by seeking to understand the feelings and perspectives of others, demonstrating care and compassion toward their well-being. Peaceful individuals show kindness, support, and understanding in their interactions.
  - iv. Promoting Harmony:
    - 1. Actively working toward creating an atmosphere of peace, cooperation, and inclusion. This involves treating others with kindness, resolving conflicts peacefully, and fostering positive relationships among individuals or within a community.
  - v. Nonviolence:
    - 1. Refraining from physical, verbal, or emotional harm towards oneself or others. Peaceful individuals choose nonviolent means to address conflicts, express their thoughts, and interact with others.
4. Respectful and appropriate language
- a. Using respectful language involves communicating with others in a manner that shows consideration, politeness, and regard for their feelings and dignity.
    - i. Politeness and Kindness:
      - 1. Using polite words like "please," "thank you," and "excuse me" when interacting with teachers, peers, and other school staff. Showing kindness and treating others with respect. This includes avoidance of "potty language" and curse words.
    - ii. Avoiding Hurtful or Mean Language:
      - 1. Refraining from using words or phrases that can be hurtful, insulting, or disrespectful to others. Being mindful of the impact of words on someone's feelings.
    - iii. Active Listening and Taking Turns:
      - 1. Paying attention when others are speaking, waiting for one's turn to speak, and not interrupting. Showing respect by listening carefully and considering others' perspectives.
    - iv. Expressing Ideas Clearly and Respectfully:
      - 1. Using words and tone of voice that are clear, calm, and respectful when expressing thoughts, opinions, or concerns. Avoiding yelling, shouting, or name-calling.
    - v. Empathy and Understanding:
      - 1. Trying to understand how others may feel and being sensitive to their emotions. Using words that show empathy, compassion, and support for others.

- vi. Resolving Conflicts Peacefully:
  - 1. Using words to express disagreement or resolve conflicts in a peaceful manner. Talking through issues, listening to different viewpoints, and finding solutions together without resorting to insults or hurtful language.
- vii. Cultural Awareness and Respect:
  - 1. Being aware of and respecting the diversity of cultures, backgrounds, and beliefs within the school community. Avoiding stereotypes, assumptions, or derogatory language related to someone's race, ethnicity, gender, or religion.

## 5. Academic Integrity

- a. Academic integrity refers to upholding ethical standards and values in academic settings. Expected behavior related to academic integrity includes:
  - i. Originality and Authenticity:
    - 1. Submitting one's own work that is original and not plagiarized. Giving credit to sources used and properly citing references.
  - ii. Honesty and Truthfulness:
    - 1. Representing oneself honestly in academic endeavors, not engaging in cheating, fabricating information, or providing false data or citations.
  - iii. Respect for Intellectual Property:
    - 1. Respecting the intellectual property rights of others by not using their work without permission or proper attribution. Using copyrighted materials appropriately and legally.
  - iv. Independent Thinking and Collaboration:
    - 1. Engaging in independent thinking, problem-solving, and critical analysis. Collaborating with others in a fair and respectful manner, adhering to the guidelines set by instructors or institutions.
  - v. Meeting Academic Requirements:
    - 1. Fulfilling academic requirements, such as completing assignments, exams, and projects within the given guidelines and timeframes. Adhering to academic rules and regulations set by the classroom teacher or other educator.
  - vi. Ethical Use of Technology:
    - 1. Using technology responsibly and ethically, including avoiding unauthorized access, plagiarism, or any form of cyber misconduct.
  - vii. Academic Honesty in Assessments:
    - 1. Demonstrating one's own knowledge and abilities in assessments, not engaging in cheating, copying, or using unauthorized aids during exams or quizzes.

- viii. Appropriate Use of Assistive Technology and Classroom Resources
  - 1. Appropriate use of classroom resources, including the proper use of computers or tablets, only for a specialized task and remaining on that task consistently.
- 6. Respect for Environment
  - a. Demonstrating consideration, responsibility, and engagement within the classroom setting. It encompasses actions and attitudes that contribute to a positive, productive, and inclusive learning environment.
    - i. Active Participation:
      - 1. Actively engaging in class activities, discussions, and lessons. Being attentive, listening to others, and contributing constructively to the learning process.
    - ii. Care for Classroom Materials:
      - 1. Handling classroom materials, equipment, and resources with care and respect. Using them responsibly and returning them to their designated places after use.
    - iii. Maintaining Cleanliness and Order:
      - 1. Keeping the classroom clean, tidy, and organized. Discarding trash in designated bins, putting away personal belongings, and respecting the physical space shared by others.
    - iv. Respecting Personal Boundaries:
      - 1. Recognizing and respecting the personal space and belongings of classmates and the teacher. Avoiding behaviors that invade personal boundaries or disrupt the learning environment.

