

Elementary School



2017-2018 STUDENT CODE OF CONDUCT



Copper Creek
Elementary



Coronado
K-8



Donaldson
Elementary



Harelson
Elementary



Holaway
Elementary



Innovation
Academy



Keeling
Elementary



Mesa Verde
Elementary



Nash
Elementary



Painted Sky
Elementary



Prince
Elementary



Rillito
Center



Rio Vista
Elementary



Walker
Elementary



Wilson
K-8

Parent and Student Advisory:

This Code of Conduct complies with State of Arizona Department of Education requirements to use specific language to define certain prohibited acts and behaviors. This language may not be suitable for all children. Parental guidance and discretion is suggested.

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Our Vision

Amphitheater schools and facilities are places where students thrive academically; places parents want their children to go; places where highly skilled people work; and places community members respect because of the high student achievement, caring environment, and focus on individual needs.

Our Mission

To empower all students to become contributing members of society equipped with the skills, knowledge, and values necessary to meet the challenges of a changing world.

We Value

Achievement, caring, creativity, curiosity, diligence, diversity, fairness, honesty, kindness, respectfulness, responsibility, and service to the community.

We Believe

- All students can learn and achieve.
- Everyone has unique strengths, talents, and needs.
- All students and staff should be responsible for and dedicated to educational excellence.
- Education requires cooperation, honesty, and respect among the students, parents, school, staff and community.
- The school community deserves a safe and caring environment.
- Our actions reflect our values and dedication to meet student needs fairly and equitably and
- Ample resources are essential to accomplish the Mission.



Governing Board



Jo Grant
President



Deanna M. Day, M.Ed.
Vice President



Scott K. Baker, Ph.D.
Member



Vicki Cox Golder
Member



Scott A. Leska
Member

District Administration

Todd A. Jaeger, J.D., Superintendent

Monica Nelson, Associate Superintendent, School Operations

Michelle H. Tong, J.D., Associate to the Superintendent and General Counsel

Scott Little, Chief Financial Officer



Learn more about Amphitheater Public Schools at:

www.amphi.com

A LETTER FROM THE SUPERINTENDENT

August 2017

Dear Students and Parents:

As the new Superintendent of Amphitheater Public Schools, it is my great pleasure to welcome you to the 2017-2018 school year.



When I first joined Amphitheater 21 years ago, one of the things that impressed me about the District was its commitment to providing a safe school environment. This commitment, however, is not simply a reflection of the Governing Board's policies and beliefs, but also truly depends upon the contributions and participation of our entire community.

This Code of Conduct is published every year to ensure students are made aware of our expectations for their behavior. Beyond stating our disciplinary rules, however, the core purpose of this Code is to help teach our students traits of good citizenship and character. Therefore, we rely upon our parents to review this handbook with their children to ensure that students are aware of both the District's expectations and - equally vital - family expectations for student behavior.

We also depend upon our District staff to deliver fair and consistent discipline, as appropriate, as described in this Code.

Thus, we all have a role to play in ensuring a safe experience for every student.

On behalf of our Governing Board and all the qualified, caring and dedicated staff in each of our schools, programs, and facilities, I thank you for the opportunity to educate and nurture your student. We thank you for choosing Amphitheater and look forward to working together with you to make your student's year a success.

Sincerely,

A handwritten signature in black ink that reads "Todd A. Jaeger". The signature is written in a cursive, flowing style.

Todd A. Jaeger, J.D.
Superintendent
Amphitheater Public Schools

Introduction to the Student Code of Conduct

A clear and specific Student Code of Conduct is an essential element in developing and maintaining a successful academic environment. As the expectations for student achievement increase, a Student Code of Conduct becomes increasingly important as a central element in the creation of the safe and caring environment necessary for student success. To be effective, a Code must explain expectations for behavior so that all members of the school community can fully understand them; it must also provide fair and consistent guidelines for consequences to be applied when behavioral incidents do occur to help ensure schools are safe places for students, staff, and the public.

This Code has been drafted to be as conversational as possible, but it is important to recognize that any code of conduct must comply with certain legal mandates for public schools and must be very clear about expectations, to include precise definitions where required. Therefore, this Code provides both “plain language” definitions for behavioral incidents as well as more technical definitions established by the State of Arizona Department of Education.

This Code of Conduct includes the following elements:

- Prohibited behaviors are organized into categories to help students understand the related nature of certain behaviors and their relative impacts upon the learning environment.
- Behavioral rules and potential consequences for violations of the rules are combined together in tables to improve understanding and for ease of reference.
- Because technology has become increasingly important for students both within the school setting and in society at large, this Code incorporates rules on the use and consequences for misuse of technology, including computers and the Internet.

The District Values: Basic Expectations for Positive Student Conduct

The following pages outline eleven positive conduct standards for our student community. Examples are given for each standard; however, they are not intended to be a complete or exhaustive list of examples.

1. DIVERSITY

- Be your own person and be proud of who you are.
- Recognize that you are different from others and that others will be different from you.
- Respect the differences in others.
- Try to understand the feelings of others.
- Enjoy the differences in people and learn from them.

2. CREATIVITY

- Think.
- Imagine.
- Try new ways to do things.
- Have your own ideas. Give credit to others for theirs.
- Enjoy new ideas from others.
- Explore ideas in a thoughtful and positive manner.
- Be flexible and adaptable to meet changing demands.

3. CURIOSITY

- Use technology appropriately and for school purposes.
- When you do not understand words, directions, information, or questions, always ask someone to explain their meaning. Ask the teacher, ask friends, or ask your parents.
- When you ask a question in class, other students probably are asking the same question in their heads. When you ask a question, you may be helping other students who are too shy to ask that question.
- Enjoy wondering about everything. Then, ask someone to help you find out more about what you are wondering about. Good helpers are your teacher, the librarian, your parents, and the Internet.
- Be an explorer. Think of new ideas. Think of new ways to understand yourself, others, and the world around you.

4. DILIGENCE

- Attend school daily and be on time.
- When you have a job to do, do it until it is done.
- When you make a promise, keep it.
- When you are supposed to be somewhere at a certain time, be on time.
- Complete tasks on time.
- Make up all missed work, as permitted by your teacher.
- Keep commitments.
- Keep track of your schoolwork. Be responsible for doing classwork and homework. Always do your best.

5. ACHIEVEMENT

- Always try to do your very best at whatever you do.
- Set challenging goals for yourself and go after them.
- Create plans and strategies you will need to achieve your goals.
- If you believe in a goal, stick to it.
- Seek help and assistance when you need it.
- Learn from mistakes. Try not to repeat them.
- Be proud when you improve.
- Be proud of what you can do at school, at home, and with your friends.

6. HONESTY:

- Tell the truth.
- Respect and praise others who tell the truth.
- Do your own work.
- Take pride in admitting when you have made a mistake. Wise people learn from their mistakes.
- Give credit to others for their work and thoughts.

7. CARING AND RESPONSIBILITY:

- Report bullying to a teacher or someone in the office.
- Keep your school safe; tell a teacher or someone in the office when you learn of something that threatens your safety or your school's safety, such as drugs, weapons, or scary behavior.

8. KINDNESS

- Use kind, friendly words toward others.
- Do you like having friends? So do others. Be a friend to someone.
- Do you sometimes need help? So do others. Help someone.
- Do you appreciate someone sharing something with you? So do others. Share with others.
- Encourage others. See the good in them and praise them for it.

9. FAIRNESS

- First, ask yourself, "Is this fair?" Then, ask yourself, "Am I being fair?"
- Expect fairness from others, and be fair to them.
- Fairness usually feels right; unfairness never does.

10. RESPECTFULNESS:

- Ask yourself, "How do I want to be treated?" Then, treat others the way you want to be treated.
- Show respect for yourself and others through your actions and what you say.
- Respectful words and actions help when you are part of a group or team.
- You show respect for yourself and others by never using bad language and hand signals at school.
- You show respect when you get over conflicts without getting physical. Ask a grownup for help if you need it.
- You show respect when you take turns and allow others to do their work.
- You show respect when you follow the rules at sports and when you help others, rather than putting them down when they make a mistake.

- You show respect when you follow school dress rules.

11. SERVICE TO THE COMMUNITY:

- Your community is the people around you at school and at home.
- Follow the rules of your community.
- Keep your school clean. Clean up after yourself.
- Recycle whenever possible.
- Be a leader when it helps the group.
- Be a follower when it helps the group.
- Share ideas that will help the group.
- Be a person who can be counted on by others.
- Participate in community projects.
- Help without being asked.

Shared Responsibilities for Student Behavior

In order for our community's children to maximize the benefits of a public education, everyone must share in the collective responsibility of promoting behavior that provides an environment in which all children can feel safe and learn. Certainly, all members of our community have a role to play as positive models for respectful behavior. The following paragraphs discuss basic responsibilities for students, parents, staff, and the community for ensuring a successful education for every child.

Students' Responsibilities

Students, you must take an active role in monitoring your own behavior and modeling appropriate behavior for your fellow students. In order to accomplish this, you must:

1. Become familiar with the conduct standards;
2. Strive to follow the conduct standards;
3. Accept and use feedback and/or discipline as resources to improve yourself; and
4. Set goals for improvement.

Parents' and Guardians' Responsibilities

No role model is more powerful than a parent or guardian. Parents are "first and forever teachers" who set much of the direction for that child. Thus, parents and guardians must:

1. Become familiar with the conduct standards and discuss them with your children;
2. Support and reinforce behavior expectations and disciplinary policies of the school by assuming the primary responsibility for the discipline of their children;
3. Cooperate with and support teachers and staff;
4. Maintain regular communication with teachers regarding their children's school work and behavior;
5. Ensure that children attend school every day, unless ill, and that they arrive on time;
6. Teach their children to seek positive resolution to problems and to handle confrontation non-violently; and
7. Provide their children with a nurturing and healthy environment.

School Staff Responsibilities

Each member of the school staff has the primary responsibility of providing for the educational needs of all students and for the safety of the school environment. The school staff members are responsible for:

1. Maintaining an atmosphere conducive to learning and good behavior;
2. Teaching and modeling the conduct standards;
3. Building close and productive relationships with students and their families by demonstrating respect, caring and effective communication;
4. Utilizing informal strategies to intervene with behavior when appropriate; and
5. Administering discipline in a fair and impartial manner to teach by example the principles of justice and citizenship by example.

Community and Family Service Organizations' Responsibilities

Public, private, religious, secular organizations and businesses can support the prevention, intervention, and remediation of issues associated with student discipline when they:

1. Serve as mentors to help students develop positive social skills that foster safe school environments.
2. Assist in violence prevention, substance abuse education and character development.
3. Serve as a resource for families of students unable to meet the behavioral expectations of the school and community;
4. Assist students and parents when students re-enter school following disciplinary exclusions; and
5. Become partners with schools to coordinate services which support the school system's disciplinary policies.

Understanding the Code of Conduct

Why does the District have a Student Code of Conduct?

Preserving the safety and protecting the health and general welfare of students, District employees, visitors, and volunteers on school property and at school activities are the legal and moral responsibilities of the Governing Board and its Administration.

The Amphitheater Governing Board and Administration recognize that students should have and need a certain degree of freedom to express their individuality in school, but any such expression should never intrude upon or endanger the freedoms of others. The Governing Board has therefore established policies and directed the Superintendent to establish regulations for student conduct which will strike an appropriate balance between individual freedoms and safe schools.

While the District and its parents, students, and public have expectations for what student behavior should be like, and while we hope every student will strive to meet those expectations, we know that some students will violate those expectations and need some action to help ensure that the violation does not re-occur. The severity of these violations will vary, but many violations will warrant correction – some action to help ensure the violation does not recur. As a consequence, state law mandates that each school district governing board establish rules for student behavior, and include the range of consequences the District thinks will encourage more appropriate behavior in the future.

Do schools have their own rules for student conduct as well?

The principal and faculty of each school may have established school-specific rules for student behavior and conduct. These school-based rules are in addition to those contained in this Code of Conduct, provided they are consistent with this Code of Conduct, the policies of the Governing Board, and applicable law.

Students must comply with both this District-wide Student Code of Conduct and with all rules established by the principal and faculty of the school they attend. A student's failure or refusal to comply with the rules of his or her school will subject the student to disciplinary action.

The principal of each school is required to ensure that copies of District and school rules pertaining to discipline, suspension, and expulsion of students are distributed to parents and students.

How does one interpret the Code of Conduct?

Generally, words will be given their ordinary meaning, unless those terms are otherwise specifically defined. In the event of any conflict in interpretation, the determination of the Associate to the Superintendent shall be final. The interests of safety and student and staff welfare shall be paramount considerations in the interpretation of disciplinary rules.

What happens under the Code if a student only attempts to commit a prohibited act, or helps someone else to attempt or actually commit a prohibited act?

When a student attempts to commit a prohibited act or participates in any way to help someone else to attempt a prohibited act, actually commit a prohibited act, or conceals the commission of a prohibited act, that student is subject to disciplinary action as if the student had committed the act. This ensures that students develop a sense of personal responsibility for behaviors they encourage or solicit in others. To be subject to discipline in any circumstance, however, the student must have, at a minimum, actively engaged in some behavior which facilitated, promoted, or protected the underlying behavior.

What does the Code mean by “possession?”

A student will be considered to “possess” or “be in possession of” a substance or object if the student:

- (1) knows of the nature, existence, and location of the substance or object, or

(2) takes control of the substance or object, regardless of the length of time of that control or their intention.

Students who “hold something for a friend” are responsible for possession.

What is the difference between criminal law and school district rules?

Court proceedings relating to an incident at school are separate from the school's disciplinary procedures. Courts take actions for violations of laws - usually criminal laws. Schools take disciplinary action for violations of school and District rules. Behavior which violates school rules may not violate criminal law. So, discipline may be imposed even if a court decides not to impose criminal penalties. The school administration may, however, be *required* to report certain kinds of student conduct to appropriate law enforcement officials if that conduct also constitutes a crime.

Student conduct matters are governed by District rules and policies, rather than criminal law or court procedures. Juvenile or criminal court matters are not controlled by school district rules or procedures. Schools may use different definitions of violations than used in criminal law. When making decisions, schools do apply a different burden of proof than the courts. To convict, the courts require evidence “beyond a reasonable doubt.” School decisions are based on the “preponderance of evidence.” A preponderance of evidence exists where there is a greater weight of evidence than the evidence offered in opposition to it (e.g. 50.1% vs. 49.9%).

Where and when does the Code of Conduct apply?

This Code applies to students:

- During regular school hours;
- Whenever the student is being transported on a school bus or by other transportation arranged by the school district;
- When the student is traveling to and from school by any other means, including walking or personal travel;
- During school events, including off-campus events and activities such as field trips and athletic competitions;
- At other times where a school employee has jurisdiction or authority over students, including summer activities;
- During other activities associated with or supported by the school in any way; and
- On school or District grounds at any time, regardless of whether school is in session.

Additionally, the principal may take disciplinary action when a student's misconduct away from school has a detrimental effect on other students at school or on the orderly educational process of the District. Also, the principal may take disciplinary action if the violation is directly connected to prior violations at school or threatens to produce further violations or a risk of harm or injury at school.

What specific behaviors does this Code of Conduct prohibit?

The tables which follow in the next section of this Code of Conduct list rules for student conduct (prohibited behaviors). Prohibited behaviors are classified by the following categories in the tables:

1. Aggression and Hostility
2. Alcohol, Tobacco, Medications, and Other Drugs
3. Arson and Combustibles
4. Attendance Violations
5. Harassment, Threats, Bullying, and Intimidation
6. Academic Dishonesty (Lying, Cheating, Forgery, or Plagiarism)
7. Disruptions to the Academic Process
8. Threatening the School Environment
9. Sexual Behaviors
10. Technology Abuses
11. Theft
12. Trespassing
13. Vandalism and Damage
14. Weapons and Dangerous Items

What specific consequences can be imposed for violations of this Code of Conduct?

The tables which follow in the next section of this Code of Conduct list consequences for violations of the Code - the types of discipline which school District personnel are permitted or - in some situations - are required to impose.

The school principal or designee may determine the consequences from those listed. Multiple consequences may be selected by the principal. Principals can consider the age and developmental level of the student in setting disciplinary consequences.

Where a long-term suspension consequence is stated as “(Mandatory),” a principal must pursue its implementation unless the principal requests and obtains a written waiver approved by the Superintendent or his designee. If granted, a mandatory expulsion consequence for the same violation may be waived at the same time.

If not waived as noted above, a “(Mandatory)” expulsion consequence may be waived by the Superintendent (or his designee) upon the student providing proof that he/she has met any terms and conditions set forth by the Long-term Suspension Hearing Officer.

School Level Disciplinary Actions:

Where appropriate or required, school personnel may implement the following disciplinary actions:

- **Activity Restriction** - Restricting a student from participating in or attending school activities such as dances, performances, athletic contests, team practices, club meetings, events, parties, etc.
- **Bus Probation** - Establishing conditions with which the student must comply in order to continue riding the school bus.
- **Bus Suspension** - Denying the student the privilege of riding a school bus for violations of the Student Code of Conduct, even if the student is not denied the right to attend school.

- **Conference** - Meeting or contacting two or more of the following: the student, parent, counselor, principal, and other District staff members.
- **Detention** - Requiring that a student report to a specified location at certain times during school and before or after school, including "Saturday school."
- **In-Class/School Discipline** - Imposing consequences, which do not require suspension from school, such as loss of privileges, additional work assignments, temporary removal from class, and/or other classroom or school-based consequences.
- **In-School Suspension** - Assigning a student to attend a location in the school that is in an area removed from the regular education setting.
- **Probationary Contract** - Executing a written document setting out academic and/or behavioral stipulations for the student. Violation of the contract will result in additional, usually more severe, disciplinary action.
- **Reprimand** - Reprimanding the student, verbally or in writing, by a principal or other staff member.
- **Removal From Class** - Excluding the student from a classroom. The teacher is responsible for maintaining an appropriate learning environment in the classroom. Arizona law, therefore, permits a teacher to temporarily exclude a student from the teacher's class for serious disruption of the educational process within the teacher's classroom or for exhibiting persistent disobedient behavior. The teacher may also refuse to readmit the student to the classroom under certain circumstances. In the event of such a removal from class, the student will report to a location at school determined by the school principal. School-based procedures which determine whether the student may return to the class are then implemented.
- **Requests for District Level Disciplinary Actions (listed below)**
- **Short-Term Suspension** - Suspending a student from school for up to nine (9) school days. During the term of a short-term suspension, the student must remain away from all District schools and activities. If it is necessary for a student to come to a school during a short-term suspension, the student must make prior arrangements with the principal to do so. A short-term suspension imposed by the principal's designee may be appealed to the principal. A short-term suspension, which was imposed or approved by the actual school principal, is not subject to appeal.
- **Student Schedule or Curriculum Adjustment** - Changing the student's class schedule, teacher, courses, instruction, or access to components of curriculum.
- **Time Out** - Removing a student from instruction in the classroom or from other school activities for a period not to exceed three hours. During time out, the student is reassigned to a supervised area such as the principal's office, alternative or in-school suspension programs, or responsibility rooms.

- **Work Assignments/Community Service** - Providing the student, at the District's discretion, an opportunity to perform supervised activities related to the assistance of District personnel, or to the upkeep and maintenance of school facilities or other public properties, instead of serving or while serving a suspension or expulsion. The student and parent(s) may also request this alternative, however the final decision rests with the principal. Supervision by parents may be required for this alternative.

District-Level Disciplinary Actions:

Where appropriate or required, District-level personnel may implement the following disciplinary actions:

- **Any of the School Level Disciplinary Actions (listed above)**
- **Long-Term Suspension** - Suspending a student from school for a term not to exceed the total number of school days in one school year (presently 178 school days). A long-term suspension may carry over from one school year into the next. The suspension hearing officer may provide an opportunity for the student to return early from suspension by meeting certain terms and conditions. During the term of a long-term suspension, the student must remain away from all District schools and activities. If it is necessary for a student to come to a school during a long-term suspension, the student must make prior arrangements with the principal to do so. A long-term suspension may only be imposed following a hearing held by a District-level hearing officer. A student or parent has a right to appeal the decision of the District hearing officer to the Governing Board in accordance with District policy and regulation. Suspensions remain in effect pending the Board's review of any appeal.
- **Expulsion** - Expelling a student from school until specifically permitted to return to school by the Governing Board, usually based upon the student's and the parent's compliance with certain terms and conditions. Expulsion can be permanent as well. During the term of an expulsion, the student must remain away from all District schools and activities. If it is necessary for a student to come to a school during an expulsion, the student must make prior arrangements with the principal *and the hearing officer* to do so.

Following a long-term suspension hearing, the hearing officer may provide an opportunity for the student to avoid an expulsion hearing by meeting certain terms and conditions. If this action is not appropriate based on the circumstances surrounding the student's Code violation(s), or the terms and conditions are not met, the expulsion hearing officer will recommend whether or not the student should be expelled, and if so, under what conditions (if any) the student might be able to re-apply for admission to the District. **Only the Governing Board can make the final determination of whether a student should be expelled and under what conditions the student might be able to re-apply for admission to the District.** Before making its decision, the Board will consider the reports of both hearing officers and the statements of the student, his/her family, and their lawyer if any are present and choose to speak in accordance with District policy and regulation.

Are educational services provided to suspended and expelled students?

In some circumstances, the District will offer ongoing educational services to students who are suspended or expelled. Whether the District does so depends upon the length of the exclusion from school, the student's status as a disabled student, and the nature of the student's offense.

Where students are eligible for and are offered continuing services by the District, the student's active participation in the alternative education services offered may be considered as a factor in reducing the level of discipline normally appropriate for the offense involved. For example, if a student is suspended for possession of illegal drugs and is being considered for expulsion as well, the fact that the student has enrolled in and is actively pursuing his/her education in the alternative program offered by the District may result in waiver of the requirement under this Code for expulsion or may even serve to reduce the term of the long-term suspension.

How does this Code of Conduct apply to students of different ages and developmental factors?

The rules and procedures outlined in this Student Code of Conduct apply to all District elementary students. The age, maturity and developmental factors of students may be considered in determining the type of disciplinary action to be taken in the event of violations. Generally speaking, the older and more mature a student is and/or the more serious the infraction, the more personal responsibility the student will carry for his or her actions.

District personnel who administer student discipline will follow appropriate disciplinary procedures for disabled students when dealing with students in special education programs, with those receiving Section 504 accommodations, and with those who are pending evaluation.

Conduct Expectations

In the following pages, this Code will describe categories of behavior, listing behaviors that are appropriate and that are inappropriate in District elementary schools. Those categories are as follows:

1. Aggression and Hostility
2. Alcohol, Tobacco, Medications, and Other Drugs
3. Arson and Combustibles
4. Attendance Violations
5. Harassment, Threats, Bullying, and Intimidation
6. Academic Dishonesty (Lying, Cheating, Forgery, or Plagiarism)
7. Disruptions to the Academic Process
8. Threatening the School Environment
9. Inappropriate Personal Behaviors
10. Technology Abuses
11. Theft
12. Trespassing
13. Vandalism and Damage
14. Weapons and Dangerous Items

General expectations for behavior in each of these categories are listed below. These expectations describe the way students should behave; the things they should do; the way they should treat others; the general things they should not do.

Following those general expectations are some tables which contain the District's formal disciplinary rules. Those tables specifically describe inappropriate behaviors and the consequences that can or will occur when students engage in those inappropriate behaviors.

1. Aggression and Hostility - Expectations

- Your words and actions towards others should be friendly, kind, and polite.
- Your words and actions should never make anyone feel afraid.
- You should not encourage someone to treat someone else badly or make someone else afraid.
- Keep your hands, feet and mouth to yourself. Don't hurt, push, trip, shove, kick, poke, or pull on other people.
- Don't fight. Walk away and find an adult when words or situations get difficult.
- If you feel frightened at school, let an adult, staff member, teacher, or your principal know.

2. Alcohol, Tobacco, Medications, and Other Drugs - Expectations

- Alcohol can harm you and your friends. Stay away from it. Don't give it to others. Never bring it to school.
- Cigarettes, cigars, chewing tobacco and other tobacco products are harmful. Stay away from them. Don't bring them to school and never give them to anyone else.
- Drugs are very dangerous. Never touch them. It is wrong to have them. Never bring them to school.
- Do not bring medicine or pills to school. This includes cough drops. If you have to take any kind of medicine during the day, you need to go to the principal and school nurse and leave the medicine with them, or get permission to keep the medicine with you.
- Never give pills or medicine to someone else.
- Materials used by people to make or use drugs (called "paraphernalia") are dangerous and cannot be at school.
- If someone tries to give you or someone else alcohol, drugs, paraphernalia, medicine, or tobacco products, tell your teacher or your principal.
- Having drugs, alcohol, and tobacco in your possession is not only against school rules, but it's also against the law.

3. Arson and Combustibles - Expectations

- Stay away from fire and things that can make fire.
- Respect things that belong to someone else. Don't damage them.
- Setting a fire is dangerous. They can quickly get out of control and hurt people, animals, and property.
- Leave matches, lighters, fireworks, and firecrackers at home. They cannot be at school.

- Smoke bombs can be mistaken for a fire, which can frighten people and lead to injuries. Never bring them to school.

4. Attendance Violations - Expectations

- Be at school everyday.
- Be in your classes on time. When you are late, it disrupts the activities in the classroom and hurts not only your learning but the learning of your friends.
- You must never leave the school campus without permission.
- If you have an excuse to be absent – such as when you are sick - remind your parent/guardian to call the school.
- Do your best to keep all absences to a minimum.

5. Harassment, Threats, Bullying, and Intimidation - Expectations

- Do things that would make you and your parents proud.
- Tell the truth about people. Do not lie about them.
- Bullies are mean. Bullies are wrong.
- No one has the right to hurt someone. No one has the right to hurt you.
- Calling people names, teasing them or making fun of them does not make you cool. It makes you a bully. No one likes a bully.
- Don't be a bully. Be a friend.
- Be kind to others.
- Be aware of what you are saying and doing to other people. Would you want someone to do that to you? If not, you should not be doing it.

6. Academic Dishonesty (Lying, Cheating, Forgery, or Plagiarism) - Expectations

- Be truthful both in words and actions.
- Make sure your work is your own. Using someone else's work hurts you in the end.
- When you borrow an idea, words or concept from another person, give that person credit in your work.

7. Disruptions to the Academic Process - Expectations

- Be polite to your teachers. They are there because they care about you and want to help you be successful in life.
- Help your teachers do their jobs. Make things easier for them, not harder. When things are easier for them, your education will be better for you.
- Cooperate in class. Participate. Contribute. Politely ask questions that may help you and perhaps others as well.
- If you have a personal conflict with the teacher, discuss it privately. If you are not satisfied with the outcome, discuss your concerns with a counselor or someone in the school office. Personal arguments in the classroom, like "talking back" to the teacher, creates new problems for you, the teacher, and your classmates.
- Wear appropriate clothing. Read your school's rules for clothing (dress code).
- Bad language has no place in school. Demonstrate your manners.
- Disrupting your school hurts your learning and that of others.

8. **Threatening the School Environment - Expectations**

- Threatening to bring a bomb or other dangerous things to school is against the law. Never threaten your school!
- Only touch a fire alarm if you see a fire.

9. **Inappropriate Personal Behaviors - Expectations**

- Keep your hands to yourself.
- Respect the personal space of others.
- Do not touch other people in personal places.
- If anyone touches you in an inappropriate way, tell an adult – your teacher, your parent, your principal.
- Jokes or pictures about personal matters or behaviors are not appropriate for school.

10. **Technology Abuses - Expectations**

- Only use District computers for the research or work your teacher assigned to you.
- Never put your name, address, or phone number on the internet unless your teacher has given you permission.
- Only use computer accounts and passwords that you have permission for. Never use someone else's account or password unless you have their permission.

11. **Theft - Expectations**

- Leave other people's belongings alone. They belong to them. Remember that it would hurt you to have something you love or value be lost or stolen.
- Do not take things or money from other people.

12. **Trespassing - Expectations**

- When you are asked to leave someplace by a school staff member, you need to listen to them and leave.
- Do not go into areas or places at school where you have been told not to go. Those areas may not be safe for you.

13. **Vandalism and Damage - Expectations**

- Damaging the property of others is wrong. Don't do it.
- If it does not belong to you, then you have no right to write, draw or paint on it.

14. **Weapons and Dangerous Items - Expectations**

- Stay away from weapons, like guns, knives, or other dangerous items.
- Never bring guns, knives, or other dangerous items to school. It is against the law and very dangerous.
- Do not bring pocket knives to school.
- Homemade weapons and slingshots should stay at home.

- Toy guns or knives that look real cannot be brought to school. They can be dangerous to school safety or frighten others if someone mistakes them for a real weapon.
- Poisons or things like pepper spray are dangerous. Never bring them to school.

Conduct Rules and Consequences

School-Level Actions

Code of Conduct Rule violations may result in one or more of the following School-Level Actions:

- | | |
|----------------------------|-----------------------------------|
| Activity Restriction | Probationary Contract |
| Bus Probation/Suspension | Removal from Class |
| Community Service | Reprimand |
| Conference | Schedule or Curriculum Adjustment |
| Detention | Time Out |
| In-Class/School Discipline | Work Assignment |
| In-School Suspension | |

Any or all of the above-listed disciplinary actions may be applied in any order, in the principal's discretion.

Prohibited Behavior Category, Rules and Definitions	Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 11.	
1. Aggression and Hostility		
A. Provocation	1 st Incident	2 nd or More Incident
Use of language or gestures, including exhibiting gang signs, that may cause others to fight or engage in other hostilities; Challenging someone to fight.	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension
B. Minor Aggressive Act	1 st Incident	2 nd or More Incident
Inappropriate physical contact which does not cause serious injury.	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension

Examples of **MINOR AGGRESSIVE ACT** include, but are not limited to, tripping, hitting, poking, pulling, or pushing.

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 11.	
1. Aggression and Hostility (continued)			
C. Fighting	Mutual participation by two or more students in an incident involving physical violence, where there is no major injury.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension • Expulsion
D. Assault	Causing any physical injury to another person; Making another person reasonably fearful of physical injury; Knowingly touching another person with the intent to hurt, insult or provoke that person. (A.R.S. §13-1203)	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion
E. Aggravated Assault	Committing assault which: <ul style="list-style-type: none"> • Causes serious physical injury to another; or • Involves a deadly weapon or dangerous instrument; or • Is inflicted upon someone 15 years or younger by someone 18 years old or older; or • Is an assault of a police officer; or • Is an assault of a school employee. (A.R.S. §13-1204)	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension • Expulsion 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory)

A verbal confrontation alone does not constitute **FIGHTING**.

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 11.	
2. Alcohol, Tobacco, Medications, and Other Drugs			
A. Alcohol Use or Possession	Using or being under the influence of alcohol; Possession of alcohol beverages.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension • Expulsion 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion
B. Alcohol Distribution	Providing or selling alcoholic beverages to another.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory) 	School Level (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory)
C. Drug Use or Possession	Use or possession of any drug or narcotic substance; Being under the influence of any drug at school or at any school-related event.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory) 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory)

ALCOHOL includes substances represented to be alcohol or believed to be alcohol, regardless of whether they are actually alcohol.

DRUG means any narcotic drug, dangerous drug, marijuana, or peyote (A.R.S. §13-3415) and includes:

- Inhalants;
- Prescription Drugs (Inappropriately Used);
- Over the Counter Drugs (Inappropriately Used);
- Illicit Drugs, including but not limited to, Ecstasy, Cocaine or Crack, Hallucinogens, Heroin, or Methamphetamines;
- Cannabinoids (synthetic or natural) commonly called marijuana, “fake weed,” “spice,” “K2,” “bath salts,” etc.; and/or
- Any substance represented to be a drug.

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory) , which must be applied, absent a waiver; see page 11.	
2. Alcohol, Tobacco, Medications, and Other Drugs (continued)			
		1 st Incident	2 nd or More Incident
D. Drug Paraphernalia Possession	Possession of any paraphernalia. (A.R.S. §13-3415 F.1.)	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension • Expulsion
E. Drug or Paraphernalia Distribution	Making, distributing, selling, buying, or giving any drug, narcotic substance, or paraphernalia to another person; Transporting or holding drugs or paraphernalia for another; Providing prescription or over-the-counter medication to another student.	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory) 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory)

PARAPHERNALIA means all equipment, products, and materials of any kind which are used, intended for use, or designed for use in producing, testing, packaging, storing, concealing, ingesting, inhaling or otherwise introducing a drug into the human body.

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 11.	
2. Alcohol, Tobacco, Medications, and Other Drugs (continued)			
F. Tobacco Possession	Possession of tobacco and related products. (A.R.S. §36-798.03)	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension 	School Level (see page 18), and: <ul style="list-style-type: none"> • Short Term Suspension (Mandatory) • Long-Term Suspension • Expulsion
G. Tobacco	Use, distribution, or sale of tobacco and related products. (A.R.S. §36-798.03)	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension • Expulsion 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion
H. Medication Violation	Use or possession of prescription, over-the-counter or herbal medications at school without prior written permission of the principal. *	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension • Expulsion 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion

Examples of **TOBACCO** and **TOBACCO-RELATED PRODUCTS** include: cigars, cigarettes, "e-cigarettes," and other nicotine delivery devices, cigarette papers, and smoking or chewing tobacco.

*To prevent accidental injuries and protect others, students must obtain written permission from the principal to possess or use any form of **MEDICATION**, including over-the-counter substances like pain relievers, vitamins, and supplements at school.*

*If a student provides prescription or over-the-counter medication to another student, Rule 2.E. (Drug or Paraphernalia Distribution) will apply.

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 11.	
3. Arson and Combustibles			
A. Arson	Damaging a structure or property by knowingly causing a fire or explosion. (A.R.S. §13-1703)	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory) 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory)
B. Combustibles	Possession or use of something capable of causing bodily harm or property damage if ignited; Possession or use of a smoke bomb or something similar that is capable of causing others to believe a fire is occurring.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension • Expulsion 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory) in situation of serious risk of harm to persons or property)

An example of **COMBUSTIBLES** include, but are not limited to: matches, lighters, flammable substances, firecrackers, fireworks, smoke/stink bombs; flash paper, sparklers, caps, ammunition (live or blank).

When a student uses a combustible to cause a fire, he/she has committed **ARSON**.