## Unexpected Behavior

1. Disruptive Behavior:
  - a. This includes behaviors that interrupt the learning environment, such as talking out of turn, making excessive noise, or engaging in horseplay.
2. Noncompliance:
  - a. Actively refusing to follow rules, instructions, or guidelines provided by teachers or school authorities. Noncompliance includes defiance and backtalk behaviors, including challenging authority, arguing, or disrespectfully refusing to comply with rules or instructions.
3. Aggression:
  - a. Aggressive behavior, including physical aggression, verbal threats, and an intentional imbalance of power in relationships (bullying), that can negatively impact the safety and well-being of students. Aggression can include overly rough 'horseplay', striking or otherwise making unwanted contact with another individual, with no bodily harm caused.
4. Disrespectful Language:
  - a. Disrespectful language towards peers, teachers, or staff members, including school-inappropriate jokes, racist or sexist remarks, name-calling, or unwanted teasing.
5. Inappropriate Language or Gestures:
  - a. Use of profanity, offensive language, or inappropriate gestures which create a disruptive and disrespectful environment or are not appropriate for school. This language is not necessarily directed at an individual or group. Examples include "potty language", curse words, giving "the finger" or other offensive nonverbal gesture.
6. Cheating or Academic Dishonesty:
  - a. Cheating, plagiarism, or other forms of academic dishonesty to gain an unfair advantage. This can include "helping" another student when explicitly told not to, copying answers from a key, sharing answers with another student, looking up answers online, **or using AI** or other websites to produce academic work.
7. Property Damage or Theft:
  - a. Vandalism, destruction of school property, or theft of personal belongings, impacting the physical environment and individual's sense of security. This includes: marking on any material other than their own, and/or taking an item belonging to another individual or community.
8. Violence or Threat of Violence:
  - a. Actions (including violent or threatening physical behavior or gestures) or verbal expressions that involve physical harm, aggression, or intimidation towards oneself or others. Violence and threats of violence are behaviors that have serious consequences and can cause physical and emotional harm to individuals and

communities. They undermine safety, trust, and well-being, and are not acceptable or tolerated. Immediate intervention, support, and appropriate consequences are necessary to address and prevent such behaviors.

9. **Causing Bodily Harm**

- a. The unexpected behavior of causing bodily harm refers to actions that result in physical injury or harm to oneself or others, but falls short of inflicting severe or egregious bodily harm. Examples include minor injuries (cuts, bruises, sprained ankle) or pain that is not visible to the eye which are the direct result of physical action by another or self.

10. **Causing Egregious Bodily Harm**

- a. Egregious bodily harm refers to severe or grave physical injuries or harm inflicted upon oneself or others. It involves acts that cause significant and lasting damage to the body, often resulting in long-term consequences. Examples include long-term injuries such as broken bones, alterations to sensory receptors (vision, hearing, etc), injuries requiring dental repair, and/or injuries requiring continuous monitoring and/or intervention. Egregious bodily harm represents a severe violation of physical well-being and safety. Such acts often have profound legal, ethical, and moral implications, and may result in severe legal consequences and the need for immediate medical attention and intervention.

11. **Zero Tolerance: Weapons and Drugs**

- a. A zero tolerance policy for bringing drugs or weapons on campus means that any instance of possessing, distributing, or using drugs or weapons within the school premises is strictly prohibited and will result in severe consequences. Here is a brief definition of what a zero tolerance policy entails:
  - i. **Drugs:** The policy prohibits any form of illegal drugs or controlled substances, including but not limited to narcotics, marijuana, prescription drugs without a valid prescription, or any other substances prohibited by law or school regulations.
  - ii. **Weapons:** The policy prohibits the possession, use, or display of weapons on school grounds. Weapons may include firearms, knives, explosive devices, or any other objects intended or capable of causing harm or injury.
- b. In accordance with the zero tolerance policy, any violation of bringing drugs or weapons on campus will result in severe disciplinary actions.

## Consequences

As part of our commitment to promoting a safe and inclusive learning environment, we believe in utilizing logical consequences as a valuable approach to address unexpected behaviors.

Logical consequences are designed to help students understand the connection between their actions and the outcomes that follow. By implementing logical consequences, we aim to foster responsibility, promote positive behavior, and encourage personal growth.

Below, you will find our logical consequences menu, specifically tailored to address the previously defined unexpected behaviors. Each consequence is designed to be proportional to the behavior exhibited. Our intention is to create a supportive and respectful learning environment where students can reflect on their choices and make positive changes.

Please note: If total suspensions reaches 10 school days, the school board must conduct a hearing, with ample notice provided to parents, for consideration of expulsion or additional measures to prevent future disciplinary incidents.

1. Disruptive Behavior:
  - a. First offense:
    - i. Verbal Reminder
  - b. Second offense:
    - i. Removal from current setting into a quiet space away from the community
  - c. Third offense:
    - i. Removal from current setting into quiet space away from the community
    - ii. Phone call home
    - iii. Hard copy paper notice sent home
  - d. Fourth offense
    - i. Removal from current setting into quiet space away from the community
    - ii. Phone call home
    - iii. Paper notice sent home
    - iv. Parent / teacher conference
2. Noncompliance:
  - a. First Offense:
    - i. Verbal reminder
  - b. Second offense
    - i. Administration notified
    - ii. Removal from current setting into quiet space away from the community
    - iii. Phone call home
    - iv. Hard copy paper notice sent home
  - c. Third offense:

- i. Administration notified
    - ii. Removal from current setting into quiet space away from the community
    - iii. Phone call home
    - iv. Paper notice sent home
    - v. Parent / teacher / student conference
  - d. Fourth offense:
    - i. Administration notified
    - ii. Removal from current setting into quiet space away from the community
    - iii. Phone call home
    - iv. Paper notice sent home
    - v. Suspended for remainder of the day and one additional day
  - e. Fifth offense:
    - i. Administration notified
    - ii. Removal from current setting into quiet space away from the community
    - iii. Phone call home
    - iv. Hard copy paper notice sent home
    - v. Suspended for remainder of the day and two additional days
    - vi. Information sent to governing board for consideration of expulsion
- 3. Aggression
  - a. First offense:
    - i. Administration notified
    - ii. Separation from others
    - iii. Phone call home
    - iv. Paper notice sent home
    - v. Meet with recipient of aggression
  - b. Second offense:
    - i. Administration notified
    - ii. Removal from current setting into quiet space away from the community
    - iii. Phone call home
    - iv. Paper notice sent home
    - v. Meet with recipient of aggression
  - c. Third offense:
    - i. Administration notified
    - ii. Removal from current setting into quiet space away from the community
    - iii. Phone call home
    - iv. Paper notice sent home
    - v. Parent / teacher / potentially SRO/ and student conference
  - d. Fourth offense
    - i. Administration notified
    - ii. Removal from current setting into quiet space