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 11.	
4. Attendance Violations			
A. Tardy	Arriving at school or to class after the scheduled start time.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18)	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 11.	
4. Attendance Violations (continued)			
B. Excessive Tardies	Arriving at school or to class after the scheduled start time five percent (5%) or more of the time.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension • Expulsion (Where combined with other offenses)
C. Off Campus Violation	Leaving school grounds or being in an "off limits" area during regular school hours without permission of the principal.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18)	School Level Actions (see page 17), and: <ul style="list-style-type: none"> • Short-Term Suspension
D. Unexcused Absence	Failing to attend school without parent or legal guardian permission.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension (Where combined with other offenses)
E. Excessive Absences/Truancy	Failing to attend school, unless excused, for more than ten percent (10%) of the number of required attendance days. (A.R.S. §15-803).	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18)	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension (Where combined with other offenses) • Expulsion (Where combined with other offenses)
F. Leaving Class Without Permission	Leaving class without teacher permission.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18)	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension (Where combined with other offenses) • Expulsion (Where combined with other offenses)

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 11.	
5. Harassment, Threats, Bullying, and Intimidation			
A. Harassment Nonsexual	Any form of communication or conduct that is directed at a specific person and that would cause a reasonable person to be seriously alarmed, annoyed, or harassed.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension • Expulsion 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short Term Suspension (Mandatory) • Long-Term Suspension • Expulsion
B. Bullying and Cyberbullying	Acting toward someone in an unwelcome and unprovoked manner, repeated over time, which exerts power over that person on or off District property; <p>Bullying (defined below) related to gender, race, ethnicity, socio-economic class, sexual orientation or identity (real or perceived), disability or other aspects of human differences.</p> <p>Actions that contribute to a substantial risk of potential injury, mental harm, degradation, or societal exclusion or causes physical injury, mental harm or personal degradation.</p>	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension • Expulsion 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion

BULLYING requires an imbalance of power (real or perceived), repeated over time, between one or more persons and the victim. Actions may include:

- physical (pushing, hitting, kicking, spitting, stealing);
- verbal (making threats, taunting, teasing, name-calling); or
- psychological (spreading rumors, social exclusion, manipulating social relationships).

HARASSMENT is different from **BULLYING** in that it is a form of discrimination.

CYBERBULLYING includes behavior that occurs through direct and indirect electronic acts (electronic mail, text messages, instant messaging, digital pictures or images, website / social media / blog postings, etc.).

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 11.	
5. Harassment, Threats, Bullying, and Intimidation (continued)			
C. Threats and Intimidation	<p>Threatening or suggesting, by words or conduct, the intention to cause physical injury or serious damage to a person or their property;</p> <p>(A.R.S. §13-1202)</p> <p>Associating with or participation in a group which exhibits negative attitudes and actions toward others.</p>	1 st Incident	2 nd or More Incident
		<p>School Level Actions (see page 18), and:</p> <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension • Expulsion 	<p>School Level Actions (see page 18), and:</p> <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion
D. Hazing	<p>Acting against another student, where both of the following apply:</p> <ul style="list-style-type: none"> • The act is in connection with initiation into, affiliation with, or membership in any school organization. • The act poses a risk of or causes injury, mental harm or degradation. <p>(A.R.S. §15-2301)</p>	1 st Incident	2 nd or More Incident
		<p>School Level Actions (see page 18), and:</p> <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) 	<p>School Level Actions (see page 18), and:</p> <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion

An example of **HAZING** includes using hand signals, graffiti, apparel, accessory, or manner of dress or grooming which by color, arrangement, trademark, symbol, or other attribute indicates or implies membership or affiliation with such a group.

A “**SCHOOL ORGANIZATION**” means an athletic team, association, order, society, corps, cooperative, club, or similar group that is affiliated with District school and whose membership consists primarily of students.

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 11.	
6. Academic Dishonesty (Lying, Cheating, Forgery, or Plagiarism)			
A. Cheating	<p>Claiming someone else's information or school work for your own;</p> <p>Recording and/or transferring information about tests or quizzes to another person.</p>	1st Incident	2nd or More Incident
		<p>School Level Actions (see page 18), and:</p> <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension 	<p>School Level Actions (see page 17), and:</p> <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension • Expulsion
B. Forgery	<p>Falsely and fraudulently making or altering a document;</p> <p>Modifying a school-related document by any means without written permission.</p>	1st Incident	2nd or More Incident
		<p>School Level Actions (see page 18), and:</p> <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension 	<p>School Level Actions (see page 18), and:</p> <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension • Expulsion
C. Lying	<p>Making an untrue statement with intent to deceive; creating a false or misleading impression.</p>	1st Incident	2nd or More Incident
		<p>School Level Actions (see page 18), and:</p> <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension 	<p>School Level Actions (see page 18), and:</p> <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension • Expulsion
D. Plagiarism	<p>Stealing and passing off the ideas or words of another as one's own.</p>	1st Incident	2nd or More Incident
		<p>School Level Actions (see page 18), and:</p> <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension 	<p>School Level Actions (see page 18), and:</p> <ul style="list-style-type: none"> • Long-Term Suspension • Expulsion

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 11.	
7. Disruptions to the Academic Process			
A. Disruption	<p>Engaging in behavior which causes an interruption in a class, activity, or school business.</p> <p>Any behavior that requires involvement of law enforcement personnel.</p>	1 st Incident	2 nd or More Incident
		<p>School Level Actions (see page 18), and:</p> <ul style="list-style-type: none"> • Short-Term Suspension 	<p>School Level Actions (see page 18), and:</p> <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension
B. Dress Code Violation	<p>Wearing clothing or accessories which do not comply with the dress code guidelines stated by school or District policy. The failure to comply with dress rules; failure to wear or display student identification</p>	1 st Incident	2 nd or More Incident
		<p>School Level Actions (see page 18)</p>	<p>School Level Actions (see page 18), and:</p> <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension
C. Insubordination	<p>Refusal to follow directions of school personnel;</p> <p>Talking back to or mocking school personnel;</p> <p>Delivering socially rude comments or conduct toward school personnel.</p>	1 st Incident	2 nd or More Incident
		<p>School Level Actions (see page 18), and:</p> <ul style="list-style-type: none"> • Short-Term Suspension 	<p>School Level Actions (see page 18), and:</p> <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension • Expulsion
D. Inappropriate Language or Gestures	<p>Verbal swearing, name - calling, making racial, ethnic, religious or gender slurs, exhibiting gang signs, or the use of words in an offensive or demeaning manner;</p> <p>Making gestures toward others intended to offend or annoy the other person; making gestures that communicate a hostile or sexual message.</p>	1 st Incident	2 nd or More Incident
		<p>School Level Actions (see page 18), and:</p> <ul style="list-style-type: none"> • Short-Term Suspension 	<p>School Level Actions (see page 18), and:</p> <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension

A **DISRUPTION** may include, but is not limited to:

- sustained talk or verbal outbursts; horseplay or roughhousing; or being out of your seat repeatedly; or
- an act that occurs off campus, including online or through social media, which has a disruptive impact on the learning environment of a school campus.

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 11.	
7. Disruptions to the Academic Process (continued)			
E. Parking Violation	Parking on school grounds or near school in a manner or location contrary to the school's parking rules.	1 st Incident	2 nd or More Incident
		Not Applicable to Elementary Students	Not Applicable to Elementary Students
F. Gambling	Playing games of chance for money or property.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension
G. Pranks	Any act of mischief that disrupts or distracts from a class, school activity or school event.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18)	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension
H. Probation Violation	Violation of any term or condition of academic and/or disciplinary probation contract assigned by a school administrator or District hearing officer.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension • Expulsion
I. Safety Violation	Acting in a manner that endangers the well-being of yourself or other persons.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension • Expulsion
J. Gang-related Clothing or Accessories	Wearing or displaying clothing or accessories that represent gang affiliation or membership.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 11.	
8. Threatening the School Environment			
A. Bomb Threat	Threatening to cause harm to property or person using a bomb, dynamite, explosive, or arson-causing device.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory) 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory)
B. Chemical or Biological Threat	Threatening to cause harm using dangerous chemicals or biological agents.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory) 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory)
C. False Fire Alarm	Intentionally ringing fire alarm when there is no fire; Falsely reporting a fire.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory) 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory)
D. Other Threat to School	Any threat (not listed in Rules 8.A., 8.B. or 8.C. above) to cause damage to a school building or school property, or to harm students or staff.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory) 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory)

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 11.	
9. Sexual Behaviors			
A. Sexually Inappropriate Materials	Possession of materials containing sexually explicit depictions.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension
B. Inappropriate Physical Contact	An isolated incident of unwelcome contact of a sexual nature.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension • Expulsion 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension • Expulsion
C. Sexual Harassment	Unwelcome conduct of a sexual nature toward another person which occurs repeatedly; interferes with, or limits another person's participation in the educational process and school program.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension • Expulsion 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion
D. Sexual Harassment with Bodily Contact	Sexual harassment (defined above) that includes unwanted physical contact of sexual or non-sexual body parts.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory) 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory)

SEXUALLY INAPPROPRIATE MATERIALS includes, but is not limited to, photographs, drawings, recordings, and written language.

SEXUAL HARASSMENT includes unwelcome sexual advances, requests for sexual favors, teasing, jokes, and other verbal, nonverbal, or physical conduct of a sexual nature; coercion of a third party to commit harassment towards another person.

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 11.	
9. Sexual Behaviors (continued)			
E. Indecent Exposure	Exposure of a person's own genitals, buttocks or female areola.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension • Expulsion 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion
F. Inappropriate Public Display of Affection	Affectionate behavior between two consenting students that would reasonably offend another person.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension • Expulsion 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension • Expulsion
G. Public Indecency	Displaying one's private parts or engaging in sexual acts	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension • Expulsion 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension • Expulsion

INDECENT EXPOSURE requires the presence of another person and disregard about whether that other person would be reasonably offended or alarmed by the act.

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 11.	
10. Technology Abuses			
A. Inappropriate Use of Technology	Using District computers, network or other technology to post, send, or share personal information, on or off District property, about one's self or about others without prior permission from a teacher and parent to do so.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18)	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension • Expulsion
B. Misuse of Technology	<p>Making or attempting unauthorized access to any Amphitheater Information System (AIS);</p> <p>Using or attempting to use the AIS to:</p> <ul style="list-style-type: none"> • Access any other computer system, • Access any District-prohibited website, • Bypass firewall or access proxy accounts, • Perform any illegal or inappropriate acts; <p>Disrupting or modifying the AIS or data by spreading viruses or by any other means.</p>	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension • Expulsion 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension • Expulsion
C. Misuse of Personal Technology	Using personal technology, on or off District property, in a manner that has a disruptive impact in class, on a school campus or at school activities.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension • Revocation of BYOD (Bring Your Own Device) 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension • Expulsion

PERSONAL INFORMATION includes names, pictures, addresses, telephone numbers, school address, etc.

MISUSE OF TECHNOLOGY/PERSONAL TECHNOLOGY includes, but is not limited to:

- a student logging in through another person's account or accessing their files without their written permission;

- drug or alcohol purchase, distribution, or sale;
- criminal or related gang activities;
- threatening conduct, bullying;
- posting obscene, lewd, vulgar, rude, inflammatory, threatening or disrespectful language, or pictures;
- posting false or defamatory information about a person or organization;
- posting or sending harassing messages or chain letters; or
- engaging in "spamming" (sending unnecessary messages to a large number of people).

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory) , which must be applied, absent a waiver; see page 11.	
11. Theft			
A. Theft	Taking money or property belonging to someone else with the intent to deprive the victim of the money or property. (A.R.S. §13-1802)	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension • Long-term Suspension 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short Term Suspension (Mandatory) • Long-Term Suspension • Expulsion
B. Extortion	Obtaining or trying to obtain someone else's property by threatening to do any of the following: <ul style="list-style-type: none"> • Causing physical injury to someone; • Causing damage to property; • Accusing someone of a crime; or • Exposing a secret which would could subject someone to contempt, hatred, or embarrassment. 	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-term Suspension • Expulsion 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-term Suspension (Mandatory) • Expulsion (Mandatory)
C. Robbery	Using force to take money or property belonging to someone else with the intent to deprive the victim of the money or property. (ARS §13-1902)	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-term Suspension 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-term Suspension (Mandatory) • Expulsion (Mandatory)

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 11.	
12. Trespassing and Loitering			
A. Trespassing	Entering or remaining on a school campus or other District facility (other than where you are enrolled) without authorization, invitation or lawful purpose.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension • Long-term Suspension • Expulsion
B. Loitering	Being on school property without a legitimate reason for being there; Refusing or failing to identify yourself while on school property.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension • Long-term Suspension • Expulsion

TRESPASSING includes students under suspension/expulsion; and those students who enter, or remain at, a school campus or facility after being directed to leave.

A **LOITERING** student includes one visiting any School District campus (other than where the student is enrolled) while school is in session without first receiving permission from the principal of the campus being visited.

13. Vandalism and Damage			
A. Vandalism	Destroying or defacing school or personal property.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension • Long-term Suspension 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension • Long-term Suspension • Expulsion
B. Graffiti or Tagging	Making drawings or writing words or symbols on the property of another by scratching, painting, or other means.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension • Long-term Suspension 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension • Long-term Suspension

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 11.	
14. Weapons and Dangerous Items			
A. Weapon (Other Than Firearm)	Possession, transfer, concealment, sale, or use of any item that may be used for attack or defense that is capable of causing death or serious injury; Use of a dangerous item to threaten, intimidate, attack, or harm another.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory) 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory)
B. Firearm	Possession, transfer, concealment, sale, or use of any weapon that is designed to expel a projectile by the action of an explosive or which may readily converted to expel a projectile by the action of an explosive. (18 USC 921)	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory) 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory)
C. Dangerous Item	Possession, transfer, concealment, sale, or use of anything that is readily capable of causing death or serious physical injury. (A.R.S. §13-105.11)	1 st Incident	2 nd or More Incident
		School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension • Expulsion 	School Level Actions (see page 18), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion

A **WEAPON (NON-FIREARM)** includes, but is not limited to:

- Knives with locking blades and/or blades longer than two and one-half (2 ½) inches;
- Brass knuckles;
- Explosive or destructive device intended for use as weapon;
- Any dangerous or hazardous object or substance intended for use as weapon;
- Nunchakus; and
- Poisonous gas.

A **FIREARM** includes, but is not limited to: handgun, pistol, revolver, rifle, shotgun, starter pistol.

A **DANGEROUS ITEM** includes, but is not limited to: B.B. or pellet guns, simulated firearms, knives with blade length of less than 2.5 inches, laser pointers, letter openers, mace/pepper spray; paintball guns, razor blades, box cutters, simulated knives, tasers or stun guns, or tear gas.

Special Disciplinary Rules

Weapons and Drugs

In the case of *weapon* or *drug* violations, long-term suspensions, and expulsion hearings are (Mandatory), with limited exceptions.

Possession of weapons is a particularly serious matter. Federal and state law require the school District to expel any student – for no less than one school year - who brings a firearm to school or to a school activity. The law provides for very limited exceptions to this strict rule, which can only be determined by the Governing Board of the District on a case-by-case basis.

Special Rule for Athletic and Activity Participants

Students participating in interscholastic activities for their schools do so as representatives for their school community and as role models for other students. When those students engage in drug or alcohol related behavior, it can negatively reflect upon their school community and can jeopardize their safety or that of other participants. Such involvement by these student leaders also sets a poor example for their peers.

As a consequence, the Amphitheater District maintains a “24/7” policy on the use of drugs or alcohol by interscholastic activity participants. Any participant who uses, possesses or transfers alcohol or drugs at any time during a season will be immediately removed from the activity for the balance of that season. This rule applies 24 hours a day, seven days a week, regardless of a student’s location.

Threatening an Educational Institution

Arizona law prohibits any person, including students, from threatening the safety and security of a public school or school district.

In accordance with Arizona Revised Statutes Section 15-841(H), a student who threatens a school must be expelled for a period of no less than one full year. The School District Governing Board may only rarely modify this strict expulsion requirement on a case-by-case basis.

A student subject to this expulsion requirement may also be assigned to an alternative educational program if the student participates in mediation, community service, restitution, or other programs in which the student takes responsibility for the results of the threat. The District may require the student’s parent(s) to participate in such programs with the student as a condition to the student’s reassignment to an alternative educational program.

Behaviors that Must Be Reported to Law Enforcement

Regardless of disciplinary action taken (or not taken) by a school, certain student behaviors must be reported to appropriate law enforcement authorities under the law. In accordance with law, school officials will report the following behaviors to law enforcement authorities:

- Aggravated assault
- Arson
- Bomb threats
- False fire alarms
- Non-accidental injuries to student.
- Assault
- Possession of weapons
- Possession, sale, or distribution of drugs; dangerous items, or alcohol
- Sexual assault/misconduct
- Threatening an educational institution

The District will also report any person's involvement in illegally removing a student from the school or other places where the principal has jurisdiction over the student, such as on school buses, on field trips, at athletic functions, and during school-sponsored events.

Additionally, the principal may report to the law enforcement agencies other potentially disruptive incidents occurring within the regular operation of the school. Such incidents include, but are not limited to, the following:

- Demonstration by students which could create unsafe conditions
- Extortion
- Theft/possession of stolen property
- Trespassing
- Vandalism

The District may also report any person's disruption or interference with any school function.

The foregoing lists are not exclusive and exhaustive. Other conduct MAY be reported to law enforcement officials if deemed necessary by the principal or other administration of the District.

District Policies of Importance Regarding Student Behavior

Policies are adopted by the Amphitheater Governing Board for the safety and welfare of the District's students, staff and community and, in some cases, as required by law.

The following policies and regulations are particularly significant in guiding students and parents as to the conduct and behavior expected while attending school-related activities. Policies may be revised at any time. The most current policies are maintained on, and available through, the District's website.

Amphitheater Information System Electronic User Requirements

All District students are required to abide by the following:

Acceptable Uses

The Amphitheater Unified School District provides students with access to information systems and educational technology resources consisting of: stand-alone computers and peripheral equipment, computer workstations connected to local area networks, server and networked peripheral equipment, a wide area network which includes access to the Internet, voice communication system, and electronic communication systems which include audio and video capability.

The Amphitheater Information System (AIS) may only be used for educational purposes. The term "educational purposes" includes classroom activities, career or professional development, limited high-quality personal research and other work related purposes. Students may not use the system for entertainment purposes, commercial purposes, or political lobbying. Students are expected to follow the rules set forth in the District's disciplinary code and the law. In addition to these Requirements, students' use of the AIS is governed by Governing Board Policy IJNDB copies of which are available at each school office or online.

The AIS has not been established as a public access service or a public forum. Therefore, the District has the right to place reasonable restrictions on the material accessed or posted through the system. Students are expected to follow the rules set forth in the District's Policies and Administrative Regulations and the law and realize that information accessed, created, sent, received, or stored on the network is not private. It is subject to review by network system administrators and system administrators may investigate complaints regarding inappropriate or illegal material.

Unacceptable Uses

To prevent against unacceptable use of the AIS, students must comply with the following:

To ensure their personal safety and that of others; Students shall:

- not post personal contact information about themselves, or others (i.e. names, addresses, telephone numbers, school address, etc.), without prior written permission from a teacher and/or parent to do so.
- not personally meet with someone they contact online without their parent's approval.

- promptly tell their teacher or school principal if they receive any message that is inappropriate or makes them feel uncomfortable.

It is illegal for Students to do the following:

- Attempt to gain unauthorized access to the AIS or any other computer system through the AIS.
- Attempt to log in through another person's account or access their files without their written permission.
- Attempt to disrupt the AIS or destroy data by spreading viruses or by any other means.
- Use the AIS to engage in any other illegal or inappropriate acts (drug or alcohol purchase, distribution or sale, criminal gang activity, threatening conduct, etc.).
- Plagiarize, misuse, or reproduce copyrighted works.

In their use of the AIS, Students shall observe the following language standards:

- No obscene, lewd, vulgar, rude, inflammatory, threatening or disrespectful language.
- No posting of information that could cause damage or danger of disruption to the educational environment or operations of the District.
- No personal attacks, including prejudicial or discriminatory attacks on individuals or groups. No harassment.
- No sending someone messages if they have told you to stop.
- No knowingly or recklessly posting false or defamatory information about a person or organization.
- No posting chain letters or engaging in "spamming" (sending unnecessary messages to a large number of people).

Students must be mindful of the following security matters:

- They are responsible for their email and/or network account. They should not provide their password to another person or use another person's password.
- They should not permit another person to use their account.
- They should immediately notify their teacher if they have identified a possible security problem.
- They should not download software or load software on the network or hard drive of any computer.
- They should not attempt to harm or destroy data of another user or any other agencies or networks connected to the AIS. This includes, but is not limited to, uploading or creating computer viruses.
- They should not move, harm, destroy or deface any District-owned hardware.
- They should not attempt to repair District-owned equipment without prior written approval.
- They should have all personally-assigned District computer equipment at school during school hours.
- They should notify their teacher if a password is lost or stolen, or if there is a reason to believe that someone has obtained unauthorized access to the system.
- They should not attempt to use any personal electronic devices (i.e. PDAs, Blackberries, cell phones, etc.) to disrupt or damage the District's network.
- Wireless networks will not be permitted without written authorization of the Executive Director of Technology.
- No personal equipment (i.e., computers, laptops, PDA's) shall be connected to District network systems without written permission of the Executive Director of Technology.

Inappropriate Access to Material

- Students may not access material that is profane or obscene, that advocates illegal acts, or that advocates violence or discrimination towards others (i.e. hate literature). A special exception may be made for teachers or high school students who must access hate literature for the purpose of a school assignment. In this situation, a student must obtain written teacher consent.
- If a student mistakenly accesses inappropriate information, they must immediately tell a teacher.

- Students will not use free, web-based mail, instant messaging, and video conferencing or chat services, which are not permitted on school networks unless expressly authorized.
- Development and posting of all web pages must be in a manner specified by the District's Department of Informational Technology. Material placed on web pages must relate to school and career preparation activities and be used to inform, communicate, and educate.

Student Information and Rights

- Use of the District's AIS is not private. Parents can request to see the contents of student files at any time (applies to students under 18 years).
- Routine maintenance and monitoring of the AIS may lead to discovery of violations of District policies or the law.
- An individual search will be conducted if there is a reasonable suspicion that the student has violated this District policy or the law.
- The District will cooperate fully with local, state or federal officials in any investigation related to any illegal activities conducted using the AIS.
- The District reserves the right to restrict or revoke my use of the AIS at any time, if deemed within the District's best interest.

Governing Board Policy JICK STUDENT VIOLENCE / HARASSMENT / INTIMIDATION / BULLYING

The Governing Board believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. The Board further believes a school environment inclusive of these traits maximizes student achievement, fosters student personal growth, and helps students build a sense of community that promotes positive participation as members of society.

The District, in partnership with parents, guardians, and students, shall establish and maintain a school environment based on these beliefs. The District shall identify and implement age-appropriate programs designed to instill in students the values of positive interpersonal relationships, mutual respect, and appropriate conflict resolution.

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

Definitions

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

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

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

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

- damage to or theft of personal property.

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

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

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

Prohibitions and Discipline

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

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

Reporting Incidents of Bullying

A student who is experiencing bullying, or believes another student is experiencing bullying, is to report the situation to the principal or another school employee. A school employee who becomes aware of or suspects a student is being bullied shall immediately notify the school administrator. School personnel shall maintain confidentiality of the reported information.

The initial notification of an alleged incident may be provided verbally. A detailed written description of the incident and any other relevant information must be provided on form(s) made available by the school and submitted to the principal within one (1) school day of the verbal report. Should the principal be the employee who observes, is informed of, or suspects a student is experiencing bullying the principal shall document the incident or concern in writing. Failure by an employee to report a suspected case of bullying may result in disciplinary action up to suspension without pay or dismissal pursuant to Board Policies GCQF and GDQF.

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

At the time a student reports alleged bullying the principal shall provide to the student who has allegedly been bullied a written copy of student rights, protections and support services available to the student and shall notify the student's parent(s) of the report.

The principal shall investigate *all* reports of bullying. If the principal determines that bullying has occurred, discipline will be administered pursuant to Board Policies JK, JKD, and JKE. Regardless of the outcome of the investigation the principal will meet with the involved students to review the findings of the investigation. Subject to the restrictions of the Family Educational Rights and Privacy Act (FERPA) set out in policy JR, the parent(s) or guardian(s) of the involved students shall also be informed of the findings of the investigation.

Documentation related to reported bullying and subsequent investigation shall be maintained by the District for not less than six (6) years. In the event the District reports incidents to persons other than school officials or law enforcement all individually identifiable information shall be redacted. Restrictions established by FERPA on disclosure of personally identifiable student information must be observed at all times.

The Superintendent shall establish procedures for the dissemination of information to students, parents and guardians. The information will include, but not be limited to, Governing Board policies, incident reporting, support services (proactive and reactive) and student's rights. The dissemination of this information shall:

- occur during the first (1st) week of each school year,
- be provided to each incoming student during the school year at the time of the student's registration,
- be posted in each classroom and in common areas of the school, and
- be summarized in the student handbook and on the District website.

The Superintendent shall establish procedures for the dissemination of information to District employees including, but not limited to:

- Governing Board policy,
- preventive measures,
- incident reporting procedures,
- available support services for students (both proactive and reactive), and
- student rights.

Information will be provided to staff members at the beginning of each instructional year and on the first day of employment for new employees.

The Superintendent shall establish procedures designed to protect the health and safety of students who are physically harmed as the result of bullying. These will include, when appropriate, procedures for contacting emergency medical services, law enforcement agencies, or both.

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

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

Governing Board Policy Regulation JICK-R **STUDENT VIOLENCE / HARASSMENT /INTIMIDATION / BULLYING**

The District does not tolerate bullying in any form. Further, the District shall investigate each complaint of bullying and will take appropriate, timely, and responsive action.

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

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

Any student who feels he or she has been the victim of bullying or suspects other students of being bullied should file a complaint with the principal or the principal's designee or other school employee. The student's report may be provided verbally or in writing. A student's verbal report will be documented in writing by the employee receiving the report.

Any staff member who becomes aware of or suspects that a student is experiencing bullying shall immediately notify the principal or the principal's designee. Employees may initially give verbal notice to the principal or the principal's designee, but shall submit a written report to the principal or the principal's designee within one (1) school day of the verbal report.

Reprisal directed toward a student or employee for the reporting of a case of bullying or a suspected case of bullying will not be tolerated. Students involved directly or indirectly in reprisal will be disciplined pursuant to Board Policies JK, JKD, and JKE. Any suspected violation of the law will be reported to law enforcement authorities.

Investigation of submitted complaints shall be initiated by the principal or the principal's designee as soon as is feasible, but not later than two (2) school days after the initial report. Each investigation will be comprehensive to the extent determined appropriate by the principal or the principal's designee. In investigating the complaint, the principal or the principal's designee will maintain confidentiality to the extent reasonably possible, subject to the restrictions pertaining to disclosure of personally identifiable student information established in the Family Educational Rights and Privacy Act (FERPA).

Each investigation will be documented by the principal or the principal's designee. Documentation will be maintained by the District for at least six (6) years. In the event the District must report incidents to persons other than school officials or law enforcement, all individually identifiable information shall be redacted.

Should the principal or the principal's designee determine that bullying has occurred discipline will be administered pursuant to Board Policies JK, JKD, and JKE. Regardless of the outcome of the investigation the principal or the principal's designee will meet with the student who reported or was reported as being bullied to review the findings of the investigation. Additionally, the parent(s) or guardian(s) of the involved students will be informed of the findings of the investigation.

The Superintendent is responsible for determining the methods of information delivery to employees and students. The Superintendent shall provide to the school principals, supervisors and all other District employees the information necessary to comply with Governing Board policy JICK. The information related to bullying is to include but not be limited to preventive measures, incident reporting, related support services available (proactive and reactive), student rights, employee responsibilities, and the ramifications of not reporting a bullying incident or suspicion of bullying. The information shall be disseminated to District personnel at the beginning of each year and as the Superintendent otherwise determines to be appropriate.

The principal or the principal's designee is responsible to ensure information related to bullying is disseminated to students, and parents and guardians. The information shall include but not be limited to Governing Board policy, incident reporting, support services (proactive and reactive) and student's rights. The dissemination of this information will

- occur during the first (1st) week of each school year,
- be posted in each classroom and in common areas of the school,

- be summarized in the student handbook and on the District website, and
- be provided to each incoming student during the school year at the time of registration.

The principal or the principal's designee is also responsible to ensure information is disseminated to all students who report bullying, including, at the time the incident is reported, a written copy of student rights, protections and support services available to the student; a copy of the report shall also be given to the student's parent(s)/guardian(s).

The principal or the principal's designee is responsible for the maintenance of documentation related to bullying.

Governing Board Policy Exhibit JICK-EB
STUDENT VIOLENCE / HARASSMENT / INTIMIDATION / BULLYING
 (To be displayed in school buildings and in student handbooks)

The Governing Board of the Amphitheater School District believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. The Governing Board further believes a school environment that is inclusive of these traits maximizes student achievement, fosters student personal growth, and helps a student build a sense of community that promotes positive participation as citizens in society.

To assist in achieving a school environment based on the beliefs of the Governing Board, bullying in any form will not be tolerated.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Governing Board Policy JICF SECRET SOCIETIES / GANG ACTIVITY

Gangs that initiate, advocate, or promote activities that threaten the safety or well-being of persons or property on school grounds or disrupt the school environment are harmful to the educational process.

The use of hand signals, graffiti, or the presence of any apparel, jewelry, accessory, or manner of dress or grooming that, by virtue of its color, arrangement, trademark, symbol, or any other attribute indicates or implies membership or affiliation with such a group is prohibited because of the disruption to educational activities that results from such activities or dress. It is the District's position that such activities and dress also present a clear and present danger to other District students and to District staff members.

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

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

Governing Board Policy Regulation JICF-R SECRET SOCIETIES / GANG ACTIVITY

For the purpose of District policy, a gang is a group of three (3) or more people who:

- Interact together to the exclusion of others;
- Claim a territory or area;
- Have a name;
- Have rivals/enemies; and
- Exhibit antisocial behavior - often associated with crime or a threat to the community.

The type of dress, apparel, activities, acts, behavior or manner, or grooming displayed, reflected, or participated in by the student shall not:

- Lead school officials to believe that such behavior, apparel, activities, acts, or other attributes are gang related or would disrupt or interfere with the school environment or activity and/or educational objectives;
- Present a physical safety hazard to self, students, staff members, or other employees.
- Create an atmosphere in which the well-being of a student, staff member, or other person is hindered by undue pressure, behavior, intimidation, overt gesture, or threat of violence; or
- Imply gang membership or affiliation by written communication, marks, drawing, painting, design, or emblem upon any school or personal property or on one's person.

If the student's dress is in violation of this regulation or a District policy, the principal will ask the student to make the appropriate correction. If the student refuses, the parent/guardian may be notified and asked to make the necessary correction. The principal will take appropriate corrective and disciplinary action.

Governing Board Policy JICFA HAZING

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

"Hazing" means any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student, and in which both of the following apply:

- The act was committed in connection with an initiation into, an affiliation with, or the maintenance of membership in any organization that is affiliated with an education institution.
- The act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation.

"Organization" means an athletic team, association, order, society, corps, cooperative, club, or similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.

It is no defense to a violation of this policy if the victim consented or acquiesced to hazing.

In accord with statute, violations of this policy do not include either of the following:

- Customary athletic events, contests or competitions that are sponsored by an educational institution.
- Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate extracurricular program, or a legitimate military training program.

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

Students and others may report hazing to any professional staff member.

Professional staff members must report the incident to the school administrator or next higher administrative supervisor, in writing, with such details as may have been provided. A failure by a staff member to timely inform the school administrator or next higher administrative supervisor of a hazing allegation or their observation of an incident of hazing may subject the staff member to disciplinary action in accord with District policies. The staff member shall preserve the confidentiality of those involved, disclosing the incident only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law. Any instance of reported or observed hazing which includes possible child abuse or violations of statutes known to the staff member shall be treated in accord with statutory requirements and be reported to a law enforcement agency.

To assure that students and staff are aware of its content and intent, a notice of this policy and procedure shall be posted conspicuously in each school building and shall be made a part of the rights and responsibilities section of the student handbook. Forms for submitting complaints are to be available to students and staff in the school offices.

Disposition of all reports/complaints shall be reported to the Superintendent. The Superintendent will determine if the policies of the District have been appropriately implemented and will make such reports and/or referrals to the Board as may be necessary.

All violations of this policy shall be treated in accord with the appropriate procedures and penalties provided for in District policies related to the conduct and discipline of students, staff, and others.

Governing Board Policy Regulation JICFA-R HAZING

A person who reports or complains regarding hazing may report or complain directly to the school administrator or to a professional staff member. The professional staff member receiving the report/complaint shall retrieve sufficient detail from the person to complete the form designated for such purpose. At a minimum the report/complaint shall be put in writing containing the identifying information on the complainant and such specificity of names, places and times as to permit an investigation to be carried out. When a professional staff member receives the information, the staff member will transmit a report to the school administrator or supervising administrator not later than the next school day following the day the staff member receives the report/complaint.

The report/complaint will be investigated by the school administrator or a supervising administrator. The procedures to be followed are:

- An investigation of the reported incident or activity shall be made within ten (10) school days when school is in session or within fifteen (15) days during which the school offices are open for business when school is not in session. Extension of the time line may only be by necessity as determined by the Superintendent.
- The investigator shall meet with the person who reported/complained at or before the end of the time period and shall discuss the conclusions and actions to be taken as a result of the investigation. Confidentiality of records and student information shall be observed in the process of making such a report.
- The investigator shall prepare a written report of the findings and a copy of the report shall be provided to the Superintendent.

Where disciplinary action is necessary, District policies shall be followed.

Governing Board Policy EEAEC STUDENT CONDUCT ON SCHOOL BUSES

Students are required to conduct themselves in the bus, prior to boarding the bus, and subsequent to leaving the bus in a manner consistent with established standards for classroom behavior.

When a student fails to practice proper conduct, the bus driver will inform the principal of the misconduct, which may then be brought to the attention of the parents.