- iii. Phone call home
- iv. Paper notice sent home
- v. Suspended for remainder of day and one full day
- vi. Parent / teacher / potentially SRO/ student conference
- e. Fifth offense:
  - i. Administration notified
  - ii. Removal from current setting into quiet space away from the community
  - iii. Phone call home
  - iv. Paper notice sent home
  - v. Suspended for remainder of day and two full days
  - vi. Parent / teacher / potential student conference
  - vii. Information sent to Governing Board for consideration of expulsion
- 4. Disrespectful language
  - a. First offense:
    - i. Verbal reminder
  - b. Second offense
    - i. Administration notified
    - ii. Phone call home
    - iii. Meet with recipient of disrespectful language
    - iv. Paper notice sent home
  - c. Third offense:
    - i. Removed from class / peers (at teacher's discretion)
    - ii. Administration notified
    - iii. Phone call home
    - iv. Meet with recipient of disrespectful language
    - v. Paper notice sent home
  - d. Fourth offense:
    - i. Removed from class remainder of the day and suspended the following day
    - ii. Administration notified
    - iii. Phone call home
    - iv. Meet with recipient of disrespectful language
    - v. Paper notice sent home
    - vi. Parent / teacher / student conference
  - e. Fifth offense:
    - i. Removed from class remainder of the day and suspended the following two days
    - ii. Administration notified
    - iii. Phone call home
    - iv. Meet with recipient of disrespectful language

- v. Paper notice sent home
  - vi. Parent / teacher / student conference
  - vii. Information sent to Governing Board for consideration of expulsion
5. Inappropriate Language or Gestures:
- a. First offense:
    - i. Verbal Reminder
  - b. Second offense:
    - i. Administration notified
    - ii. Phone call home
    - iii. Paper notice sent home
  - c. Third offense:
    - i. Removed from peers / class (at teacher's discretion)
    - ii. Administration notified
    - iii. Phone call home
    - iv. Paper notice sent home
  - d. Fourth offense:
    - i. Removed from class remainder of the day and suspended following day
    - ii. Administration notified
    - iii. Phone call home
    - iv. Paper notice sent home
    - v. Parent / teacher / student conference
  - e. Fifth offense:
    - i. Removed from class remainder of the day and suspended following 2 days
    - ii. Administration notified
    - iii. Phone call home
    - iv. Paper notice sent home
    - v. Parent / teacher / student conference
    - vi. Information sent to Governing Board for consideration of expulsion
6. Cheating or Academic Dishonesty:
- a. First offense:
    - i. Re-do the assignment or test that was completed dishonestly
  - b. Second offense:
    - i. Administration notified
    - ii. Re-do the assignment or test that was completed dishonestly
    - iii. Removal of privileges (at teacher's discretion) for the remainder of the day and following day
    - iv. Phone call home
    - v. Paper notice sent home
  - c. Third offense:
    - i. Administration notified

- ii. Re-do the assignment or test that was completed dishonestly
  - iii. Removal of privileges (at teacher's discretion) for the remainder of the week and following week
  - iv. Phone call home
  - v. Paper notice sent home
  - d. Fourth offense:
    - i. Administration notified
    - ii. Re-do the assignment or test that was completed dishonestly
    - iii. Suspended that day and following day
    - iv. Phone call home
    - v. Paper notice sent home
    - vi. Parent / teacher / student conference
  - e. Fifth offense:
    - i. Administration notified
    - ii. Re-do the assignment or test that was completed dishonestly
    - iii. Suspended that day and following two days
    - iv. Phone call home
    - v. Paper notice sent home
    - vi. Parent / teacher / student conference
    - vii. Information sent to Governing Board for consideration of expulsion
7. Property Damage or Theft
- \*Please note that restriction of some freedom may apply to an entire community if the perpetrator does not come forward.\**
- a. First offense:
    - i. Administration notified
    - ii. Restriction of freedom at teacher's determination (may apply to entire community)
    - iii. Phone call home (if perpetrator known)
    - iv. Paper notice or class-wide notice sent home
    - v. Community service equivalent to damage / loss or restitution of loss
  - b. Second offense:
    - i. Administration notified
    - ii. Restriction of freedom at teacher's determination (may apply to entire community)
    - iii. Phone call home (if perpetrator known)
    - iv. Paper notice or class-wide notice sent home
    - v. Community service equivalent to damage / loss or restitution of loss
    - vi. Parent / administration / teacher / student conference (if perpetrator known)
  - c. Third offense:

- i. Administration notified
    - ii. Restriction of freedom at teacher's determination (may apply to entire community)
    - iii. Phone call home (if perpetrator known)
    - iv. Paper notice or class-wide notice sent home
    - v. Community service equivalent to damage / loss or restitution of loss
    - vi. Parent / administration / teacher / student conference (if perpetrator known)
    - vii. When (if) perpetrator known, suspension that day and following day
  - d. Fourth offense:
    - i. Administration notified
    - ii. Restriction of freedom at teacher's determination (may apply to entire community)
    - iii. Phone call home (if perpetrator known)
    - iv. Paper notice or class-wide notice sent home
    - v. Community service equivalent to damage / loss or restitution of loss
    - vi. Parent / administration / teacher / student conference (if perpetrator known)
    - vii. When (if) perpetrator known, suspension that day and following two days
  - e. Fifth offense:
    - i. Administration notified
    - ii. Restriction of freedom at teacher's determination (may apply to entire community)
    - iii. Phone call home (if perpetrator known)
    - iv. Paper notice or class-wide notice sent home
    - v. Community service equivalent to damage / loss or restitution of loss
    - vi. Parent / administration / teacher / student conference (if perpetrator known)
    - vii. When (if) perpetrator known, suspension that day and following three days
    - viii. Information sent to Governing Board for consideration of expulsion
8. Violence or Threat of Violence
- a. First offense:
    - i. Administration notified
    - ii. Immediate removal from the class the remainder of the day
    - iii. School Resource Officer contacted
    - iv. Phone call home
    - v. Paper notice sent home
    - vi. Apology meeting
    - vii. Removal of privileges for one week

- b. Second offense:
    - i. Administration notified
    - ii. Immediate removal from the class the remainder of the day
    - iii. School Resource Officer contacted
    - iv. Suspended that day and the following day
    - v. Phone call home
    - vi. Paper notice sent home
    - vii. Parent / teacher / student conference
    - viii. Removal of privileges for one week
  - c. Third offense:
    - i. Administration notified
    - ii. Immediate removal from the class the remainder of the day
    - iii. School Resource Officer contacted
    - iv. Suspended that day and the following 2 days
    - v. Phone call home
    - vi. Paper notice sent home
    - vii. Parent / teacher / student conference
    - viii. Removal of privileges for one week
  - d. Fourth offense:
    - i. Administration notified
    - ii. Immediate removal from the class the remainder of the day
    - iii. School Resource Officer contacted
    - iv. Suspended that day and the following 3 days
    - v. Phone call home
    - vi. Paper notice sent home
    - vii. Parent / teacher / student conference
    - viii. Removal of privileges for one week
  - e. Fifth offense:
    - i. Administration notified
    - ii. Immediate removal from the class the remainder of the day
    - iii. School Resource Officer contacted
    - iv. Suspended that day and the following 3 days
    - v. Phone call home
    - vi. Paper notice sent home
    - vii. Parent / teacher / student conference
    - viii. Information sent to Governing Board for consideration of expulsion
9. Causing Bodily Harm
- a. First offense:
    - i. Administration notified

- ii. Immediate removal from class for the duration of the day and following day
- iii. School Resource Officer contacted
- iv. Phone call home
- v. Paper notice sent home
- vi. Apology meeting
- b. Second offense:
  - i. Administration notified
  - ii. Suspension duration of the day and the next day
  - iii. School Resource Officer contacted
  - iv. Phone call home
  - v. Paper notice sent home
  - vi. Apology meeting
  - vii. Parent / teacher / student conference
- c. Third offense:
  - i. Administration notified
  - ii. Suspension duration of the day and following 2 days
  - iii. School Resource Officer contacted
  - iv. Phone call home
  - v. Paper notice sent home
  - vi. Apology meeting
  - vii. Parent / teacher / student conference
  - viii. Removal of privileges for one week
- d. Fourth offense:
  - i. Administration notified
  - ii. Suspension duration of the day and following 2 days
  - iii. School Resource Officer contacted
  - iv. Phone call home
  - v. Paper notice sent home
  - vi. Apology meeting
  - vii. Parent / teacher / student conference
  - viii. Information sent to Governing Board for consideration of expulsion

#### 10. Causing Egregious Bodily Harm

- a. First offense:
  - i. Immediate removal from class the duration of the day
  - ii. Suspended that day and following day
  - iii. School Resource Officer contacted
  - iv. Phone call home
  - v. Paper notice sent home

- vi. Parent / teacher / student conference
  - vii. Loss of privileges for one week
  - b. Second offense:
    - i. Immediate removal from class the duration of the day
    - ii. Suspended that day and following 2 days
    - iii. School Resource Officer contacted
    - iv. Phone call home
    - v. Paper notice sent home
    - vi. Parent / teacher / student conference
    - vii. Loss of privileges for one week
  - c. Third offense:
    - i. Immediate removal from class the duration of the day
    - ii. Suspended that day and following 3 days
    - iii. School Resource Officer contacted
    - iv. Phone call home
    - v. Paper notice sent home
    - vi. Parent / teacher / student conference
    - vii. Information sent to Governing Board for consideration of suspension
11. Zero Tolerance: Weapons and Drugs
- a. Any student found with a weapon or drugs will be immediately reported to local law enforcement.
    - i. Immediate removal from class
    - ii. Suspension from school that day and following three days
    - iii. Phone call home
    - iv. Paper notice sent home
    - v. Parent / student / teacher conference
    - vi. Information sent to Governing Board for consideration of expulsion