Students who become serious disciplinary problems related to school transportation may have their riding privileges suspended. In such cases, the parents of the students involved become responsible for seeing that their children get to and from school safely.

Students riding on special-activity buses are under the direct supervision of the bus driver in cooperation with sponsor(s). Students who do not conduct themselves properly will be denied the privilege of riding on special-activity buses.

NOTICE

To facilitate investigation of bus infractions and protect bus occupants, buses may be equipped with hidden cameras which will visually and audibly record events.

Governing Board Policy Regulation EEAEC-R STUDENT CONDUCT ON SCHOOL BUSES (OR OTHER SCHOOL DISTRICT VEHICLES)

The following regulations shall apply to all school buses or other School District vehicles operated by the District for student transportation:

- The driver is in complete charge of the vehicle and must be obeyed by all passengers. The driver's authority includes the loading and unloading of passengers.
- Each driver is provided a bus route schedule. Unscheduled stops shall not be made without authorization by the transportation manager, except in case of an emergency.
- Every student must be seated while riding in a school bus, and must remain seated while the bus is in motion.
- Every student must wear a seat belt, when provided.
- A student shall not extend hands, arms, head, feet, or any object through the window of the bus or other vehicle.
- Generally, a student shall not eat or drink any kind of food or beverage while in a school bus or other school vehicle.
- A student shall not throw, shoot, or project any type of object while in a school bus or other school vehicle.
- Animals, insects, or reptiles shall not be transported in a school bus.
- Glass containers shall not be transported in a school bus.
- Elementary school students must have written permission to leave a school bus at a stop other than such students' usual stops.
- Any musical instrument carried by a student shall be under the student's control at all times or properly stored in a vacant seat.
- A student shall make every effort to:
 - Keep the school bus or other vehicle clean.

- Be courteous to the driver and other students/passengers in the school bus or other vehicle.
- Practice safe habits in waiting for a school bus at a scheduled stop, and in getting on and off the bus.
- Never use loud, profane, or obscene language or obscene gestures while in a school bus or other school vehicles.
- When unloading from a school bus and crossing to the left side of a road or street, a student shall always pass in front of the bus.
- The use of tobacco, in any form, is prohibited on a school bus.
- *Riding on a school bus is a privilege, not a right.* A student who refuses to obey the directions of a bus driver promptly, or to obey these regulations, may be denied the privilege of riding to and from school on a school bus.

Consequences for Violations of Conduct Rules for School Bus or Other School District Vehicles

The driver of a school bus or other School District vehicle has the legal responsibility to maintain passenger conduct that does not jeopardize the safety or welfare of the driver and the passengers. Therefore, it may be necessary for the driver to make judgments regarding appropriate consequences for violations of bus conduct rules.

The driver's discretion will be used in establishing the severity of the offense based on the descriptions listed below. Consequences will be administered consistent with the severity of the offense. For example, if the driver believes the behavior of the student was a 4th level (very serious) violation, it is not necessary that the consequences for levels 1 - 3 be imposed before suspension of riding privileges is imposed.

At all levels of severity, the student will be provided with the opportunity to hear the specified charges and to respond to those charges.

Charge levels:

- *1st level violations* are minor in nature, do not involve repeat violations of conduct rules, and do not immediately jeopardize the safety or welfare of other passengers.
 - A verbal warning will be given to the student by the driver, indicating the specific behavior that is inappropriate and requesting that such behavior not be repeated.
- *2nd level violations* are of moderate severity. They may include repetitions of minor violations, constitute a distraction sufficient to distract the attention from driving responsibilities, and/or compromise the safety or welfare of the driver or other passengers.
 - The driver will hold a conference with the student and may change the seat assignment of the student. The driver shall keep a record of 2nd level offenses. The name of the student, the behavior, and action taken should be recorded.
- *3rd level violations* are serious in nature. They include, but are not limited to, repeated violations that have been addressed by the driver at the first or second levels, and disruptions that compromise the safety or welfare of the driver or other passengers.
 - The bus driver will submit a written report to the school principal or designee, who will arrange a conference, either in person or by telephone, with the driver and the person responsible for the student. The driver will recommend a consequence, which may include, but not be limited to, change of bus seat, behavioral contract, or home support and involvement.
 - The final determination of consequence will be made jointly by the principal or designee and the transportation manager.
 - A student may have no more than two (2) 3rd level referrals before a loss of riding privileges will occur.
- *4th level violations* are very serious in nature. They include chronic violations of bus conduct rules, vandalism to the bus or School District vehicle, any violation of the District's weapons,

drugs, and alcohol policies, assault, extortion, or arson, and any other offense that the driver deems of sufficient severity as to jeopardize the safety or welfare of the driver or passengers.

- The bus driver will submit a written report to the school principal or designee, who will arrange a conference, either in person or by telephone, with the driver and the person responsible for the student. The driver will recommend a consequence, which will include a suspension or loss of bus riding privileges.
- Generally, the first 4th level violation will carry a suspension of up to five days. Additional 4th level violations will carry a penalty of, at least, five days and may result in a loss of riding privileges for the remainder of the school year. However, a first 4th level offense may be of significant seriousness that the driver can recommend a longer or permanent suspension of riding privileges.

Suspension of Student from School Buses or Other District Vehicles

A suspension from the bus may be appealed to the principal, if the suspension has been imposed by a designee. The final decision will be made jointly by the transportation manager and the principal or designee.

When it is necessary to suspend a student from a school bus or other School District vehicle, the person responsible for the student shall be given a *minimum* of twenty-four hours' notice so that the person responsible for the student may arrange alternate transportation for the student.

The principal or designee will inform the following persons of the specific length and inclusive dates of the suspension period, prior to enforcement of the suspension:

- The student involved.
- The person responsible for the student.
- The driver for the suspended student.

The student shall be advised that all concerned parties, as noted above, will be informed of the action taken.

Immediate Removal of Student from School Bus or Other District Vehicle

Notwithstanding the progressive consequences described above, the driver of a school bus shall have the authority to remove a student from the school bus or other School District vehicle prior to a conference with the principal or designee and the person responsible for the student under the following conditions:

Elementary school students. At no time and under no circumstances shall an elementary school student be put off the bus by a driver. If an uncontrollable situation should arise with a student or students in these grades, the driver must contact the transportation office immediately for instructions. If there is any behavioral situation on a bus that would immediately jeopardize the safety of the driver and/or the passengers on the bus, the driver should stop the bus and remain stopped while awaiting instructions.

Special Education Students - Suspension from School Bus or Other School District Vehicle

Students enrolled in special education programs may be suspended for up to ten consecutive days per offense. For longer periods of time, or for frequent short-term suspensions, a responsibility conference must be convened to determine whether or not the behavior is a manifestation of the student's disability. If a causal relationship is not found, the student may be suspended for more than ten consecutive days. If the behavior is determined to be a manifestation of the student's disability, the student's IEP will be reviewed and modifications will be made if deemed necessary.

Governing Board Policy JICA STUDENT DRESS

The Board recognizes that 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.

The Board authorizes the Superintendent to develop and enforce school regulations prohibiting student dress or grooming practices that:

- Present a hazard to the health or safety of the student or to others in the school.
- Materially interfere with school work, create disorder, or disrupt the educational program.
- Cause excessive wear or damage to school property.
- Prevent students from achieving their educational objectives.
- Represent membership in a gang.

Obscene language or symbols, or symbols of sex, drugs, or alcohol on clothing are expressly prohibited.

Governing Board Policy Regulation JICA-R STUDENT DRESS

Students and parents are responsible to provide appropriate student attire. District personnel have the responsibility of protecting the health and safety of pupils and maintaining proper and appropriate conditions conducive to learning. The choices of students and their parents shall not affect the educational program of the schools or the health and safety of others. The District encourages students to take pride in their attire as it relates to the school setting. Students should dress in a manner that, in addition to the following guidelines, takes into consideration the educational environment, safety, health, and welfare of self and others.

The type of attire or grooming displayed by students shall not:

- Present a physical safety hazard to self or others in the school. Examples of attire which are prohibited include, but are not limited to:
 - Wallet chains.
 - Hanging belts.
- Jewelry such as low-hanging earrings that may be caught by another object or pulled by others. Create an atmosphere in which the well-being of *others* is hindered by undue pressure, intimidation, or threat of violence. Examples of attire which are prohibited include, but are not limited to:
 - Bandannas, hair nets, scarves as headgear, except when worn for religious purposes.
 - Gang-related personalization on hats, items of clothing, belt buckles, or on one's self.
 - Profane, defamatory writing or depictions on clothing or jewelry.
 - Obscene language or pictures.
- Display profanity or profane/obscene gestures or promote alcohol, drugs, or tobacco in their logo.
- Materially interfere with school work, create disorder, or disrupt the educational program. Examples of prohibited attire include, but are not limited to:
 - Any clothing which exposes a student's bare midriff.
 - Muscle shirts, spaghetti strap tops, tank tops with shoulder straps less than two (2) inches wide.
 - Mesh sports jerseys without undershirts.
 - Exposed undergarments.
 - Shorts and skirts must cover the buttocks and extend down to cover at least three (3) inches of the legs.

Safety standards established for vocational education, physical education, and other lab classes shall be followed. Specific standards for dress and grooming may be established for extracurricular activities by those responsible for supervising such activities.

If a student's dress is in violation of this regulation, the principal or designee will ask the student to make an appropriate correction. If the student refuses, the parent/guardian may be notified and asked to make the necessary correction. The principal or designee will take corrective action in order to ensure compliance with the student dress code.

Governing Board Policy KFA PUBLIC CONDUCT ON SCHOOL PROPERTY

No person shall engage in conduct that may cause interference with or disruption of an educational institution. Interference with or disruption of an educational institution includes any act that might reasonably lead to the evacuation or closure of any property of the educational institution or the postponement, cancellation or suspension of any class or other school activity. For the purposes of this policy, an actual evacuation, closure, postponement, cancellation or suspension is not required for the act to be considered interference or disruption.

A person commits interference with or disruption of an educational institution by doing any of the following:

- Intentionally, knowingly or recklessly interfering with or disruption of the normal operations of an educational institution by either:
- Threatening to cause physical injury to any employee or student of an educational institution or any person on the property of an educational institution.
- Threatening to cause damage to the District, the property of the District, or the property of any person attending the District.
- Intentionally or knowingly entering or remaining on the property of an educational institution for the purpose of interfering with or denying lawful use of the property to others.
- Intentionally or knowingly refusing to obey a lawful order given by the Superintendent or a person designated to maintain order.

The above identified acts need not be directed at a specific individual, the District, or specific property of the District to constitute a violation of this policy.

Restitution for any financial loss caused by a violation of the policy may be required. Furthermore, an individual who interferes with or disrupts an educational institution is subject to misdemeanor or felony charges as provided in A.R.S. 13-2911.

A person may also interfere with or disrupt the District function by committing any of the following:

- Any conduct intended to obstruct, disrupt, or interfere with teaching, research, service, administrative, or disciplinary functions or any activity sponsored or approved by this Board.
- Physical or verbal abuse or threat of harm to any person on property owned or controlled by the District or at supervised functions sponsored by the District.
- Forceful or unauthorized entry to or occupation of District facilities, including both buildings and grounds.
- Illicit use, possession, distribution, or sale of tobacco, alcohol, or drugs, other controlled substances, or other illegal contraband on District property or at school-sponsored functions.
- Use of speech or language that is offensive or inappropriate to the limited forum of the public school educational environment.
- Failure to comply with the lawful directions of District officials or of District security officers or other law enforcement officers acting in performance of their duties, and failure to identify oneself to such officials or officers when lawfully requested to do so.

- Knowing violation of a District rule and regulation. Proof that an alleged violator has a reasonable opportunity to become aware of such rules and regulations shall be sufficient proof that the violation was done knowingly.
- Any conduct constituting an infraction of any federal, state, or city law or policy or regulation of the Board.
- Carrying or possessing a weapon on school grounds unless the individual is a peace officer or has obtained specific authorization from the appropriate school administrator.

Additional Requirements of the General Public

The definition of *general public* is anyone who does not come under the definition of student, faculty member, staff member, or employee.

- No person shall visit or audit a classroom or other school activity, nor shall any person come upon or remain upon school premises, without approval by the principal or the principal's authorized representative. Nor shall any person conduct or attempt to conduct any activity on school premises without prior approval by the Superintendent or the Superintendent's authorized representative.
- Any member of the general public considered by the Superintendent, or a person authorized by the Superintendent, to be in violation of these rules shall be instructed to leave the property of the District. Failure to obey the instruction may subject the person to criminal proceedings pursuant to A.R.S. 13-2911 and to any other applicable civil or criminal proceedings, or to tribal ordinance.
- Persons attending special functions shall confine themselves to the specific part of the facility assigned in the permit.
- Persons who engage in disorderly conduct of any kind may be subject to removal and exclusion from the facility.
- The use of facilities shall be granted only for legitimate purposes. Therefore, the permit holder shall assume full responsibility for any unlawful act committed during the exercise of the permit.
- No person shall possess or engage in the use of medical marijuana on District property, at a District event, or in a District vehicle.

Governing Board Policy Regulation KFA-R SPECTATOR CONDUCT

This regulation provides specific rules for dealing with spectator conduct of nonstudent fans in order to prevent unsportsmanlike conduct of such fans, including verbal abuse toward officials, coaches, and other spectators, as well as any other actions deemed disruptive or unruly.

The principal and a few carefully chosen designees will deal with and enforce satisfactory spectator conduct. These individuals will have the authority to remove or arrange for the removal of such disruptive individuals. Such removal should indicate either verbally or in writing that the person(s) is not to return to campus without assuring the principal, in writing, of a guarantee that such misconduct will not be repeated. Refusal to do so would allow the principal to ban the person(s) from future games or other school events.

Governing Board Policy AC NONDISCRIMINATION/EQUAL OPPORTUNITY

The Board is committed to a policy of nondiscrimination in relation to race, color, religion/religious beliefs, gender, age, national origin, sexual orientation, creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, family, social or cultural background. This policy will prevail in all matters concerning staff members, students, the public, educational programs and services, and individuals with whom the Board does business.

***REVERSE THIS BOOKLET
FOR OTHER
IMPORTANT
PARENT AND STUDENT
INFORMATION***

Middle School and High School



2017-2018 STUDENT **CODE** OF **CONDUCT**



Amphitheater
High School



Canyon del Oro
High School



Ironwood Ridge
High School



Coronado
K-8



Wilson
K-8



Rillito
Center



Amphitheater
Middle School



Cross
Middle School



La Cima
Middle School

Parent and Student Advisory:

This Code of Conduct complies with State of Arizona Department of Education requirements to use specific language to define certain prohibited acts and behaviors. This language may not be suitable for all children. Parental guidance and discretion is suggested.

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Our Vision

Amphitheater schools and facilities are places where students thrive academically; places parents want their children to go; places where highly skilled people work; and places community members respect because of the high student achievement, caring environment, and focus on individual needs.

Our Mission

To empower all students to become contributing members of society equipped with the skills, knowledge, and values necessary to meet the challenges of a changing world.

We Value

Achievement, caring, creativity, curiosity, diligence, diversity, fairness, honesty, kindness, respectfulness, responsibility, and service to the community.

We Believe

- All students can learn and achieve.
- Everyone has unique strengths, talents, and needs.
- All students and staff should be responsible for and dedicated to educational excellence.
- Education requires cooperation, honesty, and respect among the students, parents, school, staff and community.
- The school community deserves a safe and caring environment.
- Our actions reflect our values and dedication to meet student needs fairly and equitably and
- Ample resources are essential to accomplish the Mission.

Discover Amphi

Excellence in Education

Governing Board



Jo Grant
President



Deanna M. Day, M.Ed.
Vice President



Scott K. Baker, Ph.D.
Member



Vicki Cox Golder
Member



Scott A. Leska
Member

District Administration

Todd A. Jaeger, J.D., Superintendent

Monica Nelson, Associate Superintendent, School Operations

Michelle H. Tong, J.D., Associate to the Superintendent and General Counsel

Scott Little, Chief Financial Officer



Learn more about Amphitheater Public Schools at:

www.amphi.com

A LETTER FROM THE SUPERINTENDENT

August 2017

Dear Students and Parents:

As the new Superintendent of Amphitheater Public Schools, it is my great pleasure to welcome you to the 2017-2018 school year.



When I first joined Amphitheater 21 years ago, one of the things that impressed me about the District was its commitment to providing a safe school environment. This commitment, however, is not simply a reflection of the Governing Board's policies and beliefs, but also truly depends upon the contributions and participation of our entire community.

This Code of Conduct is published every year to ensure students are made aware of our expectations for their behavior. Beyond stating our disciplinary rules, however, the core purpose of this Code is to help teach our students traits of good citizenship and character. Therefore, we rely upon our parents to review this handbook with their children to ensure that students are aware of both the District's expectations and – equally vital – family expectations for student behavior.

We also depend upon our District staff to deliver fair and consistent discipline, as appropriate, as described in this Code.

Thus, we all have a role to play in ensuring a safe experience for every student.

On behalf of our Governing Board and all the qualified, caring and dedicated staff in each of our schools, programs, and facilities, I thank you for the opportunity to educate and nurture your student. We thank you for choosing Amphitheater and look forward to working together with you to make your student's year a success.

Sincerely,

A handwritten signature in black ink that reads "Todd A. Jaeger". The signature is written in a cursive, flowing style.

Todd A. Jaeger, J.D.
Superintendent
Amphitheater Public Schools

Introduction to the Student Code of Conduct

A clear and specific Student Code of Conduct is an essential element in developing and maintaining a successful academic environment. As the expectations for student achievement increase, a Student Code of Conduct becomes increasingly important as a central element in the creation of the safe and caring environment necessary for student success. To be effective, a Code must explain expectations for behavior so that all members of the school community can fully understand them; it must also provide fair and consistent guidelines for consequences to be applied when behavioral incidents do occur to help ensure schools are safe places for students, staff, and the public.

This Code has been drafted to be as conversational as possible, but it is important to recognize that any code of conduct must comply with certain legal mandates for public schools and must be very clear about expectations, to include precise definitions where required. Therefore, this Code provides both “plain language” definitions for behavioral incidents as well as more technical definitions established by the State of Arizona Department of Education.

This Code of Conduct includes the following elements:

- Prohibited behaviors are organized into categories to help students understand the related nature of certain behaviors and their relative impacts upon the learning environment.
- Behavioral rules and potential consequences for violations of the rules are combined together in tables to improve understanding and for ease of reference.
- Because technology has become increasingly important for students both within the school setting and in society at large, this Code incorporates rules on the use and consequences for misuse of technology, including computers and the Internet.

The District Values: Basic Expectations for Positive Student Conduct

The following pages outline eleven positive conduct standards for our student community. Examples are given for each standard; however, they are not intended to be a complete or exhaustive list of examples.

1. DIVERSITY

- Be your own person and be proud of who you are.
- Recognize that you are different from others and that others will be different from you.
- Respect the differences in others.
- Try to understand the feelings of others.
- Enjoy the differences in people and learn from them.

2. CREATIVITY

- Think.
- Imagine.
- Try new ways to do things.
- Have your own ideas. Give credit to others for theirs.
- Enjoy new ideas from others.

- Explore ideas in a thoughtful and positive manner.
- Be flexible and adaptable to meet changing demands.

3. CURIOSITY

- Use technology appropriately and for school purposes.
- When you do not understand words, directions, information, or questions, always ask someone to explain their meaning. Ask the teacher, ask friends, or ask your parents.
- When you ask a question in class, other students probably are asking the same question in their heads. When you ask a question, you may be helping other students who are too shy to ask that question.
- Enjoy wondering about everything. Then, ask someone to help you find out more about what you are wondering about. Good helpers are your teacher, the librarian, your parents, and the Internet.
- Be an explorer. Think of new ideas. Think of new ways to understand yourself, others, and the world around you.

4. DILIGENCE

- Attend school daily and be on time.
- When you have a job to do, do it until it is done.
- When you make a promise, keep it.
- When you are supposed to be somewhere at a certain time, be on time.
- Complete tasks on time.
- Make up all missed work, as permitted by your teacher.
- Keep commitments.
- Keep track of your schoolwork. Be responsible for doing classwork and homework. Always do your best.

5. ACHIEVEMENT

- Always try to do your very best at whatever you do.
- Set challenging goals for yourself and go after them.
- Create plans and strategies you will need to achieve your goals.
- If you believe in a goal, stick to it.
- Seek help and assistance when you need it.
- Learn from mistakes. Try not to repeat them.
- Be proud when you improve.
- Be proud of what you can do at school, at home, and with your friends.

6. HONESTY:

- Tell the truth.
- Respect and praise others who tell the truth.
- Do your own work.
- Take pride in admitting when you have made a mistake. Wise people learn from their mistakes.
- Give credit to others for their work and thoughts.

7. CARING AND RESPONSIBILITY:

- Report bullying to a teacher or someone in the office.
- Keep your school safe; tell a teacher or someone in the office when you learn of something that threatens your safety or your school's safety, such as drugs, weapons, or scary behavior.

8. KINDNESS

- Use kind, friendly words toward others.
- Do you like having friends? So do others. Be a friend to someone.
- Do you sometimes need help? So do others. Help someone.
- Do you appreciate someone sharing something with you? So do others. Share with others.
- Encourage others. See the good in them and praise them for it.

9. FAIRNESS

- First, ask yourself, “Is this fair?” Then, ask yourself, “Am I being fair?”
- Expect fairness from others, and be fair to them.
- Fairness usually feels right; unfairness never does.

10. RESPECTFULNESS:

- Ask yourself, “How do I want to be treated?” Then, treat others the way you want to be treated.
- Show respect for yourself and others through your actions and what you say.
- Respectful words and actions help when you are part of a group or team.
- You show respect for yourself and others by never using bad language and hand signals at school.
- You show respect when you get over conflicts without getting physical. Ask a grownup for help if you need it.
- You show respect when you take turns and allow others to do their work.
- You show respect when you follow the rules at sports and when you help others, rather than putting them down when they make a mistake.
- You show respect when you follow school dress rules.

11. SERVICE TO THE COMMUNITY:

- Your community is the people around you at school and at home.
- Follow the rules of your community.
- Keep your school clean. Clean up after yourself.
- Recycle whenever possible.
- Be a leader when it helps the group.
- Be a follower when it helps the group.
- Share ideas that will help the group.
- Be a person who can be counted on by others.
- Participate in community projects.
- Help without being asked.

Shared Responsibilities for Student Behavior

In order for our community’s children to maximize the benefits of a public education, everyone must share in the collective responsibility of promoting behavior that provides an environment in which all children can feel safe and learn. Certainly, all members of our community have a role to play as positive models for respectful behavior. The following paragraphs discuss basic responsibilities for students, parents, staff, and the community for ensuring a successful education for every child.

Students’ Responsibilities

Students, you must take an active role in monitoring your own behavior and modeling appropriate behavior for your fellow students. In order to accomplish this, you must:

1. Become familiar with the conduct standards;
2. Strive to follow the conduct standards;
3. Accept and use feedback and/or discipline as resources to improve yourself; and
4. Set goals for improvement.

Parents' and Guardians' Responsibilities

No role model is more powerful than a parent or guardian. Parents are “first and forever teachers” who set much of the direction for their child. Thus, parents and guardians must:

1. Become familiar with the conduct standards and discuss them with their children;
2. Support and reinforce behavior expectations and disciplinary policies of the school by assuming the primary responsibility for the discipline of their children;
3. Cooperate with and support teachers and staff;
4. Maintain regular communication with teachers regarding their children's school work and behavior;
5. Ensure that children attend school every day, unless ill, and that they arrive on time;
6. Teach their children to seek positive resolution to problems and to handle confrontation non-violently; and
7. Provide their children with a nurturing and healthy environment.

School Staff Responsibilities

Each member of the school staff has the primary responsibility of providing for the educational needs of all students and for the safety of the school environment. The school staff members are responsible for:

1. Maintaining an atmosphere conducive to learning and good behavior;
2. Teaching and modeling the conduct standards;
3. Building close and productive relationships with students and their families by demonstrating respect, caring and effective communication;
4. Utilizing informal strategies to intervene with behavior when appropriate; and
5. Administering discipline in a fair and impartial manner to teach by example the principles of justice and citizenship by example.

Community and Family Service Organizations' Responsibilities

Public, private, religious, secular organizations and businesses can support the prevention, intervention, and remediation of issues associated with student discipline when they:

1. Serve as mentors to help students develop positive social skills that foster safe school environments.
2. Assist in violence prevention, substance abuse education and character development.
3. Serve as a resource for families of students unable to meet the behavioral expectations of the school and community;
4. Assist students and parents when students re-enter school following disciplinary exclusions; and
5. Become partners with schools to coordinate services which support the school system's disciplinary policies.

Understanding the Code of Conduct – Q & A

Why does the District have a Student Code of Conduct?

Preserving the safety and protecting the health and general welfare of students, District employees, visitors, and volunteers on school property and at school activities are the legal and moral responsibilities of the Governing Board and its Administration.

The Amphitheater Governing Board and Administration recognize that students should have and need a certain degree of freedom to express their individuality in school, but any such expression should never intrude upon or endanger the freedoms of others. The Governing Board has therefore established policies and directed the Superintendent to establish regulations for student conduct which will strike an appropriate balance between individual freedoms and safe schools.

While the District and its parents, students, and public have expectations for what student behavior should be like, and while we hope every student will strive to meet those expectations, we know that some students will violate those expectations and need some action to help ensure that the violation does not re-occur. The severity of these violations will vary, but many violations will warrant correction – some action to help ensure the violation does not recur. As a consequence, state law mandates that each school district governing board establish rules for student behavior, and include the range of consequences the District thinks will encourage more appropriate behavior in the future.

Do schools have their own rules for student conduct as well?

The principal and faculty of each school may have established school-specific rules for student behavior and conduct. These school-based rules are in addition to those contained in this Code of Conduct, provided they are consistent with this Code of Conduct, the policies of the Governing Board, and applicable law.

Students must comply with both this District-wide Student Code of Conduct and with all rules established by the principal and faculty of the school they attend. A student's failure or refusal to comply with the rules of his or her school will subject the student to disciplinary action.

The principal of each school is required to ensure that copies of District and school rules pertaining to discipline, suspension, and expulsion of students are distributed to parents and students.

How does one interpret the Code of Conduct?

Generally, words will be given their ordinary meaning, unless those terms are otherwise specifically defined. In the event of any conflict in interpretation, the determination of the Associate to the Superintendent shall be final. The interests of safety, and student and staff welfare, shall be paramount considerations in the interpretation of disciplinary rules.

What happens under the Code if a student only attempts to commit a prohibited act, or helps someone else to attempt or actually commit a prohibited act?

When a student attempts to commit a prohibited act or participates in any way to help someone else to attempt a prohibited act, actually commits a prohibited act, or conceals the commission of a prohibited act, that student is subject to disciplinary action as if the student had committed the act. This ensures that students develop a sense of personal responsibility for behaviors they encourage or solicit in others. To be subject to discipline in any circumstance, however, the student must have, at a minimum, actively engaged in some behavior which facilitated, promoted, or protected the underlying behavior.

What does the Code mean by “possession?”

A student will be considered to “possess” or “be in possession of” a substance or object if the student:

- (1) knows of the nature, existence, and location of the substance or object, or
- (2) takes control of the substance or object, regardless of the length of time of that control or their intention.

Students who “hold something for a friend” are responsible for possession.

What is the difference between criminal law and school district rules?

Court proceedings relating to an incident at school are separate from the school’s disciplinary procedures. Courts take actions for violations of laws – usually criminal laws. Schools take disciplinary action for violations of school and District rules. Behavior which violates school rules may not violate criminal law. So, discipline may be imposed even if a court decides not to impose criminal penalties. The school administration may, however, be *required* to report certain kinds of student conduct to appropriate law enforcement officials if that conduct also constitutes a crime.

Student conduct matters are governed by District rules and policies, rather than criminal law or court procedures. Juvenile or criminal court matters are not controlled by school district rules or procedures. Schools may use different definitions of violations than used in criminal law. When making decisions, schools do apply a different burden of proof than the courts. To convict, the courts require evidence “beyond a reasonable doubt.” School decisions are based on the “preponderance of evidence.” A preponderance of evidence exists where there is a greater weight of evidence than the evidence offered in opposition to it (e.g. 50.1% vs. 49.9%).

Where and when does the Code of Conduct apply?

This Code applies to students:

- During regular school hours;
- Whenever the student is being transported on a school bus or by other transportation arranged by the school district;
- When the student is traveling to and from school by any other means, including walking or personal travel;

- During school events, including off-campus events and activities such as field trips and athletic competitions;
- At other times where a school employee has jurisdiction or authority over students, including summer activities;
- During other activities associated with or supported by the school in any way; and
- On school or District grounds at any time, regardless of whether school is in session.

Additionally, the principal may take disciplinary action when a student's misconduct away from school has a detrimental effect on other students at school or on the orderly educational process of the District. Also, the principal may take disciplinary action if the violation is directly connected to prior violations at school or threatens to produce further violations or a risk of harm or injury at school.

What specific behaviors does this Code of Conduct prohibit?

The tables which follow in the next section of this Code of Conduct list rules for student conduct (prohibited behaviors). Prohibited behaviors are classified by the following categories in the tables:

1. Aggression and Hostility
2. Alcohol, Tobacco, Medications, and Other Drugs
3. Arson and Combustibles
4. Attendance Violations
5. Harassment, Threats, Bullying, and Intimidation
6. Academic Dishonesty (Lying, Cheating, Forgery, or Plagiarism)
7. Disruptions to the Academic Process
8. Threatening the School Environment
9. Sexual Behaviors
10. Technology Abuses
11. Theft
12. Trespassing
13. Vandalism and Damage
14. Weapons and Dangerous Items

What specific consequences can be imposed for violations of this Code of Conduct?

The tables which follow in the next section of this Code of Conduct list consequences for violations of the Code - the types of discipline which school District personnel are permitted or – in some situations – are required to impose.

The school principal or designee may determine the consequences from those listed. Multiple consequences may be selected by the principal. Principals can consider the age and developmental level of the student in setting disciplinary consequences.

Where a long-term suspension consequence is stated as “(Mandatory),” a principal must pursue its implementation unless the principal requests and obtains a written waiver approved by the Superintendent or his designee. If granted, a mandatory expulsion consequence for the same violation may be waived at the same time.

If not waived as noted above, a “(Mandatory)” expulsion consequence may be waived by the Superintendent (or his designee) upon the student providing proof that he/she has met any terms and conditions set forth by the Long-term Suspension Hearing Officer.

The disciplinary consequences include the following school level and District level actions:

School Level Disciplinary Actions:

Where appropriate or required, school personnel may implement the following disciplinary actions:

- **Activity Restriction** – Restricting a student from participating in or attending school activities such as dances, performances, athletic contests, team practices, club meetings, events, parties, etc.
- **Bus Probation** – Establishing conditions with which the student must comply in order to continue riding the school bus.
- **Bus Suspension** – Denying the student the privilege of riding a school bus for violations of the Student Code of Conduct, even if the student is not denied the right to attend school.
- **Conference** – Meeting or contacting two or more of the following: the student, parent, counselor, principal, and other District staff members.
- **Detention** – Requiring that a student report to a specified location at certain times during school and before or after school, including "Saturday school."
- **In-Class/School Discipline** – Imposing consequences, which do not require suspension from school, such as loss of privileges, additional work assignments, temporary removal from class, and/or other classroom or school-based consequences.
- **In-School Suspension** – Assigning a student to attend a location in the school that is in an area removed from the regular education setting.
- **Probationary Contract** – Executing a written document setting out academic and/or behavioral stipulations for the student. Violation of the contract will result in additional, usually more severe, disciplinary action.
- **Reprimand** – Reprimanding the student, verbally or in writing, by a principal or other staff member.
- **Removal From Class** – Excluding the student from a classroom. The teacher is responsible for maintaining an appropriate learning environment in the classroom. Arizona law, therefore, permits a teacher to temporarily exclude a student from the teacher’s class for serious disruption of the educational process within the teacher’s classroom or for exhibiting persistent disobedient behavior. The teacher may also refuse to readmit the student to the classroom under certain circumstances. In the event of such a removal from class, the student will report to a location at school determined by the school principal. School-based procedures which determine whether the student may return to the class are then implemented.
- **Requests for District-Level Disciplinary Actions** (listed below)
- **Revocation of Automobile Privileges** – Revoking automobile privileges.

- **Short-Term Suspension** – Suspending a student from school for up to nine (9) school days. During the term of a short-term suspension, the student must remain away from all District schools and activities. If it is necessary for a student to come to a school during a short-term suspension, the student must make prior arrangements with the principal to do so. A short-term suspension imposed by the principal’s designee may be appealed to the principal. A short-term suspension, which was imposed or approved by the actual school principal, is not subject to appeal.
- **Student Schedule or Curriculum Adjustment** – Changing the student’s class schedule, teacher, courses, instruction, or access to components of curriculum.
- **Time Out** – Removing a student from instruction in the classroom or from other school activities for a period not to exceed three hours. During time out, the student is reassigned to a supervised area such as the principal’s office, alternative or in-school suspension programs, or responsibility rooms.
- **Work Assignments/Community Service** – Providing the student, at the District’s discretion, an opportunity to perform supervised activities related to the assistance of District personnel, or to the upkeep and maintenance of school facilities or other public properties, instead of serving or while serving a suspension or expulsion. The student and parent(s) may also request this alternative, however the final decision rests with the principal. Supervision by parents may be required for this alternative.

District-Level Disciplinary Actions:

Where appropriate or required, District-level personnel may implement the following disciplinary actions:

- **Any of the School Level Disciplinary Actions (listed above)**
- **Long-Term Suspension** – Suspending a student from school for a term not to exceed the total number of school days in one school year (presently 178 school days). A long-term suspension may carry over from one school year into the next. The suspension hearing officer may provide an opportunity for the student to return early from suspension by meeting certain terms and conditions. During the term of a long-term suspension, the student must remain away from all District schools and activities. If it is necessary for a student to come to a school during a long-term suspension, the student must make prior arrangements with the principal to do so. A long-term suspension may only be imposed following a hearing held by a District-level hearing officer. A student or parent has a right to appeal the decision of the District hearing officer to the Governing Board in accordance with District policy and regulation. Suspensions remain in effect pending the Board’s review of any appeal.
- **Expulsion** – Expelling a student from school until specifically permitted to return to school by the Governing Board, usually based upon the student’s and the parent’s compliance with certain terms and conditions. Expulsion can be permanent as well. During the term of an expulsion, the student must remain away from all District schools and activities. If it is necessary for a student to come to a school during an expulsion, the student must make prior arrangements with the principal *and the hearing officer* to do so.