## Procedures and Protocols

1. Reporting of Disciplinary Incidents:
  - a. Disciplinary incidents should be **promptly** reported to the administration by the adult who observed the infraction.
  - b. Reports should include relevant details, such as the nature and time of the incident, individuals involved, and any supporting evidence or witnesses.
2. Actions and Steps for Disciplinary Incidents:
  - a. Upon receiving a report, the administration will conduct an investigation, involving the witness, students involved, and other relevant adults with knowledge of the situation.
  - b. The investigation aims to gather information, assess the incident, and determine appropriate disciplinary actions or consequences.
3. Confidentiality, Communication and Notification:
  - a. For infractions after a first warning or more serious incidents, parents/guardians will be notified via phone call and written notice.
  - b. Discipline records for general education students will be stored in a school-wide internal record-keeping program, while special education students' records related to disability-related rule-breaking behavior will be documented in their special education records.
  - c. Discipline records are confidential and protected by the Family Educational Rights and Privacy Act (FERPA).
4. Responsible Individuals:
  - a. The Principal or Assistant Principal will be the primary point of contact for disciplinary incidents. In their absence, another administrative professional will handle the disciplinary action in consultation with either the Principal or Assistant Principal.
5. Disciplinary Conferences:
  - a. Disciplinary conferences will involve at least one Local Education Agency (LEA)/District/Administrative representative, at least one guardian with legal decision-making rights, the witnessing adult, and/or general education teacher.
  - b. Other individuals with special knowledge or interest in the child, such as family members, advocates, or agency representatives, are welcome to join.
6. Timelines for Disciplinary Actions:
  - a. Disciplinary actions should take place no later than the next consecutive school day.
  - b. Parent/teacher/student conferences must occur before the child returns to school from a suspension.
  - c. Meetings related to incidents not requiring suspension should be scheduled within 5 school days of the incident.

- d. After 10 days of suspension, the school board must have a hearing, including notice to family/ies of the student
7. Appeal Process:
- a. Students, parents, and other individuals involved have the right to appeal disciplinary actions.
    - i. After the initial parent/teacher/student conference, but no later than 5 school days after the conference, any individual may appeal the disciplinary decision under the following conditions
      - 1. The incident does not fall under zero tolerance or egregious bodily harm
      - 2. An error in the provision of discipline as outlined in the handbook has been identified by any party involved
    - ii. The process for filing an appeal is as follows:
      - 1. A letter must be submitted to the Governing Board which contains the following (a translator or accommodations will be provided to complete the letter if needed. Please provide ample notice if accommodations are needed):
        - a. A clear description of the error which took place
          - i. The description of the error must be provable, fact-based, and reported within a timely manner (no later than 5 school days after the conference)
        - b. Potential resolution(s)
        - c. Respectful and neutral language
      - 2. The Governing Board will review the letter and determine if an error has occurred.
      - 3. If an error has occurred, a resolution meeting will take place with at least one LEA representative, at least one parent with legal decision-making authority, and at least one general education teacher or witness of the original incident.
8. Fairness and due process will be ensured by providing opportunities for students to present their side of the story during disciplinary conferences or hearings.
- a. Decisions will be made based on the evidence presented and in accordance with established criteria or guidelines.
9. Legal Considerations:
- a. The disciplinary procedures will adhere to all relevant legal considerations, including but not limited to federal and state laws, local regulations, and the Individuals with Disabilities Education Act (IDEA) for special education students

## Support Systems for Students With Behavioral Difficulties

1. Positive Behavioral Interventions and Supports (PBIS):
  - a. PBIS is a proactive approach that promotes positive behavior and creates a supportive school environment.
  - b. Our school implements PBIS strategies to establish clear expectations, teach and reinforce desired behaviors, and recognize students for their positive contributions.
  - c. Through PBIS, students learn social skills, self-regulation, and problem-solving techniques that contribute to a positive and inclusive school culture.
2. Social-Emotional Learning (SEL) Curriculum:
  - a. Our school implements a comprehensive SEL curriculum that focuses on developing students' social and emotional competencies.
  - b. The curriculum fosters self-awareness, responsible decision-making, relationship-building, and empathy.
  - c. Students engage in activities, discussions, and exercises designed to enhance their emotional intelligence, resilience, and overall well-being.
3. Tier II Interventions:
  - a. In addition to universal support, our school provides Tier II interventions to address specific behavioral needs of students who require additional support.
  - b. Students identified as needing targeted interventions will receive personalized assistance and guidance to address their behavioral challenges.
  - c. The interventions may include individual or small group counseling, social skills training, behavior contracts, or other evidence-based strategies.
4. Special Education Evaluation and Referral:
  - a. Students who demonstrate persistent behavioral challenges that significantly impact their learning or social functioning may be referred for a special education evaluation.
  - b. A referral for special education evaluation involves a comprehensive assessment by qualified professionals to determine eligibility for special education services.
  - c. If a student qualifies, an Individualized Education Program (IEP) will be developed, outlining specific goals, accommodations, and support strategies tailored to the student's unique needs.
  - d. If a student does not qualify for special education, or legal guardian(s) deny placement in special education, accommodations, modifications, and specialized services will not be provided.

### Rock and Sand Throwing Policy:

At Hermosa Montessori Charter School, we value a safe and conducive learning environment for all students. This policy aims to establish guidelines regarding the use of sand and rocks within the school premises. While we encourage constructive play and exploration with sand and rocks, it is essential to prioritize the safety and well-being of everyone involved. Therefore, the throwing of rocks or sand, regardless of their direction or intent, is strictly prohibited.

#### 1. Acceptable Uses of Sand and Rocks:

- a. **Building:** Students are permitted to use sand and rocks for building structures and engaging in constructive play.
- b. **Moving Rocks:** Students may walk calmly while holding appropriately-sized rocks carefully, ensuring they are mindful of others and their own safety. Monitors may disallow the carrying of rocks if they are oversized or present a risk to the environment or individuals.
- c. **Playing With and Carrying Sand:** Sand may be transported using designated toys intended for sand play, ensuring that sand is contained appropriately.
- d. **Inspection and Discovery:** Students are encouraged to explore and inspect rocks and sand as part of their learning experience, fostering curiosity and knowledge about their natural environment.

#### 2. Prohibition of Throwing:

- a. **Throwing Rocks or Sand:** The act of throwing rocks or sand, regardless of their direction or intent, is strictly prohibited at all times.
- b. **"Accidental" throwing of rocks and/or sand is not recognized.** Students adhering to the rules regarding rocks and sand will never be at risk of throwing rocks or sand.
- c. **Removal from Playground Area:** Any student found throwing rocks or sand will be immediately removed from the playground area containing sand or rocks and guided to a designated alternative space for their safety and the safety of others.
- d. **Discipline Policy:** Rocks or sand that cause harm to a person or property will be addressed under Hermosa Montessori Charter School's discipline policy. Appropriate consequences will be implemented to ensure a safe and respectful learning environment.

#### 3. Implementation and Communication:

- a. **Staff Training and Awareness:** All staff members will receive training regarding the sand and rock throwing policy, ensuring they are aware of the guidelines, consequences, and how to enforce the policy consistently.
- b. **Parent and Student Communication:** The sand and rock throwing policy will be clearly communicated to parents and students at the beginning of each academic year through student handbooks, newsletters, and school-wide announcements.

- c. Parental support and cooperation are crucial in ensuring the effective implementation of the policy. Parents will be encouraged to discuss the policy with their children, emphasizing the importance of responsible and safe behavior during sand and rock play.
4. Ongoing Monitoring and Review: School administrators and teachers will consistently monitor the implementation of the sand and rock throwing policy to ensure compliance and address any concerns promptly. The policy will be periodically reviewed and revised as needed, taking into account any emerging issues, best practices, or changes in the school environment.

By adhering to the sand and rock throwing policy, we aim to create a safe and inclusive learning environment for all students at Hermosa Montessori Charter School. Through responsible and respectful use of sand and rocks, we can foster a positive atmosphere that promotes creativity, exploration, and personal growth while ensuring the safety and well-being of everyone within our school community.

## Truancy Policy

Unauthorized absence from school is considered truancy and is a violation of Arizona state laws. It is our responsibility to ensure that all students attend school regularly and receive the educational opportunities they deserve. Please take note of the following truancy policy:

1. Definition:
  - a. Truant Child: A child between the ages of six and sixteen who is not in attendance at a public or private school during school hours, unless excused as provided by law.
  - b. Habitually Truant: A truant child who is absent for at least five school days within a school year.
  - c. Truant: An unexcused absence for at least one class period during the day.
2. Attendance Notification:
  - a. If a pupil in kindergarten or grades one through eight is absent from school without a valid excuse or notice, the school will make a reasonable effort to promptly notify the parent or person having custody of the pupil.
3. Parent Responsibility:
  - a. Parents or persons having custody of a pupil are responsible for authorizing any absence of the pupil from school and notifying the school in advance or at the time of any absence.
  - b. The school district requires at least one telephone number to be provided for communication purposes. Any changes to the telephone number should be promptly reported to the school.
4. Truancy Consequences:
  - a. Three Unexcused Absences:
    - i. A staff member will confer with the student and parent/guardian to address the absences and emphasize the importance of regular attendance.
    - ii. Student will have privileges revoked to ensure they have time to make up the lessons and/or assignments missed
    - iii. School Resource Officer will be notified.
      1. Pursuant to A.R.S. §15-802(E), parents who do not ensure their child(ren) between the ages of 6-16 regularly attend school, may be held criminally liable
        - a. A citation may be issued to an adult or child who is alleged to be in violation of attendance laws and be required to appear before a court of competent jurisdiction.
  - b. Five Unexcused Absences:
    - i. A staff member will notify the parent/guardian of the truancy and consequences if attendance is not improved and maintained

- ii. Student will have privileges revoked to ensure they have time to make up the lessons and/or assignments missed
  - iii. Parent / teacher conference
  - iv. School Resource Officer will be notified
    - 1. Pursuant to A.R.S. §15-802(E), parents who do not ensure their child(ren) between the ages of 6-16 regularly attend school, may be held criminally liable
      - a. A citation may be issued to an adult or child who is alleged to be in violation of attendance laws and be required to appear before a court of competent jurisdiction.
      - b. Citations may result in fines of \$500 or up to 30 days in jail. (Ariz. Rev. Stat. §§ 13-707, 13-802, 15-802 (2019).)
- c. Five Unexcused Absences in One Month
- i. Habitual truancy averaging at least 5 days a month was classifiable under this as maltreatment if the parent/guardian had been informed of the problem and has not interfered successfully. For students who have five or more unexcused absences in one month, the school will file a report of parent/guardian neglect to the appropriate social services or legal authority/ies
  - ii. Citations may result in fines of \$500 or up to 30 days in jail. (Ariz. Rev. Stat. §§ 13-707, 13-802, 15-802 (2019).)
- d. Nine Unexcused Absences:
- i. A staff member will make personal contact with the parent/guardian to discuss the continued absences.
  - ii. Student may lose field trip and extracurricular privileges as a consequence of ongoing truancy
  - iii. Parents/guardians of students with habitual truancy of nine or more unexcused absences will be reported to appropriate legal and social authorities
  - iv. School Resource Officer will be notified
    - 1. Pursuant to A.R.S. §15-802(E), parents who do not ensure their child(ren) between the ages of 6-16 regularly attend school, may be held criminally liable
      - a. A citation may be issued to an adult or child who is alleged to be in violation of attendance laws and be required to appear before a court of competent jurisdiction.
      - b. Citations may result in fines of \$500 or up to 30 days in jail. (Ariz. Rev. Stat. §§ 13-707, 13-802, 15-802 (2019).)
- e. Ten Consecutive Unexcused Absences