Following a long-term suspension hearing, the hearing officer may provide an opportunity for the student to avoid an expulsion hearing by meeting certain terms and conditions. If this

action is not appropriate based on the circumstances surrounding the student's Code violation(s), or the terms and conditions are not met, whether or not the student should be expelled, and if so, under what conditions (if any) the student might be able to re-apply for admission to the District. **Only the Governing Board can make the final determination of whether a student should be expelled and under what conditions the student might be able to re-apply for admission to the District.** Before making its decision, the Board will consider the reports of both hearing officers and the statements of the student, his/her family, and their lawyer if any are present and choose to speak in accordance with District policy and regulation.

Are educational services provided to suspended and expelled students?

In some circumstances, the District will offer ongoing educational services to students who are suspended or expelled. Whether the District does so depends upon the length of the exclusion from school, the student's status as a disabled student, and the nature of the student's offense.

Where students are eligible for and are offered continuing services by the District, the student's active participation in the alternative education services offered may be considered as a factor in reducing the level of discipline normally appropriate for the offense involved. For example, if a student is suspended for possession of illegal drugs and is being considered for expulsion as well, the fact that the student has enrolled in and is actively pursuing his/her education in the alternative program offered by the District may result in waiver of the requirement under this Code for expulsion or may even serve to reduce the term of the long-term suspension.

Are there special considerations for athletes and extracurricular participants?

Students participating in interscholastic activities for their schools do so as representatives of their school community and as role models for other students. Their involvement with tobacco, drugs and alcohol at any time can therefore negatively reflect upon their community and convey a poor example to their peers. In addition, the use of tobacco, drugs or alcohol by athletic or activity participants can lead to an increased risk of harm or severe injury to themselves or others during those activities.

The Amphitheater District therefore maintains a zero tolerance "24/7" policy on the use of tobacco, drugs or alcohol by interscholastic participants. Any interscholastic participant who uses, possesses or transfers tobacco, alcohol or drugs at any time during their active season of competition will be immediately removed from the activity for the balance of the season. This rule applies 24 hours a day, seven days a week, regardless of a student's location.

Similarly, other behaviors by student representatives can reflect upon their team, school and community. Students participating in interscholastic activities should be mindful at all times of the important role they play in their school community and how their behavior can negatively impact their fellow teammates, their fellow students, and the school in general. Whether at a team event, a school activity, a community function, or on the internet, student representatives must always observe appropriate decorum, behavior and etiquette when acting in anyway that is connected to the school or team.

How does this Code of Conduct apply to students of different ages and developmental factors?

The rules and procedures outlined in this Student Code of Conduct apply to all District students in middle schools and high schools. The age, maturity and developmental factors of students may be considered in determining the type of disciplinary action to be taken in the event of violations. Generally speaking, the older and more mature a student is and/or the more serious the infraction, the more personal responsibility the student will carry for his or her actions.

District personnel who administer student discipline will follow appropriate disciplinary procedures for disabled students when dealing with students in special education programs, with those receiving Section 504 accommodations, and with those who are pending evaluation.

Conduct Rules and Consequences

School-Level Actions

Code of Conduct Rule violations may result in one or more of the following School-Level Actions:

Activity Restriction	Probationary Contract
Bus Probation/Suspension	Removal from Class
Community Service	Reprimand
Conference	Schedule or Curriculum Adjustment
Detention	Time Out
In-Class/School Discipline	Work Assignment
In-School Suspension	Short-term Suspension
Revocation of Automobile Privileges	

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 10.	
1. Aggression and Hostility			
A. Provocation	Use of language or gestures, including exhibiting gang signs, that may cause others to fight or engage in other hostilities; Challenging someone to fight.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none">• Short-Term Suspension	School Level Actions (see page 14), and: <ul style="list-style-type: none">• Short-Term Suspension• Long-Term Suspension
B. Minor Aggressive Act	Inappropriate physical contact which does not cause serious injury.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none">• Short-Term Suspension	School Level Actions (see page 14), and: <ul style="list-style-type: none">• Short-Term Suspension• Long-Term Suspension
C. Fighting	Mutual participation by two or more students in an incident involving physical violence, where there is no major injury.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none">• Revocation of Automobile Privileges• Short-Term Suspension• Long-Term Suspension	School Level Actions (see page 14), and: <ul style="list-style-type: none">• Revocation of Automobile Privileges• Short-Term Suspension• Long-Term Suspension• Expulsion

Examples of **MINOR AGGRESSIVE ACT** include, but are not limited to, tripping, hitting, poking, pulling, or pushing.

A verbal confrontation alone does not constitute **FIGHTING**.

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 10.	
1. Aggression and Hostility (continued)			
D. Assault	<p>Causing any physical injury to another person;</p> <p>Making another person reasonably fearful of physical injury;</p> <p>Knowingly touching another person with the intent to hurt, insult or provoke that person.</p> <p>(A.R.S. §13-1203)</p>	1 st Incident	2 nd or More Incident
		<p>School Level Actions (see page 14), and:</p> <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension 	<p>School Level Actions (see page 14), and:</p> <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion
E. Aggravated Assault	<p>Committing assault which:</p> <ul style="list-style-type: none"> • Causes serious physical injury to another; or • Involves a deadly weapon or dangerous instrument; or • Is inflicted upon someone 15 years or younger by someone 18 years old or older; or • Is an assault of a police officer; or • Is an assault of a school employee. <p>(A.R.S. §13-1204)</p>	1 st Incident	2 nd or More Incident
		<p>School Level Actions (see page 14), and</p> <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension • Expulsion 	<p>School Level Actions (see page 14), and:</p> <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory)

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 10.	
<p>2. Alcohol, Tobacco, Medications, and Other Drugs</p> <p><i>Special 24/7 Rule for Interscholastic competitors and athletes:</i></p> <p>Interscholastic participants who use, possess or distribute tobacco, drugs or alcohol at any time during their season of competition will be removed from the activity for the balance of the season. This rule applies 24 hours a day, seven days a week, regardless of a student's location.</p>			
<p>A. Alcohol Use or Possession</p> <p>Using or being under the influence of alcohol;</p> <p>Possession of alcohol beverages.</p>	1 st Incident		2 nd or More Incident
	<p>School Level Actions (see page 14), and:</p> <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension • Expulsion 		<p>School Level Actions (see page 14), and:</p> <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion
<p>B. Alcohol Distribution</p> <p>Providing or selling alcoholic beverages to another.</p>	1 st Incident		2 nd or More Incident
	<p>School Level Actions (see page 14), and:</p> <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory) 		<p>School Level (see page 14), and:</p> <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory)

ALCOHOL includes substances represented to be alcohol or believed to be alcohol, regardless of whether they are actually alcohol.

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 10.	
<p>2. Alcohol, Tobacco, Medications, and Other Drugs</p> <p><i>Special 24/7 Rule for Interscholastic competitors and athletes:</i></p> <p>Interscholastic participants who use, possess or distribute tobacco, drugs or alcohol at any time during their season of competition will be removed from the activity for the balance of the season. This rule applies 24 hours a day, seven days a week, regardless of a student's location.</p>			
C. Drug Use or Possession	<p>Use or possession of any drug or narcotic substance;</p> <p>Being under the influence of any drug at school or at any school-related event.</p>	1 st Incident	2 nd or More Incident
		<p>School Level Actions (see page 14), and:</p> <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory) 	<p>School Level Actions (see page 14), and:</p> <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory)

DRUG means any narcotic drug, dangerous drug, marijuana, or peyote (A.R.S. §13-3415) and includes:

- Inhalants;
- Prescription Drugs (Inappropriately Used);
- Over the Counter Drugs (Inappropriately Used);
- Illicit Drugs, including but not limited to, Ecstasy, Cocaine or Crack, Hallucinogens, Heroin, or Methamphetamines;
- Cannabinoids (synthetic or natural) commonly called marijuana, "fake weed," "spice," "K2," "bath salts," etc.; and/or
- Any substance represented to be a drug.

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory) , which must be applied, absent a waiver; see page 10.	
2. Alcohol, Tobacco, Medications, and Other Drugs (continued)			
<i>Special 24/7 Rule for Interscholastic competitors and athletes:</i>			
Interscholastic participants who use, possess or distribute tobacco, drugs or alcohol at any time during their season of competition will be removed from the activity for the balance of the season. This rule applies 24 hours a day, seven days a week, regardless of a student's location.			
D. Drug Paraphernalia Possession	Possession of any paraphernalia. (A.R.S. §13-3415 F.1.)	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-Term Suspension • Expulsion
E. Drug or Paraphernalia Distribution	Making, distributing, selling, buying, or giving any drug, narcotic substance or paraphernalia to another person; Transporting or holding drugs or paraphernalia for another; Providing prescription or over-the-counter medication to another student.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory) 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory)

PARAPHERNALIA means all equipment, products and materials of any kind which are used, intended for use, or designed for use in producing, testing, packaging, storing, concealing, ingesting, inhaling or otherwise introducing a drug into the human body.

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 10.	
<p>2. Alcohol, Tobacco, Medications, and Other Drugs (continued)</p> <p><i>Special 24/7 Rule for Interscholastic competitors and athletes:</i></p> <p>Interscholastic participants who use, possess or distribute tobacco, drugs or alcohol at any time during their season of competition will be removed from the activity for the balance of the season. This rule applies 24 hours a day, seven days a week, regardless of a student's location.</p>			
F. Tobacco Possession	Possession of tobacco and related products. (A.R.S. §36-798.03)	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension • Expulsion
G. Tobacco	Use, distribution or sale of tobacco and related products. (A.R.S. §36-798.03)	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension • Expulsion 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion
H. Medication Violation	Use or possession of prescription, over-the-counter or herbal medications at school without prior written permission of the principal. *	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension • Expulsion 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion

Examples of **TOBACCO and TOBACCO-RELATED PRODUCTS** include: cigars, cigarettes, "e-cigarettes," and other nicotine delivery devices, cigarette papers, and smoking or chewing tobacco.

*To prevent accidental injuries and protect others, students must obtain written permission from the principal to possess or use any form of **MEDICATION**, including over-the-counter substances like pain relievers, vitamins, and supplements at school.*

*If a student provides prescription or over-the-counter medication to another student, Rule 2.E. (Drug or Paraphernalia Distribution) above will apply.

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 10.	
3. Arson and Combustibles			
A. Arson	Damaging a structure or property by knowingly causing a fire or explosion. (A.R.S. §13-1703)	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory) 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory)
B. Combustibles	Possession or use of something capable of causing bodily harm or property damage if ignited; Possession or use of a smoke bomb or something similar that is capable of causing others to believe a fire is occurring.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14), and <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension • Expulsion 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory) in situation of serious risk of harm to persons or property)

An example of **COMBUSTIBLES** include, but are not limited to: matches, lighters, flammable substances, firecrackers, fireworks, smoke/stink bombs; flash paper, sparklers, caps, ammunition (live or blank).

When a student uses a combustible to cause a fire, he/she has committed **ARSON**.

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 10.	
4. Attendance Violations			
A. Tardy	Arriving at school or to class after the scheduled start time.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14)	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 10.	
4. Attendance Violations (continued)			
B. Excessive Tardies	Arriving at school or to class after the scheduled start time five percent (5%) or more of the time.	1st Incident	2nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension • Expulsion (Where combined with other offenses)
C. Off Campus Violation	Leaving school grounds or being in an "off limits" area during regular school hours without permission of the principal.	1st Incident	2nd or More Incident
		School Level Actions (see page 14)	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension
D. Unexcused Absence	Failing to attend school without parent or legal guardian permission.	1st Incident	2nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension (Where combined with other offenses)
E. Excessive Absences/ Truancy	Failing to attend school, unless excused, for more than ten percent (10%) of the number of required attendance days. (A.R.S. §15-803).	1st Incident	2nd or More Incident
		School Level Actions (see page 14)	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension (Where combined with other offenses) • Expulsion (Where combined with other offenses)
F. Leaving Class Without Permission	Leaving class without teacher permission.	1st Incident	2nd or More Incident
		School Level Actions (see page 14)	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension (Where combined with other offenses) • Expulsion (Where combined with other offenses)

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 10.	
5. Harassment, Threats, Bullying, and Intimidation			
A. Harassment Nonsexual	Any form of communication or conduct that is directed at a specific person and that would cause a reasonable person to be seriously alarmed, annoyed, or harassed.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension • Expulsion 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short Term Suspension (Mandatory) • Long-Term Suspension • Expulsion
B. Bullying And Cyberbullying	Acting toward someone in an unwelcome and unprovoked manner, repeated over time, which exerts power over that person on or off District property; <p>Bullying (defined below) related to gender, race, ethnicity, socio-economic class, sexual orientation or identity (real or perceived), disability or other aspects of human differences.</p> <p>Actions that contribute to a substantial risk of potential injury, mental harm, degradation, or societal exclusion or causes physical injury, mental harm or personal degradation.</p>	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension • Expulsion 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion

BULLYING requires an imbalance of power (real or perceived), repeated over time, between one or more persons and the victim. Actions may include:

- physical (pushing, hitting, kicking, spitting, stealing);
- verbal (making threats, taunting, teasing, name-calling); or
- psychological (spreading rumors, social exclusion, manipulating social relationships).

HARASSMENT is different from **BULLYING** in that it is a form of discrimination.

CYBERBULLYING includes behavior that occurs through direct and indirect electronic acts (electronic mail, text messages, instant messaging, digital pictures or images, website / social media / blog postings, etc.).

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 10.	
5. Harassment, Threats, Bullying, and Intimidation (continued)			
C. Threats And Intimidation	<p>Threatening or suggesting, by words or conduct, the intention to cause physical injury or serious damage to a person or their property;</p> <p>(A.R.S. §13-1202)</p> <p>Associating with or participation in a group which exhibits negative attitudes and actions toward others.</p>	1 st Incident	2 nd or More Incident
		<p>School Level Actions (see page 14), and:</p> <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension • Expulsion 	<p>School Level Actions (see page 14), and:</p> <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion
D. Hazing	<p>Acting against another student, where both of the following apply:</p> <ul style="list-style-type: none"> • The act is in connection with initiation into, affiliation with, or membership in any school organization. • The act poses a risk of or causes injury, mental harm or degradation. <p>(A.R.S. §15-2301)</p>	1 st Incident	2 nd or More Incident
		<p>School Level Actions (see page 14), and:</p> <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) 	<p>School Level Actions (see page 14), and:</p> <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion

An example of **HAZING** includes using hand signals, graffiti, apparel, accessory, or manner of dress or grooming which by color, arrangement, trademark, symbol, or other attribute indicates or implies membership or affiliation with such a group.

A “**SCHOOL ORGANIZATION**” means an athletic team, association, order, society, corps, cooperative, club, or similar group that is affiliated with District school and whose membership consists primarily of students.

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 10.	
6. Academic Dishonesty (Lying, Cheating, Forgery, or Plagiarism)			
A. Cheating	Claiming someone else's information or school work for your own; Recording and/or transferring information about tests or quizzes to another person.	1st Incident	2nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension • Expulsion
B. Forgery	Falsely and fraudulently making or altering a document; Modifying a school-related document by any means without written permission.	1st Incident	2nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension • Expulsion
C. Lying	Making an untrue statement with intent to deceive; creating a false or misleading impression.	1st Incident	2nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension • Expulsion
D. Plagiarism	Stealing and passing off the ideas or words of another as one's own.	1st Incident	2nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Long-Term Suspension • Expulsion

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 10.	
7. Disruptions to the Academic Process			
A. Disruption	Engaging in behavior which causes an interruption in a class, activity, or school business. Any behavior that requires involvement of law enforcement personnel.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension
B. Dress Code Violation	Wearing clothing or accessories which do not comply with the dress code guidelines stated by school or District policy. The failure to comply with dress rules; Failure to wear or display student identification.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14)	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension
C. Insubordination	Refusal to follow directions of school personnel; Talking back to or mocking school personnel; Delivering socially rude comments or conduct toward school personnel.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension • Expulsion
D. Inappropriate Language or Gestures	Verbal swearing, name - calling, making racial, ethnic, religious or gender slurs, exhibiting gang signs, or the use of words in an offensive or demeaning manner; Making gestures toward others intended to offend or annoy the other person; making gestures that communicate a hostile or sexual message.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension

A **DISRUPTION** may include, but is not limited to:

- sustained talk or verbal outbursts; horseplay or roughhousing; or being out of your seat repeatedly; or
- an act that occurs off campus, including online or through social media, which has a disruptive impact on the learning environment of a school campus.

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 10.	
7. Disruptions to the Academic Process (continued)			
E. Parking Violation	Parking on school grounds or near school in a manner or location contrary to the school's parking rules.	1st Incident	2nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges
F. Gambling	Playing games of chance for money or property.	1st Incident	2nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension
G. Pranks	Any act of mischief that disrupts or distracts from a class, school activity or school event.	1st Incident	2nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension
H. Probation Violation	Violation of any term or condition of academic and/or disciplinary probation contract assigned by a school administrator or District hearing officer.	1st Incident	2nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Short-Term Suspension 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension • Expulsion
I. Safety Violation	Acting in a manner that endangers the well-being of yourself or other persons	1st Incident	2nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Short-Term Suspension 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension • Expulsion
J. Gang-related Clothing or Accessories	Wearing or displaying clothing or accessories that represent gang affiliation or membership.	1st Incident	2nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 10.	
8. Threatening the School Environment			
A. Bomb Threat	Threatening to cause harm to property or person using a bomb, dynamite, explosive, or arson-causing device.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory) 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory)
B. Chemical or Biological Threat	Threatening to cause harm using dangerous chemicals or biological agents.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory) 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory)
C. False Fire Alarm	Intentionally ringing fire alarm when there is no fire; Falsely reporting a fire.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory) 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory)
D. Other Threat to School	Any threat (not listed in Rules 8.A., 8.B. or 8.C. above) to cause damage to a school building or school property, or to harm students or staff.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory) 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory)

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 10.	
9. Sexual Behaviors			
A. Sexually Inappropriate Materials	Possession of materials containing sexually explicit depictions.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension
B. Inappropriate Physical Contact	An isolated incident of unwelcome contact of a sexual nature.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension • Expulsion 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension • Expulsion
C. Sexual Harassment	Unwelcome conduct of a sexual nature toward another person which occurs repeatedly; interferes with, or limits another person's participation in the educational process and school program.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension • Expulsion 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion
D. Sexual Harassment With Bodily Contact	Sexual harassment (defined above) that includes unwanted physical contact of sexual or non-sexual body parts.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory) 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory)

SEXUALLY INAPPROPRIATE MATERIALS includes, but is not limited to, photographs, drawings, recordings, and written language.

SEXUAL HARASSMENT includes unwelcome sexual advances, requests for sexual favors, teasing, jokes, and other verbal, nonverbal, or physical conduct of a sexual nature; coercion of a third party to commit harassment towards another person.

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 10.	
9. Sexual Behaviors (continued)			
E. Indecent Exposure	Exposure of a person's own genitals, buttocks or female areola.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension • Expulsion 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion
F. Inappropriate Public Display of Affection	Affectionate behavior between two consenting students that would reasonably offend another person.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension • Expulsion 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension • Expulsion
G. Public Indecency	Displaying one's private parts or engaging in sexual acts	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension • Expulsion 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension • Expulsion

INDECENT EXPOSURE requires the presence of another person and disregard about whether that other person would be reasonably offended or alarmed by the act.

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 10.	
10. Technology Abuses			
A. Inappropriate Use of Technology	Using District computers, network or other technology to post, send, or share personal information, on or off District property, about one's self or about others without prior permission from a teacher and parent to do so.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14)	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Short-Term Suspension • Long-Term Suspension • Expulsion
B. Misuse of Technology	<p>Making or attempting unauthorized access to any Amphitheater Information System (AIS);</p> <p>Using or attempting to use the AIS to:</p> <ul style="list-style-type: none"> • Access any other computer system, • Access any District-prohibited website, • Bypass firewall or access proxy accounts, • Perform any illegal or inappropriate acts; <p>Disrupting or modifying the AIS or data by spreading viruses or by any other means.</p>	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension • Expulsion 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension • Expulsion
C. Misuse of Personal Technology	Using personal technology, on or off District property, in a manner that has a disruptive impact in class, on a school campus or at school activities.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension • Revocation of BYOD (Bring Your Own Device) 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-Term Suspension • Expulsion

PERSONAL INFORMATION includes names, pictures, addresses, telephone numbers, school address, etc.

MISUSE OF TECHNOLOGY/PERSONAL TECHNOLOGY includes, but is not limited to:

- a student logging in through another person's account or accessing their files without their written permission;
- drug or alcohol purchase, distribution, or sale;
- criminal or related gang activities;
- threatening conduct, bullying;
- posting obscene, lewd, vulgar, rude, inflammatory, threatening or disrespectful language, or pictures;
- posting false or defamatory information about a person or organization;
- posting or sending harassing messages or chain letters; or
- engaging in "spamming" (sending unnecessary messages to a large number of people).

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 10.	
11. Theft			
A. Theft	Taking money or property belonging to someone else with the intent to deprive the victim of the money or property. (A.R.S. §13-1802)	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-term Suspension 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short Term Suspension (Mandatory) • Long-Term Suspension • Expulsion
B. Extortion	Obtaining or trying to obtain someone else's property by threatening to do any of the following: <ul style="list-style-type: none"> • Causing physical injury to someone; • Causing damage to property; • Accusing someone of a crime; or • Exposing a secret which would could subject someone to contempt, hatred, or embarrassment. 	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-term Suspension • Expulsion 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-term Suspension (Mandatory) • Expulsion (Mandatory)
C. Robbery	Using force to take money or property belonging to someone else with the intent to deprive the victim of the money or property. (ARS §13-1902)	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-term Suspension 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Short-Term Suspension (Mandatory) • Long-term Suspension (Mandatory) • Expulsion (Mandatory)

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 10.	
12. Trespassing and Loitering			
A. Trespassing	Entering or remaining on a school campus or other District facility (other than where you are enrolled) without authorization, invitation or lawful purpose.	1st Incident	2nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-term Suspension • Expulsion
B. Loitering	Being on school property without a legitimate reason for being there; Refusing or failing to identify yourself while on school property.	1st Incident	2nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-term Suspension • Expulsion

TRESPASSING includes students under suspension/expulsion; and those students who enter, or remain at, a school campus or facility after being directed to leave.

A **LOITERING** student includes one visiting any School District campus (other than where the student is enrolled) while school is in session without first receiving permission from the principal of the campus being visited.

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 10.	
13. Vandalism and Damage			
A. Vandalism	Destroying or defacing school or personal property.	1st Incident	2nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-term Suspension 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-term Suspension • Expulsion

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 10.	
13. Vandalism and Damage (continued)			
B. Graffiti or Tagging	Making drawings or writing words or symbols on the property of another by scratching, painting, or other means.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-term Suspension 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension • Long-term Suspension

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 10.	
14. Weapons and Dangerous Items			
A. Weapon (Other Than Firearm)	Possession, transfer, concealment, sale, or use of any item that may be used for attack or defense that is capable of causing death or serious injury; Use of a dangerous item to threaten, intimidate, attack, or harm another.	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory) 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory)

A **WEAPON (NON-FIREARM)** includes, but is not limited to:

- Knives with locking blades and/or blades longer than two and one-half (2 ½) inches);
- Brass knuckles;
- Explosive or destructive device intended for use as weapon;
- Any dangerous or hazardous object or substance intended for use as weapon;
- Nunchakus; and
- Poisonous gas.

Prohibited Behavior Category, Rules and Definitions		Consequences Any or all of the following may be applied in any order, in the principal's discretion, except those listed as (Mandatory), which must be applied, absent a waiver; see page 10.	
14. Weapons and Dangerous Items (continued)			
B. Firearm	Possession, transfer, concealment, sale, or use of any weapon that is designed to expel a projectile by the action of an explosive or which may readily converted to expel a projectile by the action of an explosive. (18 USC 921)	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory) 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion (Mandatory)
C. Dangerous Item	Possession, transfer, concealment, sale, or use of anything that is readily capable of causing death or serious physical injury. (A.R.S. §13-105.11)	1 st Incident	2 nd or More Incident
		School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension • Expulsion 	School Level Actions (see page 14), and: <ul style="list-style-type: none"> • Revocation of Automobile Privileges • Short-Term Suspension (Mandatory) • Long-Term Suspension (Mandatory) • Expulsion

A **FIREARM** includes, but is not limited to: handgun, pistol, revolver, rifle, shotgun, starter pistol.

A **DANGEROUS ITEM** includes, but is not limited to: B.B. or pellet guns, simulated firearms, knives with blade length of less than 2.5 inches, laser pointers, letter openers, mace/pepper spray; paintball guns, razor blades, box cutters, simulated knives, tasers or stun guns, or tear gas.

Special Disciplinary Rules

Weapons and Drugs

In the case of *weapon* or *drug* violations, long-term suspensions, and expulsion hearings are (MANDATORY), with limited exceptions.

Possession of weapons is a particularly serious matter. Federal and state law require the school District to expel any student – for no less than one school year - who brings a firearm to school or to a school activity. The law provides for very limited exceptions to this strict rule, which can only be determined by the Governing Board of the District on a case-by-case basis.

Special Rule for Athletic and Activity Participants

Students participating in interscholastic activities for their schools do so as representatives for their school community and as role models for other students. When those students engage in drug or alcohol related behavior, it can negatively reflect upon their school community and can jeopardize their safety or that of other participants. Such involvement by these student leaders also sets a poor example for their peers.

As a consequence, the Amphitheater District maintains a “24/7” policy on the use of drugs or alcohol by interscholastic activity participants. Any participant who uses, possesses or transfers tobacco, alcohol or drugs at any time during a season will be immediately removed from the activity for the balance of that season. This rule applies 24 hours a day, seven days a week, regardless of a student’s location.

Other (non-drug or alcohol related) behaviors by student representatives can also reflect upon their team, school and community. Students participating in interscholastic activities should be mindful at all times of the important role they play in their school community and how their behavior can negatively impact their fellow teammates, their fellow students, and the school in general. Whether at a team event, a school activity, a community function, or on the internet, student representatives must always observe appropriate decorum, behavior and etiquette when acting in anyway that is connected to the school or team.

Threatening an Educational Institution

Arizona law prohibits any person, including students, from threatening the safety and security of a public school or school district.

In accordance with Arizona Revised Statutes Section 15-841(H), a student who threatens a school must be expelled for a period of no less than one full year. The School District Governing Board may only rarely modify this strict expulsion requirement on a case-by-case basis.

A student subject to this expulsion requirement may also be assigned to an alternative educational program if the student participates in mediation, community service, restitution, or other programs in which the student takes responsibility for the results of the threat. The District may require the student’s parent(s) to participate in such programs with the student as a condition to the student’s reassignment to an alternative educational program.

Behaviors that Must Be Reported to Law Enforcement

Regardless of disciplinary action taken (or not taken) by a school, certain student behaviors must be reported to appropriate law enforcement authorities under the law. In accordance with law, school officials will report the following behaviors to law enforcement authorities:

- Aggravated assault
- Arson
- Bomb threats
- False fire alarms
- Non-accidental injuries to student.
- Assault
- Possession of weapons
- Possession, sale, or distribution of drugs; dangerous items, or alcohol
- Sexual assault/misconduct
-
- Threatening an educational institution

The District will also report any person's involvement in illegally removing a student from the school or other places where the principal has jurisdiction over the student, such as on school buses, on field trips, at athletic functions, and during school-sponsored events.

Additionally, the principal may report to the law enforcement agencies other potentially disruptive incidents occurring within the regular operation of the school. Such incidents include, but are not limited to, the following:

- Demonstration by students which could create unsafe conditions
- Extortion
- Theft/possession of stolen property
- Trespassing
- Vandalism

The District may also report any person's disruption or interference with any school function.

The foregoing lists are not exclusive and exhaustive. Other conduct MAY be reported to law enforcement officials if deemed necessary by the principal or other administration of the District.

District Policies of Importance Regarding Student Behavior

Policies are adopted by the Amphitheater Governing Board for the safety and welfare of the District's students, staff and community and, in some cases, as required by law.

The following policies and regulations are particularly significant in guiding students and parents as to the conduct and behavior expected while attending school-related activities. Policies may be revised at any time. The most current policies are maintained on, and available through, the District's website.

Amphitheater Information System Electronic User Requirements

All District students are required to abide by the following:

Acceptable Uses

The Amphitheater Unified School District provides students with access to information systems and educational technology resources consisting of: stand-alone computers and peripheral equipment, computer workstations connected to local area networks, server and networked peripheral equipment, a wide area network which includes access to the Internet, voice communication system, and electronic communication systems which include audio and video capability.

The Amphitheater Information System (AIS) may only be used for educational purposes. The term "educational purposes" includes classroom activities, career or professional development, limited high-quality personal research and other work related purposes. Students may not use the system for entertainment purposes, commercial purposes, or political lobbying. Students are expected to follow the rules set forth in the District's disciplinary code and the law. In addition to these Requirements, students' use of the AIS is governed by Governing Board Policy IJNDB copies of which are available at each school office or online.

The AIS has not been established as a public access service or a public forum. Therefore, the District has the right to place reasonable restrictions on the material accessed or posted through the system. Students are expected to follow the rules set forth in the District's Policies and Administrative Regulations and the law and realize that information accessed, created, sent, received, or stored on the network is not private. It is subject to review by network system administrators and system administrators may investigate complaints regarding inappropriate or illegal material.

Unacceptable Uses

To prevent against unacceptable use of the AIS, students must comply with the following:

To ensure their personal safety and that of others; Students shall:

- not post personal contact information about themselves, or others (i.e. names, addresses, telephone numbers, school address, etc.), without prior written permission from a teacher and/or parent to do so.
- not personally meet with someone they contact online without their parent's approval.
- promptly tell their teacher or school principal if they receive any message that is inappropriate or makes them feel uncomfortable.

It is illegal for Students to do the following:

- Attempt to gain unauthorized access to the AIS or any other computer system through the AIS.
- Attempt to log in through another person's account or access their files without their written permission.
- Attempt to disrupt the AIS or destroy data by spreading viruses or by any other means.

- Use the AIS to engage in any other illegal or inappropriate acts (drug or alcohol purchase, distribution or sale, criminal gang activity, threatening conduct, etc.).
- Plagiarize, misuse or reproduce copyrighted works.

In their use of the AIS, Students shall observe the following language standards:

- No obscene, lewd, vulgar, rude, inflammatory, threatening or disrespectful language.
- No posting of information that could cause damage or danger of disruption to the educational environment or operations of the District.
- No personal attacks, including prejudicial or discriminatory attacks on individuals or groups. No harassment.
- No sending someone messages if they have told you to stop.
- No knowingly or recklessly posting false or defamatory information about a person or organization.
- No posting chain letters or engaging in "spamming" (sending unnecessary messages to a large number of people).

Students must be mindful of the following security matters:

- They are responsible for their email and/or network account. They should not provide their password to another person or use another person's password.
- They should not permit another person to use their account.
- They should immediately notify their teacher if they have identified a possible security problem.
- They should not download software or load software on the network or hard drive of any computer.
- They should not attempt to harm or destroy data of another user or any other agencies or networks connected to the AIS. This includes, but is not limited to, uploading or creating computer viruses.
- They should not move, harm, destroy or deface any District-owned hardware.
- They should not attempt to repair District-owned equipment without prior written approval.
- They should have all personally-assigned District computer equipment at school during school hours.
- They should notify their teacher if a password is lost or stolen, or if there is a reason to believe that someone has obtained unauthorized access to the system.
- They should not attempt to use any personal electronic devices (i.e. PDAs, Blackberries, cell phones, etc.) to disrupt or damage the District's network.
- Wireless networks will not be permitted without written authorization of the Executive Director of Technology.
- No personal equipment (i.e., computers, laptops, PDA's) shall be connected to District network systems without written permission of the Executive Director of Technology.

Inappropriate Access to Material

- Students may not access material that is profane or obscene, that advocates illegal acts, or that advocates violence or discrimination towards others (i.e. hate literature). A special exception may be made for teachers or high school students who must access hate literature for the purpose of a school assignment. In this situation, a student must obtain written teacher consent.
- If a student mistakenly accesses inappropriate information, they must immediately tell a teacher.
- Students will not use free, web-based mail, instant messaging, and video conferencing or chat services, which are not permitted on school networks unless expressly authorized.
- Development and posting of all web pages must be in a manner specified by the District's Department of Informational Technology. Material placed on web pages must relate to school and career preparation activities and be used to inform, communicate, and educate.

Student Information and Rights

- Use of the District's AIS is not private. Parents can request to see the contents of student files at any time (applies to students under 18 years).
- Routine maintenance and monitoring of the AIS may lead to discovery of violations of District policies or the law.
- An individual search will be conducted if there is a reasonable suspicion that the student has violated this District policy or the law.
- The District will cooperate fully with local, state or federal officials in any investigation related to any illegal activities conducted using the AIS.

- The District reserves the right to restrict or revoke my use of the AIS at any time, if deemed within the District's best interest.

Governing Board Policy JICK

STUDENT VIOLENCE / HARASSMENT / INTIMIDATION / BULLYING

The Governing Board believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. The Board further believes a school environment inclusive of these traits maximizes student achievement, fosters student personal growth, and helps students build a sense of community that promotes positive participation as members of society.

The District, in partnership with parents, guardians, and students, shall establish and maintain a school environment based on these beliefs. The District shall identify and implement age-appropriate programs designed to instill in students the values of positive interpersonal relationships, mutual respect, and appropriate conflict resolution.

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

Definitions

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

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

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

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

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

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

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

Prohibitions and Discipline

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

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

Reporting Incidents of Bullying

A student who is experiencing bullying, or believes another student is experiencing bullying, is to report the situation to the principal or another school employee. A school employee who becomes aware of or suspects a student is being bullied shall immediately notify the school administrator. School personnel shall maintain confidentiality of the reported information.