- i. 10 consecutive unexcused absences will result in immediate withdrawal of the student.
  - ii. Parents remain responsible for placing their child in school or an appropriate homeschooled program
- f. Twelve Unexcused Absences:
  - i. Staff will hand-deliver or send a letter to the parent/guardian, emphasizing the severe nature of the truancy issue.
  - ii. Appropriate Law Enforcement contacted
    - 1. The parent/guardian and/or student may be issued a citation for violation of Arizona Revised Statute A.R.S. §15-802, requiring their appearance in court.
    - 2. Consequences may include participation in a Parent Truancy Class, and program fees may be applicable.
    - 3. If convicted, it is a Class 3 Misdemeanor punishable by jail time and/or a fine.
    - 4. The truant child may be identified as an "incorrigible child"
      - a. Some of the potential consequences of being found incorrigible include being fined, being placed on probation, and being ordered to do community service. The specific charges and consequences are left up to the officer of the court
- g. Fifteen Unexcused Absences:
  - i. Staff will hand-deliver or send a letter to the parent/guardian, emphasizing the severe nature of the truancy issue.
  - ii. Appropriate Law Enforcement contacted
    - 1. The parent/guardian and/or student may be issued a citation for violation of Arizona Revised Statute A.R.S. §15-802, requiring their appearance in court.
    - 2. Consequences may include participation in a Parent Truancy Class, and program fees may be applicable.
    - 3. If convicted, it is a Class 3 Misdemeanor punishable by jail time and/or a fine.
    - 4. The truant child may be identified as an "incorrigible child"
      - a. Some of the potential consequences of being found incorrigible include being fined, being placed on probation, and being ordered to do community service. The specific charges and consequences are left up to the officer of the court
  - iii. Information regarding absences will be sent to the Governing Board for consideration of retention

- h. Nineteen Unexcused Absences (10% of total days):
  - i. Information regarding absences will be sent to the Governing Board for consideration of expulsion
  - ii. Appropriate Law Enforcement contacted
    - 1. The parent/guardian and/or student may be issued a citation for violation of Arizona Revised Statute A.R.S. §15-802, requiring their appearance in court.
    - 2. Consequences may include participation in a Parent Truancy Class, and program fees may be applicable.
    - 3. If convicted, it is a Class 3 Misdemeanor punishable by jail time and/or a fine.
    - 4. The truant child may be identified as an "incorrigible child"
      - a. Some of the potential consequences of being found incorrigible include being fined, being placed on probation, and being ordered to do community service. The specific charges and consequences are left up to the officer of the court

Excessive absenteeism, as defined in Arizona Revised Statute A.R.S. §15-803, may lead to penalties such as failure in a subject, failure to pass a grade, suspension, or expulsion. Penalties for excessive absenteeism shall not be applied to pupils who have completed the course requirements and whose absence from school is solely due to illness, disease, or accident certified by a licensed professional.

## Community Resources

### Crisis and 24 Hour Hotlines

Agency Name	Website	Phone Number	Comments
Connections AZ (CRC)	<a href="http://www.connectionsarizona.com">www.connectionsarizona.com</a>	520-622-6000	<a href="http://www.crisisnetwork.org">www.crisisnetwork.org</a>
Division of Child Safety	<a href="http://www.azdes.gov">www.azdes.gov</a>	1-888-767-2445	Formerly CPS
Emerge! Center Against Domestic Abuse	<a href="http://www.emergecenter.org">www.emergecenter.org</a>	1-888-428-0101 520-795-4266	Shelter available, must call the hotline for intake
Help on Call		1-866-205-5229	Suicide crisis & survivors of suicide
SACASA	<a href="http://www.sacasa.org">www.sacasa.org</a>	1-800-400-1001 520-327-1171	So Az Center Against Sexual Assault
LGBT National Help Center	<a href="http://www.glbthotline.org">www.glbthotline.org</a>	1-800-246-7743	LGBT NATIONAL YOUTH TALKLINE

### Child Care

Agency Name	Website	Phone Number	Comments
Az Child Care Resource	<a href="http://www.arizonachildcare.org">www.arizonachildcare.org</a>	1-800-308-9000	
Child & Family Resources	<a href="http://www.childfamilyresources.org">www.childfamilyresources.org</a>	520-881-8940	
DES Child Care Programs	<a href="http://www.azdes.gov">www.azdes.gov</a>	520-791-2232	Call for nearest locations

### Counseling Agencies

Agency Name	Website	Phone Number	Comments
Catholic Social Services	<a href="http://www.ccs-soaz.org">www.ccs-soaz.org</a>	520-623-0344	
Compass Healthcare	<a href="http://www.compasshc.org">www.compasshc.org</a>	1-860-296-2855	
Jewish Family & Children's Services	<a href="http://www.jfcstucson.org">www.jfcstucson.org</a>	520-795-0300	Has a sliding scale program
Our Family Services	<a href="http://www.ourfamilyservices.org">www.ourfamilyservices.org</a>	520-323-1708	
Renewal Centers	<a href="http://www.renewalcenters.net">www.renewalcenters.net</a>	520-791-9974	Has a sliding scale program

### Legal Assistance

Agency Name	Website	Phone Number	Comments
Az Center for Disability Law	<a href="http://www.acdl.com">www.acdl.com</a>	520-327-9547	
Family Conciliation Court	<a href="http://www.sc.pima.gov">www.sc.pima.gov</a>	520-724-4200	
Southern Az Legal Aid	<a href="http://www.sazlegalaid.org">www.sazlegalaid.org</a>	520-623-9465	

### Parent Assistance & Parenting Classes

Agency Name	Website	Phone Number	Comments
Catholic Social Services	<a href="http://www.ccs-soaz.org">www.ccs-soaz.org</a>	520-623-0344	
Counseling and Consulting	<a href="http://www.cpes.com">www.cpes.com</a>	520-884-7954	Parenting classes and other services
New Parents Network	<a href="http://www.npn.org">www.npn.org</a>		Community resources
Our Family Services	<a href="http://www.ourfamilyservices.org">www.ourfamilyservices.org</a>	520-323-1708	
Parent Aid	<a href="http://www.parentaid.org">www.parentaid.org</a>	520-798-3304	In-home training, workshops, adopt a family program
Parent Connection	<a href="http://www.theparentconnectionaz.org">www.theparentconnectionaz.org</a>		Support groups, classes, education
Pima County Parenting Coalition	<a href="http://www.pimacountyparentingcoalition.org">www.pimacountyparentingcoalition.org</a>	520-903-3954	Parenting classes, tips, home visit programs

### Pregnancy & Newborn Assistance

Agency Name	Website	Phone Number	Comments
Diaper Bank of Southern Az	<a href="http://www.diaperbank.org">www.diaperbank.org</a>	520-325-1400	
Hands of Hope Tucson	<a href="http://www.handsofhopetucson.com">www.handsofhopetucson.com</a>	520-622-5774	Pregnancy testing, ultrasound, pregnancy decision support
Planned Parenthood	<a href="http://www.plannedparenthood.org">www.plannedparenthood.org</a>	1-800-230-PLAN	
Reachout Women's Center	<a href="http://www.reachoutwomenscenter.com">www.reachoutwomenscenter.com</a>	520-321-4300	Diapers, clothing, baby items, adoption svcs, pregnancy support
Teen Outreach Pregnancy Services	<a href="http://www.teenoutreachaz.org">www.teenoutreachaz.org</a>	520-888-2881	
WIC & Food Plus	<a href="http://www.azdhs.gov/azwic">www.azdhs.gov/azwic</a>	1-800-2525942	

### Health Department

Agency Name	Website	Phone Number	Comments
Pima County Health Dept	<a href="http://www.webcms.pima.gov">www.webcms.pima.gov</a>	520-791-7676	

### Health Services

Agency Name	Website	Phone Number	Comments
El Rio Health Centers	<a href="http://www.elrio.org">www.elrio.org</a>	520-670-3909	
So Az AIDS Foundation	<a href="http://www.saaf.org">www.saaf.org</a>	520-624-0348	
UA Family & Community	<a href="http://www.fcm.arizona.edu">www.fcm.arizona.edu</a>		Mobile health clinic

### Special Needs Services and Programs

Agency Name	Website	Phone Number	Comments
Beacon Group	<a href="http://www.beacongroup.org">www.beacongroup.org</a>	520-622-4874	Works with those with disabilities
Child and Family Resources	<a href="http://www.childfamilyresources.org">www.childfamilyresources.org</a>	520-881-8940	Multiple programs for children with special needs
Devereux Arizona	<a href="http://www.devereux.org">www.devereux.org</a>		
Therapeutic Riding of Az	<a href="http://www.trotarizona.org">www.trotarizona.org</a>	520-749-2360	

Title	Description	Website address (if applicable)
<b>Website</b>		
Arizona SEL Course, Arizona Department of Education	A free online, self-paced, self-guided course on the development and understanding of the Arizona Department of Education Adopted CASEL Competencies and how to develop a systematic implementation of social emotional learning within a school or organization	<a href="https://www.azed.gov/improvement/social-emotional-learning-course">https://www.azed.gov/improvement/social-emotional-learning-course</a>
Comprehensive Threat Assessment Guidelines (CSTAG), Arizona Department of Education	Provides training, threat assessment forms, and links to an online educational program to assist schools in implementing threat assessment guidelines.	<a href="https://www.azed.gov/wellness/schoolthreatassessment">https://www.azed.gov/wellness/schoolthreatassessment</a>
Mental Health & Wellness, Arizona Department of Education	Compiles resources on mental health and wellness in AZ schools including information on how to access mental health supports in educational settings, mental health crisis, threat assessment resources, and creating safe and supportive learning environments.	<a href="https://www.azed.gov/wellness/mental-health">https://www.azed.gov/wellness/mental-health</a>
Multi-Tier Behavior Supports (MTSS) Training Series, Arizona Department of Education	A three-year training series designed to assist district, charter, or school teams with the development of a school-wide approach for positive behavior management practices.	<a href="https://www.azed.gov/specialeducation/internal-pd-info-multi-tier-behavior-supports-mtbs-training-series">https://www.azed.gov/specialeducation/internal-pd-info-multi-tier-behavior-supports-mtbs-training-series</a>

Title	Description	Website address (if applicable)
School Safety & Social Wellness, Arizona Department of Education	Provides information and resources addressing school safety, school preparedness, comprehensive school wellness, mental health, and other related programs.	<a href="http://www.azed.gov/shs/">http://www.azed.gov/shs/</a>
School Safety Task Force, Arizona Department of Education	Provides information and resources related to the work of the School Safety Task Force, a multi-disciplinary group convened to reframe school safety as a multi-pronged approach to safety, health and violence.	<a href="https://www.azed.gov/ssp/school-safety-task-force">https://www.azed.gov/ssp/school-safety-task-force</a>
Social Emotional Learning, Arizona Department of Education	Provides training and resources for schools including the building resilience professional development series and information on social emotional learning, equity, and trauma sensitive schools.	<a href="https://www.azed.gov/SEL">https://www.azed.gov/SEL</a>
Title IV-A Safe & Healthy Students, Arizona Department of Education	Provides an overview of the Office of Safe and Healthy students and links to guidance documents addressing safety and wellness.	<a href="https://www.azed.gov/safeandhealthy/">https://www.azed.gov/safeandhealthy/</a>