The initial notification of an alleged incident may be provided verbally. A detailed written description of the incident and any other relevant information must be provided on form(s) made available by the school and submitted to the principal within one (1) school day of the verbal report. Should the principal be the employee who observes, is informed of, or suspects a student is experiencing bullying the principal shall document the incident or concern in writing. Failure by an employee to report a suspected case of bullying may result in disciplinary action up to suspension without pay or dismissal pursuant to Board Policies GCQF and GDQF.

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

At the time a student reports alleged bullying the principal shall provide to the student who has allegedly been bullied a written copy of student rights, protections and support services available to the student and shall notify the student's parent(s) of the report.

The principal shall investigate *all* reports of bullying. If the principal determines that bullying has occurred, discipline will be administered pursuant to Board Policies JK, JKD, and JKE. Regardless of the outcome of the investigation the principal will meet with the involved students to review the findings of the investigation. Subject to the restrictions of the Family Educational Rights and Privacy Act (FERPA) set out in policy JR, the parent(s) or guardian(s) of the involved students shall also be informed of the findings of the investigation.

Documentation related to reported bullying and subsequent investigation shall be maintained by the District for not less than six (6) years. In the event the District reports incidents to persons other than school officials or law enforcement all individually identifiable information shall be redacted. Restrictions established by FERPA on disclosure of personally identifiable student information must be observed at all times.

The Superintendent shall establish procedures for the dissemination of information to students, parents and guardians. The information will include, but not be limited to, Governing Board policies, incident reporting, support services (proactive and reactive) and student's rights. The dissemination of this information shall:

- occur during the first (1st) week of each school year,
- be provided to each incoming student during the school year at the time of the student's registration,
- be posted in each classroom and in common areas of the school, and
- be summarized in the student handbook and on the District website.

The Superintendent shall establish procedures for the dissemination of information to District employees including, but not limited to:

- Governing Board policy,
- preventive measures,

- incident reporting procedures,
- available support services for students (both proactive and reactive), and
- student rights.

Information will be provided to staff members at the beginning of each instructional year and on the first day of employment for new employees.

The Superintendent shall establish procedures designed to protect the health and safety of students who are physically harmed as the result of bullying. These will include, when appropriate, procedures for contacting emergency medical services, law enforcement agencies, or both.

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

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

Governing Board Policy Regulation JICK-R STUDENT VIOLENCE / HARASSMENT /INTIMIDATION / BULLYING

The District does not tolerate bullying in any form. Further, the District shall investigate each complaint of bullying and will take appropriate, timely, and responsive action.

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

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

Any student who feels he or she has been the victim of bullying or suspects other students of being bullied should file a complaint with the principal or the principal's designee or other school employee. The student's report may be provided verbally or in writing. A student's verbal report will be documented in writing by the employee receiving the report.

Any staff member who becomes aware of or suspects that a student is experiencing bullying shall immediately notify the principal or the principal's designee. Employees may initially give verbal notice to the principal or the principal's designee, but shall submit a written report to the principal or the principal's designee within one (1) school day of the verbal report.

Reprisal directed toward a student or employee for the reporting of a case of bullying or a suspected case of bullying will not be tolerated. Students involved directly or indirectly in reprisal will be disciplined pursuant to Board Policies JK, JKD, and JKE. Any suspected violation of the law will be reported to law enforcement authorities.

Investigation of submitted complaints shall be initiated by the principal or the principal's designee as soon as is feasible, but not later than two (2) school days after the initial report. Each investigation will be comprehensive to the extent determined appropriate by the principal or the principal's designee. In investigating the complaint, the principal or the principal's designee will maintain confidentiality to the extent reasonably possible, subject to the restrictions pertaining to disclosure of personally identifiable student information established in the Family Educational Rights and Privacy Act (FERPA).

Each investigation will be documented by the principal or the principal's designee. Documentation will be maintained by the District for at least six (6) years. In the event the District must report incidents to persons other than school officials or law enforcement, all individually identifiable information shall be redacted.

Should the principal or the principal's designee determine that bullying has occurred discipline will be administered pursuant to Board Policies JK, JKD, and JKE. Regardless of the outcome of the investigation the principal or the principal's designee will meet with the student who reported or was reported as being bullied to review the findings of the investigation. Additionally, the parent(s) or guardian(s) of the involved students will be informed of the findings of the investigation.

The Superintendent is responsible for determining the methods of information delivery to employees and students. The Superintendent shall provide to the school principals, supervisors and all other District employees the information necessary to comply with Governing Board policy JICK. The information related to bullying is to include but not be limited to preventive measures, incident reporting, related support services available (proactive and reactive), student rights, employee responsibilities, and the ramifications of not reporting a bullying incident or suspicion of bullying. The information shall be disseminated to District personnel at the beginning of each year and as the Superintendent otherwise determines to be appropriate.

The principal or the principal's designee is responsible to ensure information related to bullying is disseminated to students, and parents and guardians. The information shall include but not be limited to Governing Board policy, incident reporting, support services (proactive and reactive) and student's rights. The dissemination of this information will

- occur during the first (1st) week of each school year,
- be posted in each classroom and in common areas of the school,
- be summarized in the student handbook and on the District website, and
- be provided to each incoming student during the school year at the time of registration.

The principal or the principal's designee is also responsible to ensure information is disseminated to all students who report bullying, including, at the time the incident is reported, a written copy of student rights, protections and support services available to the student; a copy of the report shall also be given to the student's parent(s)/guardian(s).

The principal or the principal's designee is responsible for the maintenance of documentation related to bullying.

Governing Board Policy Exhibit JICK-EB

STUDENT VIOLENCE / HARASSMENT / INTIMIDATION / BULLYING

(To be displayed in school buildings and in student handbooks)

The Governing Board of the Amphitheater School District believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. The Governing Board further believes a school environment that is inclusive of these traits maximizes student achievement, fosters student personal growth, and helps a student build a sense of community that promotes positive participation as citizens in society.

To assist in achieving a school environment based on the beliefs of the Governing Board, bullying in any form will not be tolerated.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Governing Board Policy JICF SECRET SOCIETIES / GANG ACTIVITY

Gangs that initiate, advocate, or promote activities that threaten the safety or well-being of persons or property on school grounds or disrupt the school environment are harmful to the educational process.

The use of hand signals, graffiti, or the presence of any apparel, jewelry, accessory, or manner of dress or grooming that, by virtue of its color, arrangement, trademark, symbol, or any other attribute indicates or implies

membership or affiliation with such a group is prohibited because of the disruption to educational activities that results from such activities or dress. It is the District's position that such activities and dress also present a clear and present danger to other District students and to District staff members.

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

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

Governing Board Policy Regulation JICF-R SECRET SOCIETIES / GANG ACTIVITY

For the purpose of District policy, a gang is a group of three (3) or more people who:

- Interact together to the exclusion of others;
- Claim a territory or area;
- Have a name;
- Have rivals/enemies; and
- Exhibit antisocial behavior - often associated with crime or a threat to the community.

The type of dress, apparel, activities, acts, behavior or manner, or grooming displayed, reflected, or participated in by the student shall not:

- Lead school officials to believe that such behavior, apparel, activities, acts, or other attributes are gang related or would disrupt or interfere with the school environment or activity and/or educational objectives;
- Present a physical safety hazard to self, students, staff members, or other employees.
- Create an atmosphere in which the well-being of a student, staff member, or other person is hindered by undue pressure, behavior, intimidation, overt gesture, or threat of violence; or
- Imply gang membership or affiliation by written communication, marks, drawing, painting, design, or emblem upon any school or personal property or on one's person.

If the student's dress is in violation of this regulation or a District policy, the principal will ask the student to make the appropriate correction. If the student refuses, the parent/guardian may be notified and asked to make the necessary correction. The principal will take appropriate corrective and disciplinary action.

Governing Board Policy JICFA HAZING

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

"Hazing" means any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student, and in which both of the following apply:

- The act was committed in connection with an initiation into, an affiliation with, or the maintenance of membership in any organization that is affiliated with an education institution.
- The act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation.

"Organization" means an athletic team, association, order, society, corps, cooperative, club, or similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.

It is no defense to a violation of this policy if the victim consented or acquiesced to hazing.

In accord with statute, violations of this policy do not include either of the following:

- Customary athletic events, contests or competitions that are sponsored by an educational institution.
- Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate extracurricular program, or a legitimate military training program.

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

Students and others may report hazing to any professional staff member.

Professional staff members must report the incident to the school administrator or next higher administrative supervisor, in writing, with such details as may have been provided. A failure by a staff member to timely inform the school administrator or next higher administrative supervisor of a hazing allegation or their observation of an incident of hazing may subject the staff member to disciplinary action in accord with District policies. The staff member shall preserve the confidentiality of those involved, disclosing the incident only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law. Any instance of reported or observed hazing which includes possible child abuse or violations of statutes known to the staff member shall be treated in accord with statutory requirements and be reported to a law enforcement agency.

To assure that students and staff are aware of its content and intent, a notice of this policy and procedure shall be posted conspicuously in each school building and shall be made a part of the rights and responsibilities section of the student handbook. Forms for submitting complaints are to be available to students and staff in the school offices.

Disposition of all reports/complaints shall be reported to the Superintendent. The Superintendent will determine if the policies of the District have been appropriately implemented and will make such reports and/or referrals to the Board as may be necessary.

All violations of this policy shall be treated in accord with the appropriate procedures and penalties provided for in District policies related to the conduct and discipline of students, staff, and others.

Governing Board Policy Regulation JICFA-R HAZING

A person who reports or complains regarding hazing may report or complain directly to the school administrator or to a professional staff member. The professional staff member receiving the report/complaint shall retrieve sufficient detail from the person to complete the form designated for such purpose. At a minimum the report/complaint shall be put in writing containing the identifying information on the complainant and such specificity of names, places and times as to permit an investigation to be carried out. When a professional staff member receives the information, the staff member will transmit a report to the school administrator or supervising administrator not later than the next school day following the day the staff member receives the report/complaint.

The report/complaint will be investigated by the school administrator or a supervising administrator. The procedures to be followed are:

- An investigation of the reported incident or activity shall be made within ten (10) school days when school is in session or within fifteen (15) days during which the school offices are open for business when school is not in session. Extension of the time line may only be by necessity as determined by the Superintendent.
- The investigator shall meet with the person who reported/complained at or before the end of the time period and shall discuss the conclusions and actions to be taken as a result of the investigation. Confidentiality of records and student information shall be observed in the process of making such a report.
- The investigator shall prepare a written report of the findings and a copy of the report shall be provided to the Superintendent.

Where disciplinary action is necessary, District policies shall be followed.

Governing Board Policy EEAEC STUDENT CONDUCT ON SCHOOL BUSES

Students are required to conduct themselves in the bus, prior to boarding the bus, and subsequent to leaving the bus in a manner consistent with established standards for classroom behavior.

When a student fails to practice proper conduct, the bus driver will inform the principal of the misconduct, which may then be brought to the attention of the parents.

Students who become serious disciplinary problems related to school transportation may have their riding privileges suspended. In such cases, the parents of the students involved become responsible for seeing that their children get to and from school safely.

Students riding on special-activity buses are under the direct supervision of the bus driver in cooperation with sponsor(s). Students who do not conduct themselves properly will be denied the privilege of riding on special-activity buses.

NOTICE

To facilitate investigation of bus infractions and protect bus occupants, buses may be equipped with hidden cameras which will visually and audibly record events.

Governing Board Policy Regulation EEAEC-R STUDENT CONDUCT ON SCHOOL BUSES (OR OTHER SCHOOL DISTRICT VEHICLES)

The following regulations shall apply to all school buses or other School District vehicles operated by the District for student transportation:

- The driver is in complete charge of the vehicle and must be obeyed by all passengers. The driver's authority includes the loading and unloading of passengers.
- Each driver is provided a bus route schedule. Unscheduled stops shall not be made without authorization by the transportation manager, except in case of an emergency.
- Every student must be seated while riding in a school bus, and must remain seated while the bus is in motion.
- Every student must wear a seat belt, when provided.
- A student shall not extend hands, arms, head, feet, or any object through the window of the bus or other vehicle.
- Generally, a student shall not eat or drink any kind of food or beverage while in a school bus or other school vehicle.
- A student shall not throw, shoot, or project any type of object while in a school bus or other school vehicle.
- Animals, insects, or reptiles shall not be transported in a school bus.
- Glass containers shall not be transported in a school bus.
- Elementary school students must have written permission to leave a school bus at a stop other than such students' usual stops.
- Any musical instrument carried by a student shall be under the student's control at all times or properly stored in a vacant seat.
- A student shall make every effort to:
 - Keep the school bus or other vehicle clean.
 - Be courteous to the driver and other students/passengers in the school bus or other vehicle.

- Practice safe habits in waiting for a school bus at a scheduled stop, and in getting on and off the bus.
- Never use loud, profane, or obscene language or obscene gestures while in a school bus or other school vehicles.
- When unloading from a school bus and crossing to the left side of a road or street, a student shall always pass in front of the bus.
- The use of tobacco, in any form, is prohibited on a school bus.
- *Riding on a school bus is a privilege, not a right.* A student who refuses to obey the directions of a bus driver promptly, or to obey these regulations, may be denied the privilege of riding to and from school on a school bus.

Consequences for Violations of Conduct Rules for School Bus or Other School District Vehicles

The driver of a school bus or other School District vehicle has the legal responsibility to maintain passenger conduct that does not jeopardize the safety or welfare of the driver and the passengers. Therefore, it may be necessary for the driver to make judgments regarding appropriate consequences for violations of bus conduct rules.

The driver's discretion will be used in establishing the severity of the offense based on the descriptions listed below. Consequences will be administered consistent with the severity of the offense. For example, if the driver believes the behavior of the student was a 4th level (very serious) violation, it is not necessary that the consequences for levels 1 - 3 be imposed before suspension of riding privileges is imposed.

At all levels of severity, the student will be provided with the opportunity to hear the specified charges and to respond to those charges.

Charge levels:

- *1st level violations* are minor in nature, do not involve repeat violations of conduct rules, and do not immediately jeopardize the safety or welfare of other passengers.
 - A verbal warning will be given to the student by the driver, indicating the specific behavior that is inappropriate and requesting that such behavior not be repeated.
- *2nd level violations* are of moderate severity. They may include repetitions of minor violations, constitute a distraction sufficient to distract the attention from driving responsibilities, and/or compromise the safety or welfare of the driver or other passengers.
 - The driver will hold a conference with the student and may change the seat assignment of the student. The driver shall keep a record of 2nd level offenses. The name of the student, the behavior, and action taken should be recorded.
- *3rd level violations* are serious in nature. They include, but are not limited to, repeated violations that have been addressed by the driver, at either the first or second levels, and disruptions that compromise the safety or welfare of the driver or other passengers.
 - The bus driver will submit a written report to the school principal or designee, who will arrange a conference, either in person or by telephone, with the driver and the person responsible for the student. The driver will recommend a consequence, which may include, but not be limited to, change of bus seat, behavioral contract, or home support and involvement.
 - The final determination of consequence will be made jointly by the principal or designee and the transportation manager.
 - A student may have no more than two (2) 3rd level referrals before a loss of riding privileges will occur.
- *4th level violations* are very serious in nature. They include chronic violations of bus conduct rules, vandalism to the bus or School District vehicle, any violation of the District's weapons, drugs, and alcohol policies, assault, extortion, or arson, and any other offense that the driver deems of sufficient severity as to jeopardize the safety or welfare of the driver or passengers.
 - The bus driver will submit a written report to the school principal or designee, who will arrange a conference, either in person or by telephone, with the driver and the person responsible for the student. The driver will recommend a consequence, which will include a suspension or loss of bus riding privileges.

- Generally, the first 4th level violation will carry a suspension of up to five days. Additional 4th level violations will carry a penalty of, at least, five days and may result in a loss of riding privileges for the remainder of the school year. However, a first 4th level offense may be of significant seriousness that the driver can recommend a longer or permanent suspension of riding privileges.

Suspension of Student from School Buses or Other District Vehicles

A suspension from the bus may be appealed to the principal, if the suspension has been imposed by a designee. The final decision will be made jointly by the transportation manager and the principal or designee.

When it is necessary to suspend a student from a school bus or other School District vehicle, the person responsible for the student shall be given a *minimum* of twenty-four hours' notice so that the person responsible for the student may arrange alternate transportation for the student.

The principal or designee will inform the following persons of the specific length and inclusive dates of the suspension period, prior to enforcement of the suspension:

- The student involved.
- The person responsible for the student.
- The driver for the suspended student.

The student shall be advised that all concerned parties, as noted above, will be informed of the action taken.

Immediate Removal of Student from School Bus or Other District Vehicle

Notwithstanding the progressive consequences described above, the driver of a school bus shall have the authority to remove a student from the school bus or other School District vehicle prior to a conference with the principal or designee and the person responsible for the student under the following conditions:

Middle school and high school students. If the student's behavior on the bus is such that the student is creating an immediate safety hazard, the driver may put the student off the bus. In such case, the driver must get the student's name and must instruct the student to remain outside the bus at the scene until a school official arrives. The driver must notify the transportation office immediately and must stay at the scene, until instructed differently by the transportation office. If the student refuses to stay at the scene, and leaves the area, the driver must report this immediately to the transportation office and must continue to stay at the scene until instructed differently by the transportation office.

Special Education Students - Suspension from School Bus or Other School District Vehicle

Students enrolled in special education programs may be suspended for up to ten consecutive days per offense. For longer periods of time, or for frequent short-term suspensions, a responsibility conference must be convened to determine whether or not the behavior is a manifestation of the student's disability. If a causal relationship is not found, the student may be suspended for more than ten consecutive days. If the behavior is determined to be a manifestation of the student's disability, the student's IEP will be reviewed and modifications will be made if deemed necessary.

Governing Board Policy JICA STUDENT DRESS

The Board recognizes that 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.

The Board authorizes the Superintendent to develop and enforce school regulations prohibiting student dress or grooming practices that:

- Present a hazard to the health or safety of the student or to others in the school.
- Materially interfere with school work, create disorder, or disrupt the educational program.
- Cause excessive wear or damage to school property.
- Prevent students from achieving their educational objectives.
- Represent membership in a gang.

Obscene language or symbols, or symbols of sex, drugs, or alcohol on clothing are expressly prohibited.

Governing Board Policy Regulation JICA-R STUDENT DRESS

Students and parents are responsible to provide appropriate student attire. District personnel have the responsibility of protecting the health and safety of pupils and maintaining proper and appropriate conditions conducive to learning. The choices of students and their parents shall not affect the educational program of the schools or the health and safety of others. The District encourages students to take pride in their attire as it relates to the school setting. Students should dress in a manner that, in addition to the following guidelines, takes into consideration the educational environment, safety, health, and welfare of self and others.

The type of attire or grooming displayed by students shall not:

- Present a physical safety hazard to self or others in the school. Examples of attire which are prohibited include, but are not limited to:
 - Wallet chains.
 - Hanging belts.
- Jewelry such as low-hanging earrings that may be caught by another object or pulled by others. Create an atmosphere in which the well-being of *others* is hindered by undue pressure, intimidation, or threat of violence. Examples of attire which are prohibited include, but are not limited to:
 - Bandannas, hair nets, scarves as headgear, except when worn for religious purposes.
 - Gang-related personalization on hats, items of clothing, belt buckles, or on one's self.
 - Profane, defamatory writing or depictions on clothing or jewelry.
 - Obscene language or pictures.
- Display profanity or profane/obscene gestures or promote alcohol, drugs, or tobacco in their logo.
- Materially interfere with school work, create disorder, or disrupt the educational program. Examples of prohibited attire include, but are not limited to:
 - Any clothing which exposes a student's bare midriff.
 - Muscle shirts, spaghetti strap tops, tank tops with shoulder straps less than two (2) inches wide.
 - Mesh sports jerseys without undershirts.
 - Exposed undergarments.
 - Shorts and skirts must cover the buttocks and extend down to cover at least three (3) inches of the legs.

Safety standards established for vocational education, physical education, and other lab classes shall be followed. Specific standards for dress and grooming may be established for extracurricular activities by those responsible for supervising such activities.

If a student's dress is in violation of this regulation, the principal or designee will ask the student to make an appropriate correction. If the student refuses, the parent/guardian may be notified and asked to make the necessary correction. The principal or designee will take corrective action in order to ensure compliance with the student dress code.

Governing Board Policy KFA PUBLIC CONDUCT ON SCHOOL PROPERTY

No person shall engage in conduct that may cause interference with or disruption of an educational institution. Interference with or disruption of an educational institution includes any act that might reasonably lead to the

evacuation or closure of any property of the educational institution or the postponement, cancellation or suspension of any class or other school activity. For the purposes of this policy, an actual evacuation, closure, postponement, cancellation or suspension is not required for the act to be considered interference or disruption.

A person commits interference with or disruption of an educational institution by doing any of the following:

- Intentionally, knowingly or recklessly interfering with or disruption of the normal operations of an educational institution by either:
- Threatening to cause physical injury to any employee or student of an educational institution or any person on the property of an educational institution.
- Threatening to cause damage to the District, the property of the District, or the property of any person attending the District.
- Intentionally or knowingly entering or remaining on the property of an educational institution for the purpose of interfering with or denying lawful use of the property to others.
- Intentionally or knowingly refusing to obey a lawful order given by the Superintendent or a person designated to maintain order.

The above identified acts need not be directed at a specific individual, the District, or specific property of the District to constitute a violation of this policy.

Restitution for any financial loss caused by a violation of the policy may be required. Furthermore, an individual who interferes with or disrupts an educational institution is subject to misdemeanor or felony charges as provided in A.R.S. 13-2911.

A person may also interfere with or disrupt the District function by committing any of the following:

- Any conduct intended to obstruct, disrupt, or interfere with teaching, research, service, administrative, or disciplinary functions or any activity sponsored or approved by this Board.
- Physical or verbal abuse or threat of harm to any person on property owned or controlled by the District or at supervised functions sponsored by the District.
- Forceful or unauthorized entry to or occupation of District facilities, including both buildings and grounds.
- Illicit use, possession, distribution, or sale of tobacco, alcohol, or drugs, other controlled substances, or other illegal contraband on District property or at school-sponsored functions.
- Use of speech or language that is offensive or inappropriate to the limited forum of the public school educational environment.
- Failure to comply with the lawful directions of District officials or of District security officers or other law enforcement officers acting in performance of their duties, and failure to identify oneself to such officials or officers when lawfully requested to do so.
- Knowing violation of a District rule and regulation. Proof that an alleged violator has a reasonable opportunity to become aware of such rules and regulations shall be sufficient proof that the violation was done knowingly.
- Any conduct constituting an infraction of any federal, state, or city law or policy or regulation of the Board.
- Carrying or possessing a weapon on school grounds unless the individual is a peace officer or has obtained specific authorization from the appropriate school administrator.

Additional Requirements of the General Public

The definition of *general public* is anyone who does not come under the definition of student, faculty member, staff member, or employee.

- No person shall visit or audit a classroom or other school activity, nor shall any person come upon or remain upon school premises, without approval by the principal or the principal's authorized representative. Nor shall any person conduct or attempt to conduct any activity on school premises without prior approval by the Superintendent or the Superintendent's authorized representative.
- Any member of the general public considered by the Superintendent, or a person authorized by the Superintendent, to be in violation of these rules shall be instructed to leave the property of the District. Failure to obey the instruction may subject the person to criminal proceedings pursuant to A.R.S. 13-2911 and to any other applicable civil or criminal proceedings, or to tribal ordinance.
- Persons attending special functions shall confine themselves to the specific part of the facility assigned in the permit.

- Persons who engage in disorderly conduct of any kind may be subject to removal and exclusion from the facility.
- The use of facilities shall be granted only for legitimate purposes. Therefore, the permit holder shall assume full responsibility for any unlawful act committed during the exercise of the permit.
- No person shall possess or engage in the use of medical marijuana on District property, at a District event, or in a District vehicle.

Governing Board Policy Regulation KFA-R SPECTATOR CONDUCT

This regulation provides specific rules for dealing with spectator conduct of nonstudent fans in order to prevent unsportsmanlike conduct of such fans, including verbal abuse toward officials, coaches, and other spectators, as well as any other actions deemed disruptive or unruly.

The principal and a few carefully chosen designees will deal with and enforce satisfactory spectator conduct. These individuals will have the authority to remove or arrange for the removal of such disruptive individuals. Such removal should indicate either verbally or in writing that the person(s) is not to return to campus without assuring the principal, in writing, of a guarantee that such misconduct will not be repeated. Refusal to do so would allow the principal to ban the person(s) from future games or other school events.

Governing Board Policy AC NONDISCRIMINATION/EQUAL OPPORTUNITY

The Board is committed to a policy of nondiscrimination in relation to race, color, religion/religious beliefs, gender, age, national origin, sexual orientation, creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, family, social or cultural background. This policy will prevail in all matters concerning staff members, students, the public, educational programs and services, and individuals with whom the Board does business

Student Name _____ ID# _____

***PLEASE NOTE:** The school day officially begins at **7:25 a.m.**

Student Schedule

Period	Class	Teacher
0	_____	_____
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____
7	_____	_____

**Chandler High School
"School of Champions"**

350 North Arizona Avenue
Chandler, Arizona 85225
(480) 812-7700

A+ School of Excellence

**International Baccalaureate
Advanced Placement Classes
AIA Victory with Honor**

**Flinn Scholar Recipients
National Merit Scholars
North Central Accredited**

Mission Statement

Our mission, in partnership with parents and the community, is to provide students with rigorous educational experiences to develop the knowledge, skills, and attitudes needed to succeed in an ever-changing world.

Administration

Mr. Larry RotherPrincipal
Mr. Jim CulverAssistant Principal/Athletic Director
Mrs. Karen MartinAssistant Principal
Ms. Ann Templeton.....Assistant Principal
Mr. J.J. Chandler.....Assistant Principal
Mr. Hugo Garcia.....Dean of Students

Important Numbers

Attendance.....812-7703
Bookstore.....812-7745
Counseling.....812-7706
Nurse.....812-7702
Registrar812-7724

GOVERNING BOARD

Mr. Robert Rice
Mrs. Annette Auxier
Mrs. Barbara Mozdzen
Mr. David Evans
Mrs. Karen McGee

SUPERINTENDENT

Camille Casteel, Ed. D.

CHS STUDENT HANDBOOK AND PARENT GUIDE

Chandler High School is the home of the Wolves and the pathway of champions. "The tradition of excellence" is not just a motto; it is something students and staff have lived and worked by for many years. The school is proud of its achievements in the classroom, on the athletic field, in performance and exhibit halls, and in the community.

Student Responsibilities

1. To accept responsibility for your own educational progress, so that you can become an adult for whom learning is a natural part of your life.
2. To strive for the development of critical thought and analysis.
3. To acquire the learning skills basic to continuing self-development and further study.
4. To practice the principles and qualities required for democratic citizenship and responsible participation in our multi-racial, multi-cultural society.
5. To accept the educational opportunity offered to you with zeal, and demand challenging and meaningful instruction.

Student Citizenship

Chandler High School students are required to abide by the policies, procedures, regulations, and code of conduct detailed in the student handbook, available for viewing on the school's website. www.mychandlerschools.org/chs
Printed copies are available by request.

Special Report to Parents

This report is sent to parents at any time a student is not making satisfactory progress and is sent at the discretion of the teacher. The report may be in the form of an attendance or conduct referral, or a failure notice.

Counseling Services

Students are urged to take the initiative in contacting counselors. Appointments can be made at the counseling office before school, during lunch hour, or after school. Counselors are available at all times to answer questions and to discuss problems.

Honor Courses

The following procedures are created in order to maintain the consistency and quality of the class rank, grade point average standards and the honors program at Chandler High School. The Advanced Placement (A.P.) program is a national curriculum, and the International Baccalaureate (I.B.) is an international curriculum. These two curricula will be respected as Chandler High School honor credit courses in addition to courses carrying the honors distinction. Many A.P. and I.B. courses may be taken at Chandler High School for dual credit. If a student elects this option, she/he must pay the Maricopa Community College tuition and successfully complete the course. Since discussions are ongoing concerning which courses will offer dual credit, a list will be provided at the beginning of each semester.

Dual Credit

Students may earn dual credit by enrolling in courses at Chandler High School which are so designated. Teachers will provide information as to tuition and course requirements. All dual credit courses in the Chandler School District have been articulated with the Maricopa Community Colleges to assure continuity and college-level expectations. Students will earn credit towards high school graduation and college upon successful completion. Students will also have the option of A.P. (Advanced Placement) and I.B. (International Baccalaureate Program) testing.

Principal's Academic Honors Recognition

In order for students to be eligible for Principal's Academic Honors Recognition, they must maintain a 3.5 cumulative GPA and meet the requirements for enrollment in honor classes each semester. A recognition celebration is held in the 4th quarter where students receive an Academic Honors certificate and award.

Current Year Academic Honors Course Requirements:

- Freshmen are earning two honor credits
- Sophomores are earning two honor credits
- Juniors are earning two honor credits
- Seniors are earning one honor credit

Students must be enrolled in at least one honors class both semesters in the current year.

Arizona Academic Scholars

Arizona Academic Scholars Course of Study gives students the foundation they need to succeed in a technical school, community college, university, the military, or industry. The Course of Study includes 4 credits of English, 3 credits of math through Algebra II, 3 credits of social studies, 3 credits of lab sciences, 2 credits of a language other than English, and a grade of C or better in every Scholars class plus meet graduation requirements. More detailed information regarding eligible courses is available in the Counseling Department or Registrar's Office.

Arizona Academic Scholars Program is endorsed by the Arizona Department of Education, the Arizona Board of Regents, Governor Jan Brewer, the Arizona Community College System, and the Arizona Business and Education Coalition. Students who take more challenging courses in high school are more likely to finish higher education, get better grades in higher education whether or not their parents are college graduates, and are more likely to get better-paying entry-level jobs and have a stronger lifetime earning potential.



The International Baccalaureate program is for students interested in developing the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world.

Chandler High School is an IB World School offering the IB Diploma Program since 1982. We were authorized to offer the IB-Middle Years Program in 2013. We are now an authorized school for the IB Career-Related Program, the first in Arizona. IB World Schools share a common philosophy—a commitment to high-quality, challenging, international education—that we believe is important for our students.



- 9th and 10th grade students
- Must be in at least one honors class both years
- Must be taking a World Language both years
- Take either AP Human Geography or AP Comparative Gov 10th grade
- Complete 40 hours of community service in 9th/10th grade total
- Complete a research paper in Honors English 9 and a Personal Project in Honors English 10

This program is ideal for all 9th and 10th grade students looking to begin their portfolio of experiences that can help them when applying for colleges and scholarships. It is a great opportunity to have an extra support system while transitioning into high school.



- 11th and 12th grade students
- By the end of 12th grade the students will take IB tests in 6 academic areas: English, World Language, Social Studies, Science, Math and a 6th area (Fine Arts or a second Soc Studies or Science)
- Students log and reflect on Creativity, Action and Service hours (approx. 50 of each) over the 2 years
- Students complete an Extended Essay under the supervision of a faculty advisor
- Students take 2 semesters of Theory of Knowledge

The IB Diploma is the most rigorous academic path that a student can take at CHS. There is not only one way to map out the diploma — there are so many possibilities and elective options and each student's schedule is unique. Students can still do other things such as sports, band, Student Council. The students that complete the IB Diploma are *very* well-prepared for college and beyond and this program can help them stand out in a competitive college / scholarship application process.



- 11th and 12th grade students
- Incorporates the educational principles of IB into a program tailored for student in CTE programs.
- Students complete at least two Diploma courses and test at standard level
- Students take two years of the same CTE area: Engineering, Marketing, Sports Medicine, Computer Science, TV/Media Production, Agriculture
- Students take two semesters of an *Approaches to Learning* course — during which they also complete a reflective project, a language learning portfolio and document at least 50 hours of community service

This program is ideal for either the CTE student that is willing/capable of completing two diploma courses at the Standard Level or the IB Course Candidate (student already taking one or two IB courses) that is willing/capable of taking two years in a CTE course area.

Withdrawal from School

The following steps must be taken for a student to withdraw from school:

1. Contact the counselor.
2. Obtain parental approval either through parent conference or phone confirmation to Registrar.
3. Complete forms obtained from registrar's office.
4. Get withdrawal slip signed by teachers, nurse, librarian, and bookstore clerk. Books must be turned in to the bookstore. Student ID's must be turned in to the Registrar.
5. Return the form to registrar's office.

NO RECORDS WILL BE TRANSFERRED UNTIL ALL DEBTS ARE PAID.

*THE FACULTY AND ADMINISTRATION ENCOURAGE ALL STUDENTS TO REMAIN IN SCHOOL. STUDENTS WHO ARE HAVING PROBLEMS ARE ADVISED TO SEE THEIR COUNSELOR, A TEACHER, OR AN ADMINISTRATOR FOR GUIDANCE.

Withdrawal from Class

The deadline for dropping a class without penalty is the 20th day of each semester.

Visitors

All visitors to Chandler High School are required to sign the visitors' registry and obtain a visitors' badge located at the front desk upon arrival on campus. Student visitors from other schools are not permitted unless it is an exchange program authorized by the school, and they have received administrative approval.

Change of Address and Telephone Number

It is very important that all students notify the registrar's office (480-812-7724) immediately of any change of address or telephone number. **Every student must have valid, up-to-date contact information on file.**

Closed Campus

Chandler High is currently a modified “Closed Campus” facility. This policy allows students in **grades 10-12** to **walk** off campus **only** to go home for lunch or to frequent an eating establishment during the lunch period. Students are not allowed to leave campus between classes. Students who leave campus to loiter on sidewalks, or in neighboring yards, as well as alleys, will be considered truant and in violation of school rules, city ordinances, and/or Arizona statutes. Students must be walking and proceeding on sidewalks and designated crosswalks to or from an eating establishment along Arizona Avenue only, and must be able to provide valid student ID when exiting the campus.

NOTE: Grade 9 students are not allowed to leave campus at any time.

- **Only ½ day seniors can drive off campus for lunch**
- **Only the student can go to THEIR house for lunch no visitors**
- **Cannot be driven to or dropped off for lunch, students must be signed out in attendance office**
- **No loitering in the buildings/can only use restrooms in the 500's**
- **No eating in or on the stairwells of any building**
- **Students are not use alleys at any time during school hours**

Police department, school security, and administration will cite students who are in violation of the “closed campus” rules. These citations will result in school consequences also. Action could range from lunchtime detention to school suspension.

Bookstore

The bookstore is operated by the school district for the convenience of all students. The bookstore is located on the west side of the administration building. The store will be open daily from 7:00 a.m. to 3:00 p.m. Telephone: 812-7745. **Students are not allowed to go to the bookstore during class time.**

Safety Glasses

Safety glasses are necessary in all of our trade and industrial classes and many of our science and art classes. Students signed up for these classes will be required to use safety glasses whenever the class situation necessitates it.

Lockers

Students will be assigned an individual locker for the storage and protection of property for the P.E.. Lockers may not be exchanged between students. Students should not reveal their lock combination to any other students. Lockers are not accessible during lunch periods. You must provide your own lock for you locker if you can not one can be purchased through the bookstore. The school is not responsible for lost or stolen items. Lockers are the property of the school system and will remain, at all times, under the control of the school system. The school system retains the right to inspect lockers for any reason, at any time, without notice, without student consent, and without a search warrant. School officials may seize illegal items or possessions reasonably determined to be a threat to the safety or security of others. Items seized will be held by the school or turned over to the appropriate law enforcement agency.

Lost and Found

Loss or theft of any item should be reported to the assistant principal's office immediately. If any article of value is found, it should be taken to the principal's office at once. Students should check in the principal's office if they have lost anything since many articles go unclaimed each year.

Media Center (Library)

The Media Center is located on the first floor of the administration building facing north and is open from 7:00 a.m. to 3:30 p.m. Students are required to have a pass from a teacher during the school day (7:25 a.m. to 2:15 p.m.).

Bicycles and Skateboards

Bicycles and skateboards are not to be ridden on campus at any time. Bicycles ridden to and from school must be secured in designated spaces. Skateboards are not permitted on campus at any time.

Fire Drill

Detailed instructions for fire drills are posted in each room. Teachers will read these instructions to each of their classes during the first week of each semester.

Food Service

For information regarding school meals please visit our website at www.cusdnutrition.com. Here you will find all of our menus, pricing information, and nutritional data on the food we serve. Special diet forms and Free & Reduced Applications can be downloaded as well. Sign up to receive news and updates about our program. You can also contact us by phone at **480-812-7240**. Be sure to follow us on **Facebook** and **Twitter** for healthy eating tips, recipes, prizes and giveaways.

School Nurse and Illness

The high school Health Office is staffed by a Nurse for emergency care, health consultation, and as a resource for students and parents. Specific procedures and permission forms are required for the School Health Office to administer any prescription medications; be aware that written orders from the prescribing physician are required if students are to receive such medications during school hours. **If students become ill and must go home, a student leave permit must be obtained from the school Health Office and presented to the school Attendance Office before leaving campus.**

Health Services

Please see the Health Services department on the district website www.mychandlerschools.org for specific information on the Forms required from parents and doctors, Medication Administration policy, Health Protocols for student illness, Immunizations, Hearing and Vision screening programs, and information on specific health conditions for school.

Deliveries

The school will not accept or make any deliveries (flowers, balloons, lunch etc.) to students during the school day.

Dress code

The school will not accept or make any deliveries (flowers, balloons, lunch etc.) to students during the school day.

Cell Phone/Technology

Using the device at times or in places when the teacher has asked you not to use them, such as, but not limited to:

- Texting to others for non-instructional purposes
- Bullying or threatening others
- Playing non-educational games
- Attempting to bypass network security or engaging in hacking
- Taking a photo or video of another person and posting it to the Internet
- Sharing personal information with others
- Engaging in plagiarism or copyright infringement

If the student is misusing their electronic device:

- Refuses to hand over the device to the teacher (hands over to administrator) 2 days of ISD
- Refuses to hand over device to Administrator 3 day suspension off campus

(Device will be available for pick up at the front desk after school)

Please note that use of personal electronic devices is left to the discretion of the classroom teacher.

Daily Announcements

Announcements are scrolled on the televisions throughout the day and read each morning during homeroom. Senior students who do not have a homeroom may view the announcements in the Media Center. All announcements must be turned in to Mr. Hinton (Media Center) by 11:00 a.m. the day before the announcement is to be run.

Distribution of Materials

Information (announcements, pamphlets, newsletters, memos, etc.) may not be distributed to other students or school personnel on campus without authorization from the administration.

Foreign Exchange Students

Each year our high school has one or more exchange students from foreign countries. These students are looking to Chandler High School students as an example of the American way of life. They should be treated as friends.

Crosswalks

Students are to observe regular traffic laws and use crosswalks when traveling between classes or before, during, and after lunch.

Assembly Conduct

Students must sit in the section assigned for their class. Students who cannot conduct themselves properly will be removed from assemblies. Seating for pep assemblies will be by Freshman, Sophomore, Junior, and Senior class. For other assemblies, seating will be with a designated teacher. Special seating assignments will be made when using the Center for the Arts.

Spectator Behavior

Chandler High School participates in the AIA Victory with Honor program. Fan behavior is an integral part of upholding these principles. A paid entry fee does not constitute permission to taunt or cheer in a disrespectful, rude, or derogatory manner. Fans behaving in this way will be directed to leave the sports venue. Chandler High School students will be subject to the school's discipline policy as well. These principles apply to audiences at sporting and non-sporting events.

Please note: Students must have transportation within 30 minutes home immediately following all school activities.

Vandalism Fund

Each year the school district sets aside \$2,000.00 for the non-vandalism incentive fund at Chandler High School. During the year, this money is used to repair or clean up any damage to the school. At the end of the school year, the money remaining after repairs is given to the student council to use for the benefit of all students. It is the responsibility of all students at Chandler High School to refrain from and PREVENT vandalism.

Signs and Posters

All posters, decorations, and tape shall be disposed of by 8:00 a.m. the school day following the activity. If this is not done, the sponsoring organization will be assessed \$5.00 payable to the Student Body Activity Fund. **Organizations or persons desiring to display posters must have authorization by the student council and assistant principal.** Publicity for election campaigning must follow the designated rules. All posters located inside the hallways must be placed on the provided bulletin boards. The custodial staff will take down any poster not on a bulletin board. Continued abuse of this policy will result in a \$50.00 fine assessed to the sponsoring organization, payable to the Student Body Activity Fund. Please do not place posters on windows and refrain from using any type of tape on any building surface, inside and outside.

Learning Center

The Learning Center is after school or lunchtime opportunities for students to receive extra assistance. Teachers are available to assist any student in his/her subject area. If a student is struggling, or just wants to get ahead, days and times for lunchtime and after school tutoring will be posted after the start of the school year. Late bus transportation is available.

Tobacco or Imitation Tobacco Products

The possession, use, distribution or sale of tobacco or imitation tobacco products on school grounds, at school-sponsored events and on school-sponsored transportation is prohibited. These products include but are not limited to: cigarettes, imitation or electronic cigarettes or hookah products and pens, mods and or jules/junos.

Designated Student Pickup Locations

The designated student pickup locations are behind the Chandler Center for the Arts (CCA) only. There is to be no loitering on campus at any time or in front of the gyms. Police department, school security, and administration will issued school discipline or cite students who are in violation of these rules. These citations will result in school consequences also. Action could range from lunchtime detention to school suspension.

Clubs and Organizations*

Curriculum

Academic Decathlon
Air Force Jr ROTC
Anime
Athletic Trainers
AudioVisual Club
AVID
Band/Flagline
Chorale
Clay
BIP (formerly COE)
Dance
DECA (Business/Marketing)
French Language Honor Society
FFA (Agriculture)
FCCLA Co-op CTSO
German
Graphics
International Baccalaureate
and IB Middle Years
ITS (Drama)
LINK Crew
Model UN
National Forensics League (Speech/Debate)
Newspaper
Orchestra
Peer Mediation
Robotics
Science
Social Studies Council
Spanish Language Honor Society
Student Council
Skills USA
Washington Close-up
Yearbook

Non-Curriculum

Aquatics
Asian Cultural
Baseball
Basketball
BSU (Black Student Union)
Chandler Buddies
Culinary
Environmental
Fashion Club
Fellowship/Christian Athletes
Games
Golf
Hiking
Interact
Karaoke
Key Club
Lacrosse
MEChA
National Honor Society
Native American
Ping Pong
Powerlifters (Football)
SMASH (Badminton)
Soccer
Softball
Spiritline
Step Team
Student Senate
Teen Court
Tennis
Track/Cross Country
Urban Dance/Hip Hop
Volleyball
Wrestling

***subject to change**

Attendance

Student attendance closely matches student academic achievement. Students receiving failing grades almost always have a high number of absences and tardies. Procedures developed by the staff Attendance Committee are intended to involve parents, teach students responsibility, and have teachers lead in terms of instruction and accountability.

Tardies

- A. Students are expected to be in their classrooms, ready to begin class work prior to the late bell.
- B. Recommended levels for improving promptness:
Students will be assigned consequences for tardiness to class. Consequences may include the sweep room, lunch detention, community service, after school detention, Saturday School, or any other administrative consequence that may be deemed necessary to bring about compliance. Consequences may be assigned by teachers and / or administration.

NOTE: At any stage a teacher may require make-up time.

Sweeps

Students not in class when the late bell rings will be sent to the sweep room.

Absences

Absences can be defined as excused or unexcused. Only a parent or legal guardian through telephone contact to the **Attendance Office (812-7703)** may excuse absences.

Procedures to Improve Student Attendance

- A. Unexcused Absences
Students will be assigned consequences for unexcused absences. Consequences may include lunch detention, community service, after school detention, Saturday School, or any other administrative consequence that may be deemed necessary to bring about compliance. Consequences may be assigned by teachers and/or administration.

NOTE: Any unexcused absence for any length of time will result in mandatory make-up time or detention.

- B. Excused Absences
Parents must call the attendance office (812-7703) within 24 hours of the absence to officially excuse students from school or particular periods of classes during the day. After the 24 hours, all calls will be recorded as a late call (unexcused absence). The state recognizes illness or family bereavement as the only legal excuse. However, the school district is more flexible and will accept parent-excused reasons. We do recommend that appointments with doctors, etc. for routine matters be scheduled after school hours. Parents are urged to call in any case (812-7703). When the office isn't staffed, an answering machine will be in place. When we fail to reach you for verification of an absence, an automated message will be left asking you to call for person-to-person contact with attendance office personnel.

- C. All Absences
If a student is absent for three periods in one or more classes, a letter will be sent requesting the parent to contact the teacher to clarify absences. The teachers may meet with the parent to outline ways to improve the student's attendance, complete eligible make-up work and catch up with studies. A second letter will be sent home notifying parents that their child has missed seven periods in one or more classes and requesting the parent to contact the attendance office to set up a

parent-teacher conference. At both of these conferences it will be pointed out that **ten** absences (for any reason, excused or unexcused) may result in the student being transferred to an academic study hall with possible loss of credit for the class.

D. Ten Absences

Once a student has **ten** absences in any class, for any reason, a decision will be made whether the student should stay in the class under contract or be transferred to a study hall. Being dropped from a class to study hall will result in an "F" for the semester grade in that class.

E. Ten Consecutive Absences

The state requires the schools to automatically withdraw a student from school who has been absent for **ten consecutive** days (excused or unexcused). If a major illness or extenuating circumstance has caused the absence, documentation will need to be provided to the attendance office **on or before the fifth consecutive absence**.

F. Make-up Work

1) Make-up work for absences must be completed **within the same amount of time after returning as the days absent from class** (e.g., allow two days to complete make-up work for two days of absences.) Field trips require arrangements to be made with the teacher in advance for make-up work and due date.

2) In-school detentions are excused absences from academic classes. Work from classes must be done in detention hall. The student may not be allowed back into regular classes until all work is completed.

3) It should be understood that a student who has been absent from class has missed a valuable part of the benefit of in-school education and may experience difficulty achieving scores as high as the student who is present and participates every day in class.

4) Absences will be considered **unexcused** when students fail to have parents call, or are reported to the administration as truant by referral, parent contact, or other reliable source.

5) Work that is missed due to an unexcused absence must be made up (reduced credit will be given at the teacher's discretion).

Perfect Attendance

Perfect attendance may result in incentives for the student as made available.

PE Dept. Guidelines for 2016/17

In order to increase communication between our coaching staff, parents, and students regarding policy changes for ALL physical education students, we have developed a few guidelines to help ensure that students are accountable for their performance:

A possible 15 points can be accumulated daily in the following categories:

Dressed in required PE uniform	5 points
Full participation in the daily activity	5 points
Attendance	<u>5 points</u>
	15 points total

1. Non dress or failure to participate – loss of daily points
 - a. On 3rd non-dress = Community Service w/Security
 - b. On 5th non-dress = referral to Administration
 - c. Student will be expected to participate in street/school clothes when they don't have the proper attire.
2. Excused Absences – student can earn back their points by doing Community Service Activity or another approved activity of instructor per absence.
3. PE Uniform = CHS PE T-shirt – available in bookstore for \$ 8. T-shirt and shorts are available for \$ 15. Student may wear their own athletic type shorts (loose basketball style). Colors that are acceptable are black, blue or gray.
4. Students will be required to workout in street/school clothes if they don't dress out. Refusing to participate will require notification of parent(s) via phone or email and on 3rd offense will receive a referral to Administration.

Parking Regulations

On-campus parking is permitted only in designated locations. Vehicles parked in other than designated areas or in restricted zones will be subject to removal. Any vehicle parked in a manner that will block or hinder the safe movement of others will be subject to removal. Vehicles not parked in assigned spaces are subject to blocked wheels and/or removal. Students who drive vehicles to school **park at their own risk** and must understand that neither the school nor the Governing Board can be held responsible for the vehicle. Any vehicle illegally parked may be impounded. Keep your car locked. Do not leave books or other valuables in your car. Report immediately, in writing, any incident involving vehicles to the security personnel or assistant principal. JOY RIDING: The use of cars or motorcycles for cruising around during the lunch period, before school, or during the school day is forbidden. Cars used in this way are a traffic hazard. The speed limit on campus is 5 m.p.h. Parking will be assigned according to the following priority: seniors, juniors, and then sophomores. All cars using the high school parking facilities must have a parking permit displayed as instructed. Violations of parking rules and postings may result in towing or blocking wheels at the owner's expense. The cost of a parking permit is \$75 for the year. Parking on campus is a privilege. Students may not move their vehicles from lot to another or the city streets during school hours.

Constitution

A copy of the Student Council Constitution will be posted in the office of the administrator in charge of student activities.

School Colors

The school colors are ROYAL BLUE and WHITE. Black may be used as an accent color. Students and staff are encouraged to wear school colors on Fridays.

School Publications

Wolf Howl — Student newspaper published in print once a month and on-line weekly by Journalism students. News, opinions, entertainment, features, arts, and sports are all covered in the paper, which is distributed free of charge to the school and community.

El Lobo — Student yearbook published annually by students in yearbook class. This publication covers all students, events, sports, and clubs; it includes a color section of seniors, as well as various other memorable activities of the school year. Yearbooks can be purchased throughout the school year at the Bookstore. *El Lobo* is distributed at a yearbook signing party in May.

List of Correction Symbols for Essays

SP	Spelling
NC	Not clear
Om	Omit or you left out some word/phrase
DMS	Does not make sense
AWK	Awkward
VT	Verb tense
TR	Transition
CS	Comma splice
=	Capitalize word
with out	Connect two words
PC	Parenthetical citation
WC	Work cited
pg.	Page
you NONO	Avoid using this word
agr.	Subject/verb agreement
vague	Not specific information
cliché	Overused expression
rep.	Repetitious
source?	Source of information? Who said this?
?	What are you saying?
explain	Explain quote or comment, expand on this
define	Define either by denotation or connotation
^	Insert here
WW	Wrong word
lc	Use lower case

WOLVES Sentence Structures

Sentence Structure **W**— Compound sentences joined with a comma and coordinating conjunction

Place a comma before the conjunction that joins two main clauses in a compound sentence.

Coordinating Conjunctions — and, but, or, not, so, yet

It snowed all night, and the schools were closed the next day.

The bond override may not pass this time, but you can be certain it will pass soon.

Sentence Structure **O**— Commas between items in a series

Commas are used to separate items in a series.

Series of Nouns — Clothing, books, and papers were piled on top of Kent's dresser.

Series of Verbs — The bus driver honked, slammed on the brakes, and swerved sharply.

Series of Adjectives — The day that we had so long awaited was warm, sunny and cloudless.

Series of Phrases — Groups of children were playing behind the house, on the porch, and in the yard.

Sentence Structure **L**— Semicolons between main clauses

A semicolon is placed between the main clauses of a compound sentence when a conjunction and a comma do not join them. The two independent clauses are closely related and can be linked by using a semicolon or a comma and conjunction (Sentence structure **W**).

Structure **W**— Bonita is good at set shots, but I am not.

Structure **L**— Bonita is good at set shots; I am not.

Structure **W**— Bill was the manager of the team, and John was the trainer.

Structure **L**— Bill was the manager of the team; John was the trainer.

Sentence Structure **V**— Semicolons and commas used with transitional expressions

A semicolon is used between main clauses joined by conjunctive adverbs and transitional phrases. A comma is placed directly after the conjunctive adverb or transitional expression.

Conjunctive Adverbs: consequently, accordingly, anyway, incidentally, indeed, instead, conversely, finally, likewise, meanwhile, next, also, however, therefore, furthermore, moreover, nevertheless, thus, still, then, therefore, subsequently, specifically, and yet

Transitional phrases: for example, for instance, after all, as a matter of fact, as a result, at any rate, at the same time, even so, in addition, in conclusion, in fact, in other words, in the first place, on the contrary, and on the other hand

Nick is well liked; in fact, he is the most popular person in the class.

Many of their talents complemented each other; for example, he played the piano and she sang.

Minh did not understand our language; moreover, he was unfamiliar with our customs.

Sentence Structure **F**— Colons to introduce lists

A colon is used to introduce a list of items.

Jim was a member of the following groups: student council, ceramics club, wrestling club, and choir.

Bring the following materials to class: a pencil, some paper, a book, and a great attitude.

Sentence Structure **S**— Commas separate a word or phrase to rename a noun or pronoun

An appositive is a word or phrase, set off by commas, that explains or identifies the noun or pronoun before it.

Noun — Susan, a student at Chandler High School, won first place in the Science Fair.

Pronoun — They, the new people in the club, refused to pay their dues.

Noun phrase — A single incident, a tornado that came without warning, changed the face of the small town forever.

<p style="text-align: center;">The Cornell Note-Taking System (Walter Pauk, 1989)</p>
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Cornell Note-Taking System Sample

1. **Record** (During Lecture)
 - Write down facts and ideas in phrases
 - use abbreviations when possible (After Lecture)
 - read through your notes
 - fill in the blanks and make scribbles more legible

2. **Reduce / Question** (After Lecture)
 - write key words, phrases or questions that serve as cues for notes taken in class
 - cue phrases and question should be in your own words

3. **Recite**
 - with classroom notes covered, read key words or questions
 - recite the fact or idea brought to mind by key word or question

4. and 5. **Reflect and Review**
 - review your notes periodically by reciting
 - think about what you have learned

6. **Recapitulation**
 - summarize each main idea
 - use complete sentences

The Cornell Note-Taking System

<p>(Key Terms/Major Concepts)</p>	<p>(Lecture Notes)</p>
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Student ID Cards

All students are required to have their photo ID card issued by the high school they are attending in their possession at all times while on campus, and students must present it at the request of any faculty or staff member. The ID must be visible, legible, and in its original condition. Students who fail to comply will be subject to disciplinary action. A free student ID is available the first two weeks of school or within two weeks of enrollment. If the card is lost or stolen, there is a \$5.00 replacement cost. The ID card must be returned when withdrawing from school.

Student Activity Pass

A student activity pass is available at the beginning of each school year. The cost is \$35.00. This pass entitles students to free admission to all home athletic contests except A.I.A. tournaments. With the card, some social activities on campus will have reduced costs. The pass will double as a student I.D. for school activities. Replacement cost is \$5.00.

Guests for Dances and School-Sponsored Activities

Students may invite guests to designated school dances. Prior approval must be secured from school administration. Students in grades 9-12 from other schools may be invited as guests, but are subject to the same dance and school regulations as District high school students. Guests must be 20 years of age or under and must bring a current photo ID with birth date.

Report Cards

Report cards are issued at the end of each nine-week grading period. Chandler Unified began paperless grade reports in the 2015-2016 school year. All progress reports and report cards can be printed from the Infinite Campus portal.

If you still require a paper copy please inform your school.

Grade	Performance	Grade Points	Honor Courses
A	Superior	4	5
B	Above Average	3	4
C	Average	2	3
D	Below Average	1	1
F	Failure	0	0

Progress Reports

Progress reports are available on Infinite Campus midway through each nine-week period. Parents are encouraged to contact teachers for any clarification. Progress reports reflect the grade the student is earning at the time the Progress Report was issued.

Final Exams

Students may not take semester final exams prior to the time they are scheduled. Students who are absent during semester final exams will receive an F for the final exam. In order for the grade to be changed, students must take the final within the first two weeks of the next semester as arranged through administration.

Family Educational Rights and Privacy Act (FERPA) Notice for directory information

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Chandler Unified School District (CUSD), with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, CUSD may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow CUSD to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

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

If you do not want CUSD to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing within two weeks of the start of school. CUSD has designated the following information as directory information:

- | | |
|--------------------------|---|
| -Student's name | -Participation in officially recognized activities and sports |
| -Parent/Guardian's name | -Weight and height of members of athletic teams |
| -SAIS/Student ID number | -Degrees, honors, and awards received |
| -Address | -The most recent educational agency or institution attended |
| -Telephone listing | |
| -Electronic mail address | |
| -Photograph | |
| -Date and place of birth | |
| -Major field of study | |
| -Dates of attendance | |
| -Grade level | |

1 THESE LAWS ARE: SECTION 9528 OF THE ESEA (20 U.S.C. 7908), AS AMENDED BY THE *NO CHILD LEFT BEHIND ACT OF 2001* (P.L. 107-110), THE EDUCATION BILL, AND 10 U.S.C. 503, AS AMENDED BY SECTION 544, THE *NATIONAL DEFENSE AUTHORIZATION ACT FOR FISCAL YEAR 2002* (P.L. 107-107), THE LEGISLATION THAT PROVIDES FUNDING FOR THE NATION'S ARMED FORCES.

National Honor Society Membership

Sophomores, juniors and seniors with a 3.25 cumulative GPA are eligible for membership in the National Honor Society (NHS) as juniors and seniors. To be a member in good standing, all eligible students must maintain a 3.25, attend required number of NHS yearly meetings, perform 30 hours of community service and uphold standards in character and leadership during the school year.

Distinguished Scholar

Senior class students who have a grade point average of 3.8 or better (computed at the end of the 7th semester) who are members of the NHS, and who have completed six honor classes (twelve honor semester classes) and 24 credits will graduate as a Distinguished Scholar. At least one honors class must be taken during their senior year. *CHS: Scholars are responsible for purchasing the black graduation stole. Distinguished scholars are eligible for selection by representatives of the senior class to be a speaker at graduation.*

Graduating with High Honors

Senior class students who have a grade point average of 3.5 or better (computed at the end of the 7th semester) and who have completed or are completing six honor classes (twelve honor semester classes) for eight semesters of work shall graduate with High Honors. At least one honors class must be taken during their senior year. *CHS: High Honors students are responsible for purchasing the gold graduation stole. High Honors students are eligible for selection by representatives of the senior class to be a speaker at graduation.*

Graduating with Honors

Senior class students who are members of National Honor Society shall graduate with Honors. Honors students are responsible for purchasing their own stole. *CHS: NHS students wear a gold tassel at graduation.*

AIA Eligibility

To participate in extracurricular activities that involve interscholastic competitions or A.I.A. approved adjudication, students must pass all the classes on their schedules. Grades are reported every 4-1/2 weeks either through progress reports or report cards. If a student receives a failing grade, he or she will be declared ineligible on the day following issuance of report cards or progress reports. If a student is ineligible, the student must attend study hall every school day within one week, usually five (Monday through Friday). The student must pass the class(es) on the Friday of the week study hall is served. The student will gain eligibility on the following Monday only.

Ineligibility/Remediation

Students have the opportunity to remediate the deficiency resulting in ineligibility for all grades except cumulative final semester grades. An administrator will assign the student who has failed at the 4 ½ or 9 week periods to tutorial study hall and monitor the student attendance and grades. If after one week of full attendance at study hall, the student's grades improve to the point of eligibility, eligibility will continue from that point on until the next progress report or report card.

A student whose final grade for a course at the end of either the fall or spring semester is an "F" will be assigned by an administrator to tutorial study hall. The student's attendance and grades will be monitored. If after one week of full attendance at study hall, the student's grades improve to the point of eligibility, eligibility will continue from that point on until the next progress report or report card.

Note: Students may practice with their team or group while ineligible. *Students may not travel with the team, dress out or compete* while ineligible.

Note: On AIMS test dates, study hall for ineligible student athletes will be adjusted that week.

Special Provisions

Special education students will have their GPAs figured at face value. If the principal feels it necessary, a special staffing may be convened to consider eligibility. Final eligibility decisions rest with the principal.

Any student whose behavior presents a problem or jeopardizes school discipline will be restricted from participation in extracurricular activities until such time that his or her behavior warrants reinstatement.

Random Student Drug Testing

All students in grades nine through twelve who participate in A.I.A. athletics or activities will be part of the **mandatory** random drug testing pool. In order to try out or enroll, students must agree to submit to random drug testing any time during the school year. Students remain active for drug testing throughout the year even if they are no longer participating in a sport or activity. Written parental consent for the student to be tested for drugs or alcohol is also required as part of student eligibility. There are consequences for students who do not pass the drug test.

Voluntary Student Drug Testing: Your school may be participating in the voluntary student drug testing program. Parents/guardians give their permission to have their high school student included in this testing program. The consent form and program guidelines are available at the school for parents to pick up or may be downloaded from the school's website. Once a student is included in the program, they will remain active in the program for the remainder of the academic year or until their parent requests that they be terminated from participation in the voluntary program.

Concussion education course — Brainbook

All student athletes shall complete the brainbook online concussion education course prior to participation in practice or competition (AIA Bylaw 14.13- adopted 8/15/2011). Please contact the athletic director's office for more information.

Physicals

All athletes and members of marching band are required to have an annual physical prior to participation. The physical examination for the following school year shall be given on or after March 1 performed by a Doctor of Medicine (M.D.), Osteopathic Physician (d.o.), certified registered Nurse Practitioner (n.p.) licensed to practice, or a certified Physician's Assistant (pa-c) registered by the joint board of medicine examiners and the osteopathic examiners in medicine and surgery. Please contact the athletic director's office, coach or band instructor for further information.

Insurance

All athletes must have proof of insurance before beginning participation. Insurance is available for all students who wish to pay for the policy. Further information may be obtained in the athletic director's office.

Lettering

Students can earn varsity letters in Academics, Athletics, and in the Fine Arts. For more information, contact the Athletic Director.

Lock Down Procedures

The purpose of a lockdown is to eliminate movement if there is a situation on campus or if there is police activity in the area. Security personnel will secure the perimeter of the campus and prevent people from coming on campus. If there is a lockdown, administration will maintain communication with the District Office and the police department.

Nondiscrimination Notification

Chandler Unified School District does not discriminate on the basis of race, color, national origin, gender, age, or disability in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of their operations.

Notificación de Non Discriminación

Chandler Unified School District no discrimina raza, color, nacionalidad, género, edad, o incapacidad de admisión a sus programas, servicios, o actividades, en acceso a ellas, en el tratamiento a individuos, o en ningún aspecto de sus operaciones.

FERPA Rights

The Family Educational Rights and Privacy Act (FERPA) is a complex Federal law that protects the privacy interests of parents and students with regard to educational records. Generally, FERPA gives parents the right to inspect and review their children's education records, request amendment of the records, and have some control over the disclosure of information from the records. When a student turns 18 or enters college, FERPA classifies him or her as an "eligible student" and transfers the rights under the Act from the parent to the student. FERPA requires school districts to notify parents and eligible students annually of their rights under the Act. When you turn 18 years of age, you have the right to your FERPA records. Please refer to the CUSD Course Description Book for further information regarding FERPA rights.

ADA/Title IX

The District does not have TDD's in use through out the district. Please feel free to use the TTY relay or video relay services. School office staff can be assisted to help family and community with TTY relay or video relay services with help from the CUSD Hearing Impairment department. Please contact Pupil Personnel Services for help. Please refer to the CUSD Course Description Book for further information regarding ADA/TITLE IX.

Approval of Flyers

Flyers for local non-profit organizations sponsoring student activities and flyers that promote third party invitations to students or parents who attend our schools, may be approved through our Community Education Department. Once the flyer is reviewed and approved they may be available to parents or students at a central location designated by the school. Community members who wish to distribute flyers should contact our Community Education Office at 480-224-3908.

Health Services

Please see the health services department tab on the district website www.mychandlerschools.org for specific information and forms required for parents and doctors, the medication administration policy, health protocols for student illness, immunizations, hearing and vision screening programs, and information on specific health conditions for school.

School nurse and illness- the high school health office is staffed by a nurse to provide emergency care, health consultation, and act as a resource for students and parents. Specific procedures and permission forms are required for the school health office to administer any prescription medications; be aware that written orders from the prescribing physician are required if students are to receive such medications during school hours. If students become ill and must go home, a student leave permit must be obtained from the school health office and presented to the school attendance office before leaving campus.

Health Protocol

A child must not be in school and will be sent home if the following condition(s) are present:

1. Fever 100 degrees or higher. A child must be fever-free for 24 hours (without medication) before returning to school.
 2. Persistent cough.
 3. Sore throat with fever and/or white spots on the throat-if strep throat is diagnosed, the child must be on antibiotics for 24 hours before returning to school.
 4. Rash with fever illness, such as chicken pox, measles, etc.
 5. Nausea, vomiting, or diarrhea. A child must be free from symptoms for 24 hours before returning to school.
 6. Red, itchy, and draining eyes. If conjunctivitis or "pink eye" is diagnosed, the child must be on antibiotics for 24 hours before returning to school.
 7. Prolonged headache and/or stomachache.
 8. Swelling or pain at a level that may interfere with learning.
 9. Earache.
 10. Toothache.
 11. Head lice - A child must remain at home until treated with medicated lice shampoo and the nits are removed. The child must be cleared through the health office before returning to school.
- Chandler Unified School District enforces a no-nit policy.

Administering Medicine to Students

Under certain circumstances, when it is necessary for a student to take medicine during school hours, the District will cooperate with the family physician and the parents if the following requirements are met:

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

Exceptions:

- Students who have been diagnosed with anaphylaxis may carry and self-administer emergency medications including auto-injectable epinephrine provided the pupil's name is on the prescription label on the medication container or device and annual written documentation from the pupil's parent or guardian is provided that authorizes possession and self-administration. The student shall notify the school office secretary as soon as practicable following the use of the medication;
- For breathing disorders, handheld inhaler devices may be carried for self administration provided the pupil's name is on the prescription label on the medication container or on the handheld inhaler device and annual written documentation from the pupil's parent or guardian is provided that authorizes possession and self-administration.
- Students who have been diagnosed with diabetes may carry all diabetic supplies. The Diabetic Release Form must be on file with the health office.

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

No Child Left Behind Rights

The **No Child Left Behind Act** gives you the right to ask for the following information about each of your child's classroom teachers:

- Whether the State of Arizona has licensed or qualified the teacher for the grades and subject he or she teaches.
- Whether the teacher is teaching under an emergency permit or other provisional status by which state licensing criteria have been waived.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any instructional aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

If you would like to receive any additional information, please contact the District Director of Human Resources.

Returned Check Policy

Check Acceptance/Returned Check Policy

Checks are gladly accepted by CUSD. When providing a check as payment, the individual authorizes the district to either use information from the check to make a one-time electronic fund transfer from the account, or to

process the payment as a check transaction. With the electronic fund transfer method, funds may be withdrawn from the account as soon as the same day payment is made, and the check's writer will not receive his/her check back from the Financial institution. Any checks returned as unpaid to CUSD, the check writer's account may be electronically debited without further notice for the amount of the check, plus a \$25 returned check fee, as allowed by state law. Questions or issues regarding returned checks may be directed to nextcheck at 1-800-639-2465.

Dress Code

Each year parents ask for guidelines as they help students select appropriate attire for school. School pride, morale and image are influenced by the general appearance of students. CUSD wants to provide opportunities for students to express themselves within the set of parameters listed below:

Brief and Revealing Clothing

Students must recognize that brief and revealing clothing are not appropriate apparel in school. The following guidelines are examples and do not cover all situations.

Students shall not wear:

- Tank tops
- Halter-tops
- Garments with spaghetti straps
- Strapless garments
- Trench Coats

Garments that are "see-through," cut low, or expose one's midriff are not acceptable. Sleeveless garments must extend to the end of the shoulders and fit closely under the arms. Clothing should have adequate coverage to allow a full range of movement without skin or undergarments showing. Undergarments must not be visible. Clothing must cover the entire buttocks and extend a reasonable length to ensure modesty.

Vulgar, Offensive Messages

Students shall not wear clothing that display messages that are vulgar, offensive, obscene, or libelous; that demean others on the basis of race, color, religion, creed, national origin, gender, sexual orientation, or disability; that promote alcohol or drug use or violence; or that are otherwise contrary to the school's educational mission.

Sagging Pants

Students shall not wear pants that, when fastened, sag or fit below the waist. All pants must fit around the waist and be properly fastened.

Gang-Related Attire

Any attire or grooming deemed to be gang related is prohibited when such attire or grooming creates an atmosphere of threat, intimidation or undue pressure or disrupts the educational environment/process or interferes with curriculum goals/educational objectives.

Footwear/Jewelry/Accessories

- Shoes or sandals must be worn at all times on campus according to state law and for student safety.
- Body piercing that is a safety hazard and/or hinders performance in a classroom is not allowed.
- Wallet chains are not allowed.
- Students shall not wear hats in district buildings except for a medical or religious purpose.
- Students cannot wear slippers on campus.

Student/Parent Responsibility

Students and their parents/guardians have the responsibility to be aware of the school's dress code and conform to these requirements. Each school will meet the minimum guidelines of the district dress code but may add other restrictions if the school administration deems it necessary. If a student or parent has any questions about whether specific attire or accessories are in compliance with the dress code, they should contact an Assistant Principal at their school site prior to wearing such attire or accessories to ensure compliance.

Administrator Discretion

The school administration retains the final discretion to determine that the garment or accessory meets the dress code. Some exceptions may be made for uniforms, formal attire, and/or costumes.

Consequences

Any student violating this policy is subject to disciplinary action including, but not limited to; warning, parent conference, after-school detention, community service, in-school suspension, or off-campus suspension. In addition, the student will remove the garment or accessory and replace it with an appropriate alternative provided by the school, student, or parent.

Due Process

Students in Chandler Schools have rights. In disciplinary cases, students are entitled to due process. This means students:

1. Must be informed of the accusations against them.
2. Must have an opportunity to accept or deny the accusations.
3. Must have the factual basis for accusations explained to them.
4. Must have a chance to present an alternative factual position if the accusations are denied.

For student concerns, complaints and grievances, a student complaint form may be picked up from any administrative office.

STUDENT CONCERNS, COMPLAINTS, AND GRIEVANCES SCHOOL BOARD POLICY J-3611 JII-R SUMMARY

This Regulation sets forth the procedure to be followed when a student or a student's parent or legal guardian wishes to present a concern, complaint, grievance or appeal that falls within the scope of Policy JII.

- **Complaint form.** The District shall make a Complaint form (JII-EA) available at each school and at the District Office. The form shall also be available in electronic format. Complainants are encouraged to utilize this form, but shall not be required to do so. In order to provide the District with the information necessary to properly address the matter, any written Complaint that is filed should contain the same information that is requested on JII-EA (at a minimum). The Complaint should be signed by the complainant. A school or District administrator shall assist an individual in completing the grievance form upon request.
- **Timeframe for submission of complaint.** In order to facilitate meaningful investigation of a complaint, a complainant should submit his/her complaint as soon as possible and no more than thirty (30) days following the event or action giving rise to the complaint.
- **Personnel authorized to accept complaint.** A complaint may be submitted to the Principal, Assistant Principal or Dean of Students at each school or to the District Superintendent. The authorized person to whom the complaint is submitted at the school level shall ensure that the Superintendent (or designee) is apprised of the complaint.

- **Referral.** A referral will be made to the appropriate individual for investigation and response or take other appropriate action.
- **Acknowledgment of receipt of complaint.** The complainant will be provided with a written confirmation of the District's receipt of the complaint and contain the following information:
 - *An assurance that the complaint will be handled as confidentially as possible.*
 - *Notice that the District prohibits retaliation against anyone who files a complaint or participates in a complaint investigation.*
 - *Informs the complainant that the District will endeavor to complete the investigation or resolution process in a timely manner, typically no more than thirty (30) calendar days of receipt of the complaint.*
 - *A request that the complainant provide any and all additional information or documentation relevant to the complaint.*
 - *Informs the complainant that he/she will be provided with a written report or letter at the conclusion of the process.*
- **Investigation of complaint.** The assigned investigator will conduct an impartial and thorough investigation. The investigative process should include the following:
 - *An interview with the complainant.*
 - *Interviews with other relevant individuals.*
 - *Follow up interviews as needed.*
 - *Review of relevant records or documents.*
- **Notice of outcome of investigation.** The District will provide the complainant with written notice of the findings and conclusions of the investigation. The District will also provide notice of what, if any, action will be taken by the District in response to the investigation.
- **Maintenance of records.** The District will maintain a confidential record of each complaint made pursuant to Policy JII at the District office. The record shall include a copy of the complaint or grievance filed by a student, findings of the investigation, and the disposition of the matter.
- **Report to Superintendent.** Disposition of all complaints or grievances shall be reported to the Superintendent and the compliance officer for discrimination if other than the Superintendent. The Superintendent will make such reports and/or referrals to the Board as may be necessary.
- **Withdrawal of complaint.** A complaint or grievance may be withdrawn at any time.
- **False reports.** A student who knowingly submits a false report may be subject to discipline in accordance with relevant District policies.
- **Report of crimes.** When District officials have a reasonable belief or an investigation reveals that a crime or possible crime has been committed, the matter shall be reported to the appropriate law enforcement agency if a report has not already been made.

Abuse of Teacher or School Employee in School

Arizona State Statutes (ARS 15-507) states that a person who knowingly abuses a teacher or other school employee on school grounds or while the teacher or employee is engaged in the performance of his duties is guilty of a class 3 misdemeanor.

Alternative School Assignment

Under Arizona law (A.R.S. 15-841 E and F) a school district may reassign a student to an alternative education program if the student refuses to comply with school rules, refuses to pursue the required course of study, or refuses to submit to the authority of teachers, administrators or the Governing Board. A student can also be reassigned if he/she threatens an educational institution as defined in A.R.S. 13-2911.

Mandatory Reporting of Criminal Activity to Law Enforcement

Arizona State Statutes (ARS 13-3620) require schools and school employees to report criminal activity to local law enforcement. Schools are also required to report incidences of child abuse, neglect, and crimes against children to local law enforcement and Department of Child Safety.

Recent changes in the law require schools to report threats, or rumors of threats, made against schools, students and school personnel. Schools must also report all incidents of non-accidental injuries that might occur during altercations at school.

According to ARS 15-341 staff members are to report any suspected crimes against persons or property and any incidents that could potentially threaten the safety and security of pupils, teachers, or administrators to local law enforcement.

Chandler Unified School District Student Conduct Policy

Arizona state law makes the school responsible for the conduct and well being of students from the time they leave home in the morning until they reach home in the evening.

The teacher is required by law to maintain a suitable environment for learning, and administrators have the responsibility for maintaining and facilitating the educational program. The administration is authorized to suspend students for cause.

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

- Any conduct intended to obstruct, disrupt, or interfere with teaching, research, service, administrative or disciplinary functions, or any activity sponsored or approved by the Board.
- Threatening an educational institution by interference with or disruption of the school per A.R.S. 13-2911 and 15-841.
- Physical abuse of or threat of harm to any person on District owned or controlled property or at District sponsored or supervised functions.
- Damage or threat of damage to property of the District, regardless of the location, or to property of a member of the community or a visitor to the school, when such property is located on District controlled premises.
- Forceful or unauthorized entry to or occupation of District facilities, including both building and grounds.

- Unlawful use, possession, distribution, or sale of tobacco, alcohol, or drugs or other illegal contraband on District property or at school-sponsored functions.
- Conduct or speech that violates commonly accepted standards of the District and that, under the circumstances, has no redeeming social value.
- Failure to comply with the lawful directions of District officials or any other law enforcement officers acting in performance of their duties, and failure to identify themselves to such officials or officers when lawfully requested to do so.
- Alleged conduct off campus or during nonschool hours in which the student's continued attendance would negatively affect the school environment.
- Knowing violation of District rules and regulations. Proof that an alleged violator has a reasonable opportunity to become aware of such rules and regulations shall be sufficient proof that the violation was done knowingly.
- Any conduct constituting a breach of any federal, state, or city law or duly adopted policy of the Board.
- Carrying or possessing a weapon on school grounds.

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

Any student who violates these policies and regulations may be subject to discipline up to expulsion, in addition to other civil and criminal prosecution. These punishments may be in addition to any customary discipline that the District presently dispenses. Such students may be removed from their respective attendance boundary schools and placed in alternative educational programs.

Local law enforcement shall be notified by the Superintendent regarding any suspected crime against a person or property that is a serious offense, involves a deadly weapon or dangerous instrument or that could pose a threat of death or serious injury to employees, students or others on school property. The authority of the Superintendent to establish regulations covering students may be delegated to principals for their individual schools. (Policy JIC - Student Conduct)

Students are subject to discipline if infractions occur:

1. At any high school activity/athletic event (home or away, day or night)
2. To and from school or school activities, including bus stops
3. In classrooms
4. On campus
5. On any District property

DANGEROUS ITEMS AND DEADLY WEAPONS

BOARD POLICY JIC1 I

A student will be recommended for suspension/expulsion if using, displaying or carrying any dangerous instruments or deadly weapons or facsimiles on district property or at district functions. This also applies to students who assist another student in displaying, carrying or possessing dangerous instruments or deadly weapons. Any student aware of a dangerous instrument or weapon on campus should immediately make a report to security staff or administration.

For the purposes of this policy:

- Weapon means any of the following: A firearm, a destructive device, a dangerous instrument.
- Simulated weapon means an instrument displayed or represented as a weapon.
- Firearm means any of the following: Any loaded or unloaded gun that will, that is designed to, or that may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such firearm; any firearm muffler or silencer; any explosive, incendiary, poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive charge of more than one-fourth ounce, mine, or similar device; any combination of parts that could be readily assembled to form a firearm.
- Destructive device means: Any device other than a firearm that will, or is designed to, or may be readily converted to expel a projectile by any means of propulsion, such as a BB/pellet gun, slingshot, bow, or crossbow; any collection of parts that could be readily assembled to form a destructive device.
- Dangerous instrument means anything other than a firearm or destructive device that is carried, possessed, used, threatened to be used, or distributed by a student with the intent to intimidate or harm another person or property or with reckless disregard for the safety of others.
- School premises means the school, school grounds, school buses, or any premises, grounds, or vehicles used for school purposes and includes premises where school-sponsored events (for example, athletic games and competitions, music competitions, etc.) are held away from District property.
- Deadly weapon means any weapon designed for lethal use, including a firearm.

Hazing = There shall be no hazing, solicitation to engage in hazing, or aiding and abetting another who is engaged in hazing, of any person enrolled, accepted for or promoted to enrollment, or intending to enroll or be promoted to District schools within twelve calendar months. For purposes of this policy a person, as specified above, shall be considered a "student" until graduation, transfer, promotion or withdrawal from the District school. "Hazing" means any intentional, knowing, or reckless act committed by a student, whether individually or in concert with other persons, against another student and which both of the following apply:

- The act was committed in connection with an initiation into an affiliation with or the maintenance of membership in any organization that is affiliated with an educational institution.
- The act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation.

"Organization" means an athletic team, association, order, society, corps, cooperative, club, or similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution. It is no defense to a violation of this policy if the victim consented or acquiesced to hazing. Report all acts of hazing to a teacher or an administrator immediately. In accord with statute, violations of this policy do not include either of the following:

- Customary athletic events, contests or competitions that are sponsored by an educational institution.
- Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate extracurricular program, or a legitimate military training program.

All students, teachers and staff shall take reasonable measures within the scope of their individual authority to prevent violations of this policy. Students and others may report hazing to any professional staff member.

Professional staff members must report the incident to the school administrator or next higher administrative supervisor, in writing, with such details as may have been provided. A failure by a staff member to timely inform the school administrator or next higher administrative supervisor of a hazing allegation or their observation of an incident of hazing may subject the staff member to disciplinary action in accord with District policies. The staff member shall preserve the confidentiality of those involved, disclosing the incident only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law. If evidence suggests that conduct complained of under this policy also constitutes a crime, the supervisor shall stop the investigation and promptly report to the appropriate law enforcement agency. If evidence suggests the conduct complained of under this policy constitutes child abuse, the incident should be reported according to the Administrative Regulation JLF. The requirement to report abuse applies to situations in which a child is the alleged abuser, as well as to situations in which an adult is the alleged abuser. Any instance of reported or observed hazing which includes possible child abuse or violations of statutes known to the staff member shall be treated in accord with statutory requirements and be reported to a law enforcement agency.

To assure that students and staff are aware of its content and intent, a notice of this policy and procedure shall be posted conspicuously in each school building and shall be made a part of the rights and responsibilities section of the student handbook. Forms for submitting complaints are to be available to students and staff in the school offices.

Disposition of all reports/complaints shall be reported to the Superintendent. The Superintendent will determine if the policies of the District have been appropriately implemented and will make such reports and/or referrals to the Board as may be necessary.

All violations of this policy shall be treated in accord with the appropriate procedures and penalties provided for in District policies related to the conduct and discipline of students, staff, and others. This information can be referenced in Governing Board Policy JICFA and JICFA-EA.

Bullying/harassment/intimidation

BOARD POLICY SUMMARY policy

Retaliatory or intimidating acts against any student who has made a complaint under this policy and its corresponding regulations, or against a student who has testified, assisted or participated in any manner in an investigation relating to a complaint or grievance, are specifically prohibited and constitute grounds for a separate complaint. *Knowingly submitting a false report under this policy shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant district policies shall be followed.* The Governing Board believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. The Board further believes a school environment inclusive of these traits maximizes student achievement, fosters student personal growth, and helps students build a sense of community that promotes participation as members of society. To assist in achieving a school environment based on the beliefs of the Governing Board, bullying, harassment or intimidation as defined by this policy will not be tolerated.

Bullying = a repeated act occurring over an extended period of time, and may include, but is not limited to, verbal, written/printed or graphic exposure to derogatory comments, extortion, exploitation, name calling, or rumor spreading either directly through another person or group or through cyberbullying; exposure to social

exclusion or ostracism; physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting; damage to or theft of personal property.

Cyberbullying = any act of bullying committed by use of electronic technology or electronic communication devices; telephonic devices, social networking, Internet on school computers, networks, forums and mailing lists, or other District-owned property, and by means of an individual's personal electronic media and equipment.

Harassment = intentional disruptive or threatening behavior by a student(s) to another student(s); includes, but are not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact, unwelcome verbal or written comments, photographs and graphics; harassment direct or indirect, may be related, but not limited to, race, religious orientation, sexual preference, cultural background, economic status, size or personal appearance.

Intimidation = intentional behavior by a student(s) that places another student(s) in fear of harm of person or property; may be manifested emotionally or physically, directly or indirectly, and by use of social media.

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

If a student who is experiencing or believes another student is experiencing ***bullying, harassment, or intimidation***, the following process is in place to address the issue:

1. Report the situation to an administrator or appropriate school employee immediately. School personnel shall maintain confidentiality of the reported information.
2. A detailed verbal or written description of the incident must be provided on appropriate school forms and submitted to the principal or administrator as promptly as possible.
3. The administrator will provide the student with a written copy of the Student Rights Policy, and support services available to the student
4. The administrator will notify the student's parent/guardian of the report.
5. The administrator will investigate all reports.
6. If bullying, harassment, or intimidation has occurred, *discipline will be administered pursuant to Board Policies JK, JKD, and JKE*.
7. Regardless of the outcome of the investigation, the principal will meet with the involved students to review the findings of the investigation.
8. Parents/Guardians of the involved students shall be informed of the findings of the investigation.

Documentation related to reported bullying, harassment, or intimidation and subsequent investigations shall be maintained by the District for not less than six (6) years. Restrictions established by FERPA on disclosure of personally identifiable student information will be observed at all times.

**APPROPRIATE USE OF TECHNOLOGY –
STUDENT USE OF PERSONAL TECHNOLOGY
BOARD POLICY IJNDC-R SUMMARY**

The Governing Board intends that technological resources provided by the District be used in a safe responsible and proper manner in support of the instructional program and for the advancement of student learning. The Chandler Unified School District views the use of electronic resources as central to the delivery of its educational program, and as such maintains the expectation that all students will use electronic resources as an essential part of their learning experiences. It is the policy of the Chandler Unified School District to maintain an environment

that promotes ethical and responsible conduct in all electronic resource activities by staff and students. Students are authorized to use District equipment and personal electronic devices to access the Internet or other online services in accordance with Board policy, the use obligations and responsibilities specified below and outlines in the District's **Acceptable Use Agreement**.

- *Students shall use the district's system safely and for educational purposes only.*
- *Students shall not use the District's electronic information services to encourage or facilitate the use of drugs, alcohol or tobacco, or other unethical activities.*
- *Students are prohibited from accessing, posting, submitting, publishing or displaying harmful or inappropriate material that is threatening, obscene, disruptive, or sexually explicit, or that could be defined as harassment based on race/ethnicity, sex, gender, sexual orientation, age, disability, religion or political beliefs.*
- *Students shall not disclose, use or disseminate personal identification information about themselves or others when using email, chat rooms or other forms of electronic communication, unless instructed to do so by school personnel.*
- *Students shall not use the system to threaten, intimidate, harass or ridicule other students or staff.*
- *All materials utilized for research projects should be appropriately cited as with other printed sources of information.*
- *Vandalism will result in the cancellation of user privileges or more severe consequences.*
- *Students shall not read other users' email or files without permission. Nor shall they attempt to read, delete, modify or use another's identity electronically.*
- *Students shall report any security problem or misuse of the network to appropriate school personnel.*

Before a student may use district technology and/or personal electronic devices, the student and his/her parent/guardian shall sign the following documents outlining the expectations and responsibilities:

- **Bring Your Own Technology Responsibility Use Agreement**
- **Acceptable Use Agreement.**

The District reserves the right to monitor use of the District's systems for improper use without warning or prior consent. Students shall be informed that computer files and electronic communications, including email, are not private and may be accessed by the District at any time. When a student violates any part of the policy, the principal or designee may cancel or limit the student's user privileges or increase supervision of the student's use of technological resources as appropriate. Inappropriate use may result in disciplinary action and/or legal action in accordance with the law and Board policy.

SEXUAL HARASSMENT INVOLVING STUDENTS

BOARD POLICY ACAB SUMMARY

Prohibition against Sexual Harassment. Sexual harassment is prohibited.

Types of Prohibited Sexual Harassment. Sexual harassment is unwelcome conduct of a sexual nature. It can take two forms:

- ***Quid pro quo harassment*** occurs when a school employee or person of authority causes a student to believe that he or she must submit to unwelcome sexual conduct in order to participate in a school program or activity. It can also occur when an employee or person of authority causes a student to believe that the employee or person of authority will make an educational decision based on whether or not the student submits to unwelcome sexual conduct.

Hostile environment harassment occurs when unwelcome conduct of a sexual nature is so severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an education program or activity, or creates an intimidating, threatening or abusive educational environment. A hostile environment can be created by a school employee, another student or someone visiting the school

Examples of Sexual Harassment. Sexual harassment can take many forms and can occur on or off school campus (i.e. on field trips, on off-campus athletic events). Girls can sexually harass girls and boys can sexually harass boys. Depending upon the circumstances, sexual harassment may include, but is not limited to:

- *Suggestive or obscene letters, notes, or invitations or display of sexually suggestive objects, pictures, or cartoons.*
- *Sexually derogatory comments, slurs, or jokes.*
- *Sexual name calling or spreading of rumors of a sexual nature.*
- *Sexual touching, impeding or blocking movement, or leering gestures.*
- *Continuing to express sexual interest after being informed that the interest is unwelcome.*
- *Withholding earned or deserved grades or credits because the student reports the sexual harassment behavior or fails to comply with the sexual request, or implying or threatening that earned or deserved grades or credits will be withheld if the student reports the sexual harassment behavior or fails to comply with the sexual requests.*
- *Suggesting that a scholarship or college application will be denied if the student reports the sexual harassment behavior or fails to comply with sexual requests, or actually taking action to see that a scholarship recommendation or college application will be denied if the student reports the sexual harassment behavior or fails to comply with the sexual requests.*

Any coercive sexual behavior used to control, influence, or affect educational opportunities, grades, and/or the learning environment of a student, including a request for sexual favor from a person of authority.

Gender Based Harassment. Gender based harassment is a form of prohibited sexual harassment that occurs because a student does not conform to gender stereotypes.

Prompt and Thorough Investigation. If harassment is reported, or if it is widespread or well known to students and staff, the District shall respond. The District will investigate and document alleged acts of sexual harassment in a prompt and thorough manner.

Prompt Remedial and/or Disciplinary Action. If the District determines that sexual harassment has occurred, the District will take effective steps to end the harassment and prevent it from happening again.

The District shall take prompt remedial and/or disciplinary action against individuals who have engaged in activities prohibited by this policy. Students and employees shall be disciplined in accordance with applicable discipline Policies and guidelines. Disciplinary consequences may include but are not limited to suspension from school or expulsion from the District. Disciplinary consequences for employees may include but are not limited to suspension without pay or dismissal. Possible remediation actions may be but not limited to education training and counseling.

Reports of Possible Crimes. When the alleged sexual harassment may also constitute a crime, the incident shall be reported promptly to the appropriate law enforcement agency. The District shall not wait for the conclusion of a criminal investigation or a criminal proceeding to begin its own investigation. If necessary, the District must take interim preventative measures to ensure the safety of the alleged victims and of the larger school community during the criminal investigation or criminal proceeding.

Child Abuse Reporting. A school employee who reasonably believes that a minor has been the victim of physical injury, abuse, child abuse or neglect that appears to have been inflicted by other than accidental means or that is not explained by the available medical history as being accidental shall make a mandatory report in accordance with District regulation JLF-RB. The requirement to report suspected abuse is applicable whether the alleged abuser is a student or an adult.

Confidentiality. All matters involving complaints of sexual harassment will remain confidential to the extent possible.

Non-retaliation. Retaliation in any form for filing a report of sexual harassment or participating in an investigation relating to sexual harassment is prohibited. Persons who have been determined to have retaliated will be subject to disciplinary action.

This is a summary of Policy ACAB. The complete version of this document can be found at the following locations:

- District website: www.cusd80.com/ACABpolicysummary
- Also linked from every school website to: www.cusd80.com/ACABpolicysummary
- Principal's office (hard copy)

Questions, complaints, or request for additional information regarding this policy may be forwarded to the designated compliance coordinator:

STUDENT INTERROGATIONS, SEARCHES AND ARRESTS

BOARD POLICY J-3400 JIH-R SUMMARY

Interviews

School officials may question students without limitation with regards to all relevant matters. The parent will be contacted if a student interviewed is then subject to discipline for a serious offense. A student may decline at any time to be interviewed by the School Resource Officer (SRO) or another peace officer.

CHILD ABUSE CASES: If a Department of Child Safety (DCS) worker or peace officer enters the campus requesting to interview a student attending the school, the school administrator shall be notified. Access to interview shall be granted when the child to be interviewed is the subject of or is the sibling of or is living with the child who is the subject of an abuse or abandonment investigation. The personnel of the District shall cooperate with the investigating Department of Child Safety worker or peace officer. If a student is taken into temporary custody in accordance with A.R.S. 8-821, the Department of Child Safety worker or peace officer may be reminded to notify the student's parent of the custody, pursuant to A.R.S. 8-823. The Department of Child Safety worker or peace officer shall be requested to establish proper identification and complete and sign a "Form for Signature of Interviewing Officer." Six (6) hours following the relinquishment of custody by the school, school personnel may respond to inquiries about the temporary custody of the child and may, if considered necessary, call the parent.

CASES WHERE SCHOOL SAFETY IS NOT AN ISSUE: If a peace officer enters the campus requesting to interview a student attending the school on an issue other than upon request of the school or for abuse or abandonment, the school administrator shall be notified. If the officer directs that parents are not to be contacted because the interview is related to criminal activity of the parent(s)/guardian, the school official shall comply with the request. Unless these circumstances exist the parent will be contacted and will be asked if they wish the student to be interviewed. If the parent consents the parent will be requested to be present or to authorize the interview in their absence within the school day of the request. Where an attempt was made and the parent(s) could not be reached or did not consent within the school day of the request, the peace officer will then be requested to contact the parent(s) and make arrangements to question the student at another time and place.

CASES WHERE STUDENT SAFETY IS AN ISSUE: When a peace officer is present on the campus to interview students at the request of school authorities due to concerns for the safety of the students in the school population, parent contact shall only be made if a student is taken into custody or following the determination that the student may be subject to discipline for a serious offense. The SRO, present at the request of the school for the continued maintenance of safety and order, may interview students as necessary regarding school related issues as determined by school officials and parents will be contacted if the student is to be taken into custody or if the student is subject to discipline for a serious offense.

Searches

School officials have the right to search and seize property, including school property assigned to students, when health, safety, and/or welfare of the student(s) is in jeopardy, or when there is reason to believe that a search will turn up evidence that the student has violated school rules or the law. Searches may also include a student's personal property such as backpacks, pockets, and other personal effects. Disrobing of a student is overly intrusive for purposes of most student searches and is improper without express concurrence from School District counsel.

Items provided by the District for storage (e.g., lockers, desks) by students are school property and are subject to its control and supervision. Students have no reasonable expectancy of privacy in school-provided lockers, desks or other storage areas, and may be inspected at any time with or without reason, or with or without notice, by school personnel. The District reserves the right to monitor and inspect the student use of the District's technology, internet and network systems, with or without reason, or with or without notice, by school personnel. When a peace officer enters a campus providing a warrant or subpoena, or comes with the intent of taking a student into custody, the peace officer will provide proper identification, and complete and sign a form required of an arresting and/or interviewing officer for the school. The school staff shall cooperate with the officer, and may respond to parental inquiries about the arrest. The school may explain the relinquishment of custody by the school and the location of the student, if known, upon contact by the parent.

Arrests

When a peace officer enters a campus providing a warrant or subpoena, or comes with the intent of taking a student into custody, the peace officer will provide proper identification, and complete and sign a form required of an arresting and/or interviewing officer for the school. The school staff shall cooperate with the officer, and may respond to parental inquiries about the arrest. The school may explain the relinquishment of custody by the school and the location of the student, if known, upon contact by the parent

CUSD Discipline Procedures

<u>INFRACTIONS</u>	<u>DEFINITION</u>	<u>CONSEQUENCE/ RANGE</u>
Absence without permission	Absence from class without parental permission. Parent must contact school within 24 hours of absence in order for it to be excused. Truancy laws apply.	Conference — Contact CUSD Truancy Officer — Referral to Chandler Justice Court — Alternative Placement — Suspension
Alcohol (Possession, Use, Distribution)	(Liquor law violations; distribution, possession, use and sale) The violation of laws or ordinances prohibiting the manufacture, sale, distribution, purchase, transportation, possession, or use of intoxicating alcoholic beverages or substances represented as alcohol. This would include being intoxicated at school, school-sponsored events and on school-sponsored transportation.	Suspension — Expulsion Police Report
Arson	Knowingly and unlawfully damaging a structure or personal property by knowingly causing a fire or explosion.	Restitution and: Suspension — Expulsion Police Report
Assault	A physical attack includes an actual and intentional touching or striking of another person against his or her will or the intentional causing of physical injury to an individual. This includes situations in which one person or group of persons physically attacks or “beats up on” another person who does not wish to engage in the conflict.	Suspension — Expulsion Police Report
Bullying	Bullying occurs over an extended period of time, and may include, but is not limited to, verbal, written/printed or graphic exposure to derogatory comments, extortion, exploitation, name calling, or rumor spreading either directly through another person or group or through cyberbullying; exposure to social exclusion or ostracism; physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting; damage to or theft of personal property.	Conference — Suspension — Expulsion Police Report
Bus Misuse	Not following designated bus rules.	Refer to CUSD Bus Infractions.
Cheating/Plagiarism	Copying the work of others and submitting it as your own, obtaining unauthorized and undocumented material from the Internet, use of cell phone for transmitting test items or other secured information, or securing teacher material or work in a dishonest or unauthorized way.	Conference — Removal from Class Refer to School Policy

Cyberbullying	Any act of bullying committed by use of electronic technology or electronic communication devices; telephonic devices, social networking, Internet on school computers, networks, forums and mailing lists, or other District-owned property, and by means of an individual's personal electronic media and equipment.	Conference Suspension- Expulsion Police report
Dangerous Item (Distribution, Possession, Use and Sale)	A dangerous item used to cause bodily injury to, threaten, or intimidate another person may be classified as a dangerous instrument. This includes, but is not limited to: B.B. Gun, Paintball Gun, and Pellet Gun, Knife less than 2.5 inches, Taser or Stun Gun.	Suspension — Expulsion Police Report
Defiance/Disrespect of Authority	Refusal to comply with reasonable requests of school personnel or refusal to obey classroom and school rules.	Conference — Suspension
Destructive devices (other than firearms)	Possession, use or distribution of any device that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes starter gun, bombs, grenades, mines, rockets, missiles, pipe bombs, combustible or poisonous gases or similar devices that explode and are capable of causing bodily harm or property damage.	Suspension- Expulsion Police Report
Disruptive Behavior —	The act of being involved in behavior which disrupts the educational process of other students on the campus or disregarding the suggestions and corrective efforts of the teacher or other school personnel. This includes swearing and vulgar language/behavior.	Conference — Suspension
Dress Code Violation	Dressing in a manner that may result in a distraction or disruption of a safe environment. Attire that suggests involvement in gang activity or any apparel that is suggestive, obscene, lewd, shows vulgar language or symbols, or shows symbols or language relating to or promoting sex, drugs, tobacco, or alcohol on clothing are expressly prohibited. Schools may have more restrictive guidelines.	Conference requesting change of clothes — Suspension
Drugs (Possession, Use, Distribution)	(includes illegal drug possession, sale, use, distribution, being under the influence) The unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, transportation, or importation of any controlled drug, imitation of an	Suspension — Expulsion Police Report

	<p>illegal drug, or narcotic substance prohibited by law, or equipment and devices used for preparing or taking drugs or narcotics. Includes being under the influence of drugs at school, or imitation of illegal drugs at school, school-sponsored events and on school-sponsored transportation. "Drugs" shall include but are not limited to: all dangerous controlled substances prohibited by law, hallucinogenic substances and inhalants, and any prescription or over-the-counter drug if abused by the student, except those for which permission to use in school has been granted pursuant to Board policy. Category does not include tobacco and alcohol.</p>	
Electronic Devices	<p>Misuse, abuse of electronic devices to photograph, film, videotape or digitally record or by any other device images of students and staff and/or distribute or publish any of the above without the consent of the person depicted and/or without the person's knowledge. In addition, this includes the misuse, abuse, or blatant disregard of CUSD ETS guidelines and procedures. While it is becoming increasingly popular for students to post material on web sites such as Facebook and Twitter, please be aware that if material posted, either at home or at school, is viewed as inappropriate, harassment or disruptive to the educational environment, students will be subject to disciplinary action.</p>	Conference — Expulsion
Extortion	<p>Asking for or demanding money or something of value from another person in return for protection or in connection with a threat to inflict harm.</p>	Suspension — Expulsion Police Report
Failure to Meet Expectations	<p>Student does not meet the expectations of the teacher or staff member. May be based on class/team/organization's rules, policies, and procedures.</p>	
False Accusations	<p>Knowingly giving false or misleading information with intent to defame or cause harm.</p>	
Fighting	<p>Fighting includes mutual participation in a fight involving physical violence or harm caused to another person. There is no one main offender. Purpose is to cause harm to another person. Fighting does not include verbal confrontation, tussles, or other minor confrontations.</p>	Conference — Expulsion Police Report
Firearms	<p>Possession, use or distribution of any weapon designed to or may be readily converted to expel a projectile by act of explosive. This includes the</p>	Suspension — Expulsion Police Report

	frame or receiver of any such weapon. This includes, but is not limited to handguns, rifles or shotguns.	
Forgery	Falsely and fraudulently making or altering a document.	Conference — Suspension
Gambling	Participating in games of chance for the purpose of exchanging money or goods.	Conference — Suspension
Gangs (negative group affiliation)	An ongoing loosely or highly organized association of three or more persons, whether formal or informal, that has a common name, signs, symbols or colors, whose members engage, either individually or collectively, in violent or other forms of illegal behavior. This includes students wearing, carrying or displaying gang paraphernalia and/or exhibiting behavior or gestures that symbolize gang membership.	Conference — Expulsion Police Report
Harassment	Intentional disruptive or threatening behavior by a student(s) to another student(s); includes, but are not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact, unwelcome verbal or written comments, photographs and graphics; harassment, direct or indirect, may be related, but not limited to, race, religious orientation, sexual preference, cultural background, economic status, size or personal appearance.	Conference — Expulsion Police Report
Hate Crime	A criminal offense or threat against a person, property or society that is motivated, in whole or in part, by the offender's bias against a race, color, national origin, ethnicity, gender, religion, disability or sexual orientation. This includes any crime that manifests evidence of prejudice based on race, religion, sexual orientation, or ethnicity.	Suspension — Expulsion Police Report
Hazing	Any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student, and in which both the act was committed in connection with an initiation into, an affiliation with, or the maintenance of membership in any organization that is affiliated with an educational institution and the act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation.	Suspension — Expulsion

Intimidating Act	Intentional behavior by a student(s) that places another student(s) in fear of harm of person or property; may be manifested emotionally or physically, directly or indirectly, and by use of social media.	Conference — Expulsion Police report
Lying	Knowingly giving false information or information intended to mislead about one's self.	Conference — Suspension
Minor aggressive act	Pushing, shoving, tussles, minor confrontations. Does not rise to the level of fighting or assault.	Conference — Suspension
Physical Presence in Unauthorized Areas	Knowingly and willingly being in an area that is prohibited or not authorized by a staff member.	Suspension — Expulsion
Profanity	Swearing and/or use of vulgar language either directed to an individual or non-directed.	Conference — Suspension
Provoking Students	Instigating/manipulating students to act in an irresponsible/threatening/unsafe manner by using oral, written or physical cues.	Conference — Expulsion Police Report
Public Display of Affection	Any intimate physical contact.	Conference — Suspension
Reckless Driving	Inappropriate or reckless use of a motorized vehicle on school property or to school sponsored events.	Conference — Suspension
Robbery	Unlawful taking, carrying, leading, riding away or attempting to take anything of value that is owned by another person or organization, by force, or threat of force, or by putting the victim in fear.	Restitution and: Suspension — Expulsion Police Report
Sexual Harassment	Unwelcome sexual advances, requests for sexual favors, or the verbal or physical conduct of a sexual nature constitutes sexual harassment when this conduct is offensive and objectionable, causes discomfort or humiliation or interferes with school performance. Includes: sexual comments, gestures, jokes or looks, being touched, grabbed or pinched in a sexual manner, flashing or mooning, spreading sexual rumors and clothing pulled at, off or down off in a sexual manner.	Conference — Expulsion Police Report
Sexual Harassment with contact	(includes attempted) Forcible sexual assault against the person's will, or not forcibly or against a person's will where the victim is incapable of giving consent. Includes fondling/touching private body parts of another person and indecent liberties	Suspension — Expulsion Police Report

	or acts.	
Simulated firearms	Any simulated firearm made of plastic, wood, metal or any other material which is a replica, facsimile or toy version of a firearm.	Suspension – Expulsion Police Report
Tardiness	Arriving late to class. Truancy laws apply.	Conference –Suspension
Theft (Personal or School Property)	The unlawful taking, carrying, leading or riding away with property of another person without threat, violence, or bodily harm. This also includes possession or sale or attempted sale of another's property.	Restitution and Suspension – Expulsion Police Report
Theft – Motor Vehicle	The theft or attempted theft of a motor vehicle. Examples include: car, truck, motorcycle, dune buggy, RV, golf cart or anything that is self-propelled.	Restitution and Suspension – Expulsion Police Report
Threatening Act	To unlawfully place another person in fear of bodily harm through verbal threats without displaying a weapon or subjecting the person to actual physical attack. Ex: bomb threat, threats made over the telephone or internet, threats to beat someone up.	Conference – Expulsion Police Report
Throwing Objects	Throwing objects in an unsafe/dangerous manner. This includes reckless behavior that threatens the safety and well-being of others. This includes throwing objects at school-sponsored events and while on school sponsored transportation.	
Tobacco (Possession, Use, Distribution)	The distribution, possession, use or sale of tobacco products, including imitation tobacco (electronic cigarette, hookah, water pipe) on school grounds, school-sponsored events and on school-sponsored transportation.	Conference – Suspension Police Report
Trespassing	To enter or remain on a public school campus without authorization or invitation and with no lawful purpose for entry. This includes students under suspension or expulsion and unauthorized persons who enter or remain on a campus after being directed to leave.	Conference-Expulsion Police Report
Unsafe Behavior/Endangerment	Acting in a way (verbal, written or physical) that may lead to a dangerous situation and/or	Conference – Expulsion

	threatens the safety of self or others. This may include knowingly and willingly withholding information that leads to such situations.	
Vandalism (Destruction of school or personal property)	The willful or malicious damage, destruction, injury, disfigurement or defacement of school or personal property without consent. This includes bombing, arson, and graffiti, computer hacking and other acts that cause property or personal damage.	Restitution and Suspension – Expulsion Police Report
Vehicle Misuse	The inappropriate use of an automobile, motorcycle or other motorized vehicle on school property or travel to or from school or school-sponsored events.	Conference – Expulsion Police Report
Verbal Altercation	Verbal confrontation/sparring with another individual. Does not rise to the level of a Threatening Act.	Conference – Suspension
Other Weapons (Distribution, Possession, Use)	Any instrument or object possessed or used to inflict harm on another person or to intimidate any person. This may include but not limited to: nunchakus, brass knuckles, Chinese stars, billy clubs, knives at least 2.5 inches, electrical weapons or devices. Weapons are strictly prohibited.	Suspension – Expulsion Police Report

Disciplinary Action

Students who violate behavior rules and expectations will be subject to disciplinary actions. Depending upon the behavior problem of the student, and prior discipline history, one or more of the following actions will be taken by the school officials.

Conference

A formal conference is held between the student and one or more school officials. During this conference, the student must agree to correct the inappropriate behavior.

Parent Conference

Parents are notified of this conference by telephone, personal contact, letter or certified letter. A conference is held with the student, the parents, appropriate school personnel and/or any other individuals concerned.

Behavioral Contract

Following the parent conference, a behavioral contract is established which needs to be signed by both the parent and the student.

Other Disciplinary Actions

Community Service
Evening School
Lunch Detention
Saturday School

Removal from Classes

The student is removed from one or more classes, but remains at school in an assigned study hall during these class periods. The student is expected to complete class assignments while in the study hall.

After-School Detention

Teachers may assign after-school detention and are responsible for monitoring students in the after-school detention. Teachers will follow the procedures listed below before referring a student for not attending after-school school detention:

1. Parent contact.
2. Teacher conference with student.
3. Other appropriate follow-up actions.

The administration may assign after-school detention to study hall or the in-school detention/suspension room.

Suspensions

In-School Suspension

This is the temporary removal of students from all regular classes for violation of school rules. Students are then assigned to the in-school suspension program for the entire day or any part thereof where they will spend their time studying, doing homework or class work. Failure to report as assigned will be considered insubordination and will result in further disciplinary action. While serving an in-school suspension, the student will not participate in any school day activities. Students may participate in extra-curricular activities if the infraction does not violate team/program policies. The student will receive credit for class work completed and submitted that day.

Short-term Suspension (10 days or less)

This is the temporary removal of students from all regular classes for violation of school rules. Students are then assigned to the in-school suspension program for the entire day or any part thereof where they will spend their time studying, doing homework or class work. Failure to report as assigned will be considered insubordination and will result in further disciplinary action. While serving an in-school suspension, the student will not participate in any school day activities. Students may participate in extra-curricular activities if the infraction does not violate team/program policies. The student will receive credit for class work completed and submitted that day.

Long-term Suspension (Over ten days)

Students who violate school rules may receive off-campus suspension from administration for their rule violation. Students are removed from classes and assigned to a parent/guardian for the period of time specified by school administration. While serving an off-campus suspension, the student will not participate in any school activities, including athletic competition and practice, will not be permitted on campus, and must have a meeting with a site administrator prior to returning to campus. Student will receive credit for class work completed and submitted by the due date as determined by an administrator. Short-term suspensions cannot be appealed. (Policy JKD)

Expulsion

The student is informed immediately that he/she is subject to expulsion. Due process procedure is explained. The student's parent/legal guardian is notified by telephone and certified letter that the student is subject to expulsion. Notification includes clear instructions regarding due process procedures. The expulsion does not become effective until the due process procedure has been completed.

Electronic Information Services User Agreement

I. General Terms and Conditions

Each user will be required to sign an EIS user's agreement. When the signed agreement is returned to the school, the user may be permitted use of the electronic information services (EIS) resources. Electronic information services include anything attached to, or delivered through our network (Local Access, Wide Area, Internet), any computer accessible sources of information (hard drives, tapes, CDs, floppy disks, or other electronic sources), and the School District phone system.

Each User Must:

- Use the EIS to support personal educational objectives consistent with the educational goals and objectives of the District.
- Not use the EIS for commercial purposes. No commercial business ventures may be advertised using our EIS (either via e-mail, electronic bulletin board or other electronic messaging system).
- Follow the District's code of conduct.
- Take responsibility for assigned District accounts, including password protection.
- Take all responsible precautions, including password maintenance and file and directory protection measures, to prevent the use of District accounts and files by unauthorized persons.
- Report any misuse of the EIS to the administration or system administrator, as appropriate.
- Understand that many services and products are available for a fee and *acknowledge the responsibility for any expenses incurred without District authorization.*
- Understand that inappropriate use may result in cancellation of permission to use the EIS and appropriate disciplinary action, up to and including expulsion for students and dismissal for employees.

Accounts may be closed and files may be deleted at any time. The District does not assume liability for any information lost, damaged, or unavailable due to technical or other difficulties, and is not responsible for any service interruptions, changes, or consequences.

The District specifically denies any responsibility for the accuracy of information retrieved via the EIS. While the District will make an effort to ensure access to proper materials, the user has the ultimate responsibility for how the EIS is used and bears the risk of reliance on the information obtained.

II. Communications

Each user must:

- Not reveal the home addresses, personal phone numbers, or personally identifiable data of students or other employees unless authorized to do so by designated school authorities.
- Agree not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
- Understand that electronic mail or direct electronic communication is not private, and may be read and monitored by school-employed persons. Non-confidential modes of communication should not be used to communicate confidential information.
- Be polite and use appropriate language. Users will not send, nor encourage others to send, abusive messages. Users of the EIS should remember that they represent the School District in their communications.

III. Hardware

Each user must:

- Not use the network in any way that would disrupt the use of the network by others.
- Not use unauthorized technology resources in the classroom.
- Not attempt to harm, modify, or destroy hardware nor interfere with system security.
- Not attempt to add unauthorized hardware.

IV. Software and Electronic Content

Each user must:

- Abide by all copyright and trademark laws and regulations.
- Not attempt to harm, modify, add, or destroy software nor interfere with system security.
- Not load personal software.
- Not use the EIS to download media files (recorded audio, recorded video, multimedia) for non-instructional use.
- Not copy personal media files to the EIS for non-instructional use.

NOTE: Any use of media files must follow ALL copyright regulations and ALL Fair Use guidelines. Use of media must be **directly tied to the course curriculum**. (If not directly tied to the course curriculum, usage of copyrighted materials constitutes copyright infringement, and is a violation of this acceptable use agreement. Additionally, copyright infringement is illegal, and is subject to litigation and prosecution).

V. Personal Devices

USB drives (flash memory devices) may be used to store or transport documents containing original user work, such as PowerPoint presentations, brochures, newsletters, and videos created by students or staff. Inappropriate uses for USB drives include storing or downloading copyrighted music, photos, video, or other creative works, such as commercial software programs. Consequences of inappropriate use of USB drives include cancellation of permission to use the drives, and appropriate disciplinary action, up to and including dismissal or expulsion. Copyright infringement is illegal, and is subject to prosecution and severe fines.

Each user must not attach unauthorized personal electronic devices, such as, but not limited to, WiFi and USB devices, to the EIS unless approved by administration.

VI. Additional Requirements for District Employees

District employees must:

- Maintain supervision of students using the EIS.
- Agree to directly log on and supervise the account activity when allowing others to use a Microsoft Outlook, Internet or other district-supplied account.
- Prohibit students and others from loading personal software.
- Prohibit unauthorized technology resources in the classroom.

Carpooling and Alternate Modes of Transportation

Students are encouraged to use Alternate Mode of Transportation (carpool, ride bicycle, bus or walk) to get to school. The Trip Reduction program plan measure offers to driving age students:

1.) Carpool parking – Preferential carpool parking spaces available to registered carpooling students. 2.) Bike racks are available for our bicyclists to use and secure their bikes on days they ride it to school. 3.) Showers are available to students who use alternate modes of transportation to clean up prior to school starting. 4.) Students

are guaranteed ride home in the event of an unforeseen emergency on the days that they use an alternative mode of transportation through the transportation department or police officer on duty.

Please register for the Carpool Program in your school office.

CUSD SCHOOL BUS POLICIES AND PROCEDURES

The following are guidelines only and do not limit the judgment of the administrator who must assess the situation. These rules apply when a student is traveling to or from school (including bus stops), on field trips, or on extra-curricular activities.

1. Obey the bus driver at all times.
2. Be at bus stop 10 minutes prior to scheduled pick-up time in the morning. Be on time to the bus in the afternoon.
3. Stand a safe distance from the curb or highway.
4. Be courteous to the driver and other bus passengers.
5. When crossing a street by the school bus, always cross *in front* of bus.
6. Always use the steps and handrail when boarding and leaving the bus.
7. Sit quickly and quietly in *assigned* seat. Remain seated facing forward in your assigned seat while the bus is moving. The aisle is not to be blocked at any time.
8. Always identify yourself when asked by the driver.
9. No eating, drinking (except water in plastic bottles), smoking, chewing gum or spitting inside the bus.
10. Keep hands, head, arms and all objects inside the bus at all times.
11. Talk in normal tones; loud, rude, vulgar or obscene language is prohibited.
12. Keep the bus clean and free of damage.
13. State law prohibits the following items on school buses:

- | | |
|---------------------------------|-------------------------|
| • Alcoholic beverages | Weapons |
| • Explosives | Glass items |
| • Dangerous or narcotic drugs | Fireworks |
| • Legally prohibited substances | Smoke or stink bombs |
| • Tobacco | Other dangerous objects |
| • Animals, insects or reptiles | |

14. All items carried by students (i.e., band instruments, athletic equipment, backpacks, etc.) must be under their control at all times, and must be carried in the lap, between seats, or properly secured in a vacant seat. Instruments cannot occupy needed seating space or be placed in the driver's compartment or in the stepwell.

15. Skateboards, scooters and roller blades are not allowed on the school bus.

16. Students are permitted to use only their designated bus stops. Any changes require a parent/legal guardian's *written* request, counter-signed by a school official.

17. Students are permitted to ride only their assigned bus. Any exceptions must be requested *in writing* by the student's parent or legal guardian and approved by a school official.

18. Remain seated while bus is in motion *and until it comes to a stop*.

19. Secondary students are required to show student ID card to bus driver upon request.

These expectations are taken from various regulatory sources including, federal regulations and laws, Arizona state laws and regulations, DPS regulations, and Chandler School District policies.

List of School Bus Infractions

(Infractions and consequences also apply to behavior at bus stops)

Level I Infractions which cause delay, inconvenience or irritation

1. Failure to remain properly seated
2. Loud disruptive talking or yelling
3. Failure to take assigned seat upon request
4. Eating/drinking/chewing gum on bus
5. Harassing other passengers or driver or aide
6. Littering inside/outside bus
7. Horseplay on bus or at bus stop

Level II Disrespectful, illegal, damaging or demeaning

8. Refusal to show ID card, or give student name upon driver's request. (Secondary students only)
9. Profanity, obscene language or gestures
- 9a. Profanity or verbal abuse directed towards demeaning a person's Character (because of seriousness, automatically deemed a level II, Second offense, requiring 10-30 day suspension)
10. Extending hands or head out of bus window
11. Verbal abuse of driver or passenger
12. Defiant behavior or profanity toward driver or aide
13. Spitting
14. Throwing objects on bus
15. Throwing objects at bus
16. Tobacco, alcohol or drug possession on bus
17. Defacing school or district property
18. Rough and rowdy behavior
19. Unsafe behavior of any sort
20. Possession of lighters or matches on bus

Level III Extremely dangerous or damaging

21. Fighting
22. Lighting matches or lighters on bus
23. Setting fire on bus
24. Destroying school district property
25. Physical assault
26. Fireworks possession or use on bus
27. Tobacco, alcohol or drug use on bus
28. Activation or tampering with emergency or safety equipment on bus
29. Use of laser pens, lights or other shining or reflective devices to distract or obscure driver's vision
30. Weapon, simulated weapon, firearm, destructive device, or dangerous instrument on bus or at bus stop
31. Shoving student(s) in path of any on-coming vehicle
32. Throwing objects out of bus
33. Unauthorized exit from emergency door
34. Physically impeding movement of school bus
35. Verbal threat of harm or violence
36. Any action causing harm to others



BYOT Responsible Use Agreement

(Signature required on page 34)

We are pleased to be able to offer “Bring Your Own Technology” as an option to expand student and staff access to online and other educational electronic resources. The purpose of this agreement is to outline the expectations for use of personal electronic devices on our campuses.

Chandler Unified School District BYOT Philosophy

Our philosophy is to assist all members of the Chandler Unified School District community to be **good digital citizens** — students and staff who use technology to support learning in a meaningful, safe and responsible way, in accordance with all applicable state and federal laws. (NOTE: Regulations, consequences, and possible disciplinary action for inappropriate use of the network and electronic devices are already covered by the CUSD Acceptable Use Policy, a separate document available at: <http://cusd80.com/AUP>.)

Purpose of and Permissions to Use Personal Electronic Devices at School

Like other personal items that may be brought from home to school, there are times and places where the use of personal electronic devices is beneficial to instruction, and other times when it is not. The expectation is that personal electronic devices are to be used only for instructional purposes, in appropriate times and places as determined by each school’s principal. Teachers who permit the use of personal electronic devices in class are expected to model and teach responsible use of the Internet, to monitor students’ use of the devices, and to set up any applicable classroom procedures and rules pertaining to this use. Teachers or other staff may be able to assist, but cannot be expected to troubleshoot problems with the students’ technology.

Internet and Network Access

We maintain a filter that blocks harmful content on the Internet from students. When you sign this agreement and bring in your own device, you will be allowed to use the district-supplied, filtered network for Internet access at your school, if available. **The District reserves the right to monitor use of the District’s systems for improper use without advance notice or consent.** Your signature indicates your understanding that any activity that occurs with the use of the District’s internet and network systems are not private and may be accessed by the District for the purpose of ensuring proper use. Your signature also indicates your understanding that we cannot filter any non-district network connections (such as 3G or 4G) that may be already present on your device, and that you agree to follow the Acceptable Use Policy and all other related CUSD policies related to Internet use, regardless of the network you use. Use of electronic devices outside of these conditions is not allowed, can be considered a distraction to instruction, and will be handled as already described in the Student Handbook. (Please see the Student Handbook for more information about current policies related to technology use at school.)

Examples of What You MAY Do With Your Device at School:

Using the device at times and in places when the teacher has given permission for you to use them, such as:

- Conducting research on the web for a school project —citing resources, following copyright law, respecting the intellectual property of others
- Creating documents in collaboration with other students when working in groups
- Participating in class discussion threads, using respectful language to others
- Engaging in class activities using your device as a responder
- Taking a photo or video of a project to put into a class presentation

Examples of What You MAY NOT Do With Your Device at School:

Using the device at times or in places when the teacher has asked you not to use them, such as, but not limited to:

- Texting to others for non-instructional purposes
- Bullying or threatening others
- Playing non-educational games
- Attempting to bypass network security or engaging in hacking
- Taking a photo or video of another person and posting it to the Internet
- Sharing personal information with others
- Engaging in plagiarism or copyright infringement

Please note that use of personal electronic devices is left to the discretion of the classroom teacher. The teacher will make the final determination of when use of personal electronic devices is appropriate.

You are encouraged to:

- Personalize your device with a case, school-appropriate skins, decals, wallpaper, etc. that will make it easier to distinguish your device from other students' similar devices.
- Charge your device before bringing it to school. (It will not be possible to charge student devices at school.)
- Keep track of your personal electronic device. The school and district is not liable for your losses due to theft, damage, or other financial harm.
- Follow the Acceptable Use Policy and school and class rules. Remember that BYOT is a privilege, not a right. This privilege can be taken away if abused.
- Install, update, and use virus protection on your device. If your device is determined to be the source of virus infections or security problems, access may be discontinued.

As new technology becomes available, we expect that it will be necessary to update this document and to make clarifications. If you have questions about which devices and specific uses are permitted, please refer these questions to your teacher and/or school principal.

STUDENT CONFINEMENT: PARENTAL NOTIFICATION AND CONSENT

Arizona law (A.R.S. § 15-843) requires school district discipline policies to address the confinement of students left alone in an enclosed space. Governing Board Policy JK, "Student Discipline" and related Regulation JK-R address this topic.

The District does not engage in the use of confinement for disciplinary purposes. However, pursuant to A.R.S. 15-843, the District is required to notify parents/guardians that confinement may be used for disciplinary purposes and provide a process to obtain prior written parental consent

Although the District does not anticipate the use of confinement for disciplinary purposes, it has adopted the following process to notify parents/guardians of the possible use of confinement for disciplinary purposes, as well as to obtain their prior written consent:

- The notification will be included in the student/parent handbook disseminated at the beginning of every school year.

- Parent consent will be obtained by having the parent indicate their agreement or disagreement for the use confinement for disciplinary purposes on the Acknowledgement of Handbook Receipt form, completed yearly upon receipt of the handbook.

Please note: Arizona law and Governing Board Policy permit school personnel to place a student alone in an enclosed space without parental consent if the school principal or teacher determines that the pupil poses an imminent physical harm to self or others. In this case, the school principal or teacher shall make reasonable attempts to notify the student's parent/guardian in writing by the end of the same day that confinement was used.

Please indicate your consent or refusal to permit the confinement of your child alone in an enclosed space for disciplinary purposes where indicated below. By signing below, you are acknowledging that you have read this notification

BYOT Agreement: Parental Notification and Consent

I understand and will abide by the above policy and guidelines, in addition to any applicable Governing Board Policies, Administrative Regulations, and State and Federal laws concerning the use of technology. I further understand that any violation may result in the loss of my network and/or BYOT privileges, as well as other disciplinary action, and/or legal action in accordance with law and Board policy.

Student Name (Please Print) Parent/Guardian Name (Please Print)

Signature of Student: Signature of Parent:

Date: Date:

NOTE: To download and keep your own copy of this document, please visit <http://cusd80.com/BYOT> at any time. CUSD is moving towards electronic signatures. If you have access, please log into the Infinite Campus Parent Portal at <https://campus.cusd80.com/campus/portal/chandler.jsp> to electronically sign this document. Once in the portal, click the Online Registration Link. If you do not have access to the internet, please sign and return form to your student's teacher.

**Student Confinement for Discipline Purposes (A.R.S. §15-843 and Policy JK):
Parent Notification and Consent**

Please read the information that has been provided above before completing this form.

The District does not engage in the use of confinement for disciplinary purposes. However, pursuant to A.R.S. 15-843, the District is required to notify parents/guardians that confinement may be used for disciplinary purposes and provide a process to obtain prior written parental consent in the event it is used.

Please indicate your consent or refusal to the use of confinement of your child for disciplinary purposes by checking the appropriate box below and signing where indicated.

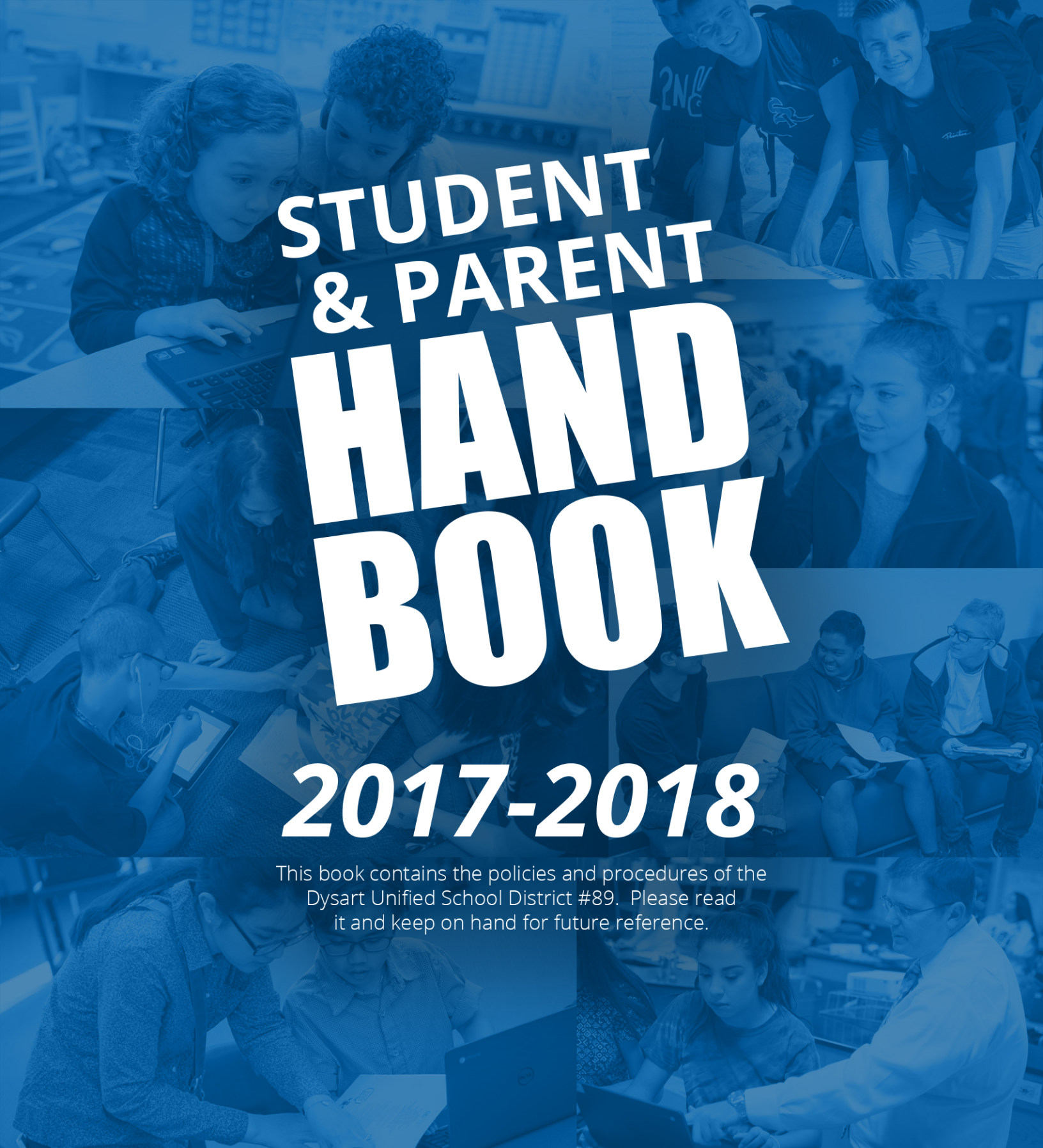
I have read the notification included in this handbook and consent to the use of confinement of my child for disciplinary purposes if determined appropriate by school personnel.

I have read the notification included in this handbook and do not consent to the use of confinement of my child for disciplinary purposes if determined appropriate by school personnel.

Student Name (Please Print) _____ Parent/Guardian Signature Date _____

Grade Reports

Chandler Unified began paperless grade reports in the 2015-2016 school year. All progress reports and report cards can be printed from the portal. Each parent is encouraged to activate their Infinite Campus portal account. Portal accounts will allow parents to check their child's academic progress any time during the school year. All school sites have a parent portal manager should you require set-up assistance or have further questions. If you still require a paper copy please inform your school.



STUDENT & PARENT HANDBOOK

2017-2018

This book contains the policies and procedures of the
Dysart Unified School District #89. Please read
it and keep on hand for future reference.



Power in the preparation...Excellence in the Journey...Success for a lifetime...

To help students, parents and community members report threats, bullying or other criminal actions, Dysart Unified School District has established a Safe Schools Hotline. A message may be left on the hotline 24/7. The hotline number is 623-876-7009. All members of our community - including students - are urged to play an active role in school safety by reporting all threats, bullying situations, violent acts, or other similar behavior for investigation by school and law enforcement officials.



NOTE: A copy of this handbook is available in Spanish at each school and at the District Administration Center.

NOTA: Una copia de este informe está disponible en Español en cada escuela y también en el la oficina Central del Distrito

Student & Parent Handbook/Discipline Procedures *Acknowledgements and Verification*

By signing this page, you are acknowledging and verifying that you have received, and take the responsibility to review with your child, the documents referenced below which can be found in this handbook, including, without limitation, the Annual Notification regarding confidentiality of student education records (FERPA) and the District's policy on the designation of directory information, participation in student surveys, school bus privileges, due process and dress code.

Discipline Procedures – Discipline Expectations and Consequences

As a parent in Dysart Unified School District, you have the right to a quality education for your children. To make sure that every student enjoys that right, the District has established procedures regarding disruptive behavior. The procedures for student responsibilities are designed to create an orderly environment that is safe for all students and staff. The rules are reasonable and fair, and they are the same at each school. We ask that you carefully read the infractions and consequences. Dysart Unified School District #89 has severe consequences for drugs, weapons or threatening behavior. Any such act may result in a recommendation for long-term suspension or expulsion. Some infractions may result in a referral to a local law enforcement agency, in addition to school consequences, such as suspension or expulsion.

This form must be returned to each child's school within 10 days.

Parent Name (printed): _____

Student Name (printed): _____

High School Student ID Number: _____ Grade: _____

K-8 Homeroom Teacher: _____ Grade: _____

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

Electronic Information Systems User Agreement *Acknowledgements and Verification*

By signing this page, you are acknowledging and verifying that you have received, and take the responsibility to review with your child, the document referenced below which can be found in this handbook, including, without limitation, the policy/procedures for due process, email and internet use expectations, electronic devices expectations, and disciplinary consequences for such, and electronic information systems user agreement.

Electronic Information Systems Expectations and Consequences

As a parent in Dysart Unified School District, you have the right to a quality education for your children, including access to technology and innovative instructional practices. To make sure that every student enjoys that right, the District has established procedures regarding use of electronic devices. The procedures for student use of electronic devices are designed to create a rich learning environment that is safe and productive for all students and staff. The expectations are reasonable and fair, and they are as consistent as possible at each school. We ask that you carefully read the expectations, guidelines and consequences. Dysart Unified School District #89 has severe consequences for misuse of electronic devices and electronic information systems. Any violations may result in suspension, long-term suspension, expulsion, and/or referral to a local law enforcement agency.

Student & Parent Software Agreement

The student agrees to abide by the terms and conditions of all software and end user license agreements that are in place or that may be required for each piece of software issued and used for the student's specific use in the classroom or at home. This includes, but is not limited to, products provided by Adobe, Microsoft, Google, Apple Inc., and others not listed here that may have been or shall be provided at any future period by DUSD and its schools. Under this agreement, students will abide by the license agreement associated with such software. Additional information regarding software and end user license agreements can be found at www.dysart.org/applications.

Your signature below acknowledges and verifies that you have received, and take responsibility to review with your child, the section entitled Electronic Information Systems User Agreement.

This form must be returned to each child's school within 10 days.

Parent Name (printed): _____

Student Name (printed): _____

High School Student ID Number: _____ Grade: _____

K-8 Homeroom Teacher: _____ Grade: _____

Do you have Internet connectivity in your home? Yes No

Do you have a mobile device that has access to internet service, which is available for your student's use? Yes No

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

Please Note: The District is NOT responsible for the loss, damage and/or theft of any of these types of devices.

ELECTRONIC INFORMATION SYSTEMS (EIS) USER AGREEMENT

Internet access and E-Mail are available to students and teachers in Dysart Unified School District. DUSD believes the Internet offers vast, diverse, and unique resources to both students and teachers. Our goal in providing this service is to promote educational excellence in schools by facilitating resource sharing, innovation, communication and educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, cyber bullying awareness, and response.

While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages; but ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources.

To that end, Dysart Unified School District Governing Board has adopted the following policy:

Acceptable Use - Each user must:

- Use Electronic Information Systems (EIS) to support personal educational objectives consistent with the educational goals and objectives of Dysart Unified School District.
- Agree not to submit, publish, display or retrieve any defamatory, inaccurate, abusive, obscene, violent, profane, sexually oriented, threatening, racially offensive or illegal material (including fights on campus).
- Immediately inform their teacher if inappropriate information is mistakenly accessed.
- Abide by all copyright and trademark laws and regulations.
- Not reveal home addresses, personal phone numbers or personally identifiable data unless authorized to do so by designated school authorities.
- Understand that electronic mail or direct electronic communication is not private and may be read and monitored by school-employed persons.
- Not use the EIS in any way that would disrupt the use of the EIS by others.
- Not use the EIS for commercial or financial gain, political lobbying, or fraud.
- Follow the district's code of conduct.
- Not attempt to harm, modify, add or destroy software or hardware nor interfere with system security.
- Understand that inappropriate use may result in cancellation of permission to use the EIS and appropriate disciplinary action up to and including expulsion for students.
- Publish information/student work only on DUSD servers or district approved web hosting vendors. Users placing information on the Internet using the district's EIS are publishing information on behalf of the district.
- Be responsible for the appropriate storage and backup of their data.
- Use of EIS for information collection purposes (online surveys, email, etc.) must follow existing district policies and have appropriate administrative approval.

Unacceptable Uses - Each user must not:

- Share their Dysart network credentials with any other individual.
- Use their own computing devices to access the Internet via personal Wi-Fi accounts or by any manner other than connecting through the secure wireless connection provided by the school system.
- Users may not connect or install any computer hardware, hardware components or software, which is their own personal property to and/or in the District's EIS without the prior approval of the District Information Technology Department.
- Users shall not post information that could cause damage or pose a danger of disruption to the operations of the EIS or the District.
- Users shall not access the network for any non-educational purposes.
- Users will not gain or attempt to gain unauthorized access to the files of others, or vandalize the data or files of another user.
- Users will not download and use games, files, documents, music, or software for non-educational purposes. (i.e. Shockwave games/animations, audio and other visual files.)

- Users will not possess any data, which may be considered a violation of these regulations, in paper, magnetic (disk), or any other form.
- Users will not display name or photo to personally identify an individual without receiving written permission.
- Users will not reveal full name, address, phone number, or personal email without permission from an adult.
- Users shall not cheat using technology devices or plagiarize works that are found on the Internet or any other electronic resource.
- Users will not harass, insult, threaten, attack others or use obscene language in written communications, including social media.
- Users will not post anonymous messages.
- Users may not use free web based email, messaging, video conferencing, or chat services without written permission from DUSD Information Technology.

Resource Limitations:

- Activities that are deemed by the network supervisor to cause unreasonable demand on network capacity or disruption of system operation are prohibited.
- Users shall subscribe only to high quality discussion groups or mailing lists that are relevant to their education or career development.
- Users shall not use the District's EIS for commercial purposes or financial gain. This includes the creation, development and offering of goods or services for sale, and the unauthorized purchase of goods or services. District approved purchases will be made following District approved procedures
- The District's portable information systems and educational technology resources such as notebook computers, peripherals, and/or companion devices, will be at the school sites during school hours.

Personal Responsibility:

- I will report any misuse of the EIS to the administration or system administrator.
- I understand that many services and products are available for a fee and acknowledge my personal responsibility for any expenses incurred without District authorization.
- I understand that when I am logged on to District computers or electronic devices, that I am ultimately responsible for any activity that occurs on the computer or electronic device under my log-in.

Network Etiquette:

I am expected to abide by the generally acceptable rules of network etiquette. Therefore, I will:

- Be polite and use appropriate language. I will not send, or encourage others to send, abusive messages.
- Respect privacy. I will not reveal any home addresses, or personal phone numbers, or personally identifiable information.
- Avoid disruptions. I will not use the EIS in any way that would disrupt the use of the systems by others.

Observe the following considerations:

- Be brief.
- Strive to use correct spelling and make messages easy to understand.
- Use short and descriptive titles for articles.
- Post only to known groups or persons.

Services:

Dysart Unified School District specifically denies any responsibility for the accuracy of information. While Dysart Unified School District will make an effort to ensure access to proper materials, the user has the ultimate responsibility for how the EIS is used and bears the risk of reliance on the information obtained.

GOVERNING BOARD

Dr. Spencer Bailey

Mr. Jay Leonard

Mrs. Christine Pritchard

Ms. Traci Sawyer-Sinkbeil

Mrs. Jennifer Tanner

DISTRICT ADMINISTRATION

15802 North Parkview Place

Surprise, Arizona 85374 623-876-7000

Gail Pletnick, Ed.D. Superintendent

Dysart Unified School District does not discriminate on the basis of race, color, national origin, sex, disability, religion or age in its programs or activities. For information regarding discrimination grievances or complaint procedures, contact the district office at 623-876-7000.

Dr. Gail Pletnick
Superintendent

15802 North Parkview Place
Surprise, Arizona 85374
623.876.7000
www.dysart.org

Dear Parents:

Maintaining a safe and secure learning environment is a priority for the Dysart Unified School District. That goal requires the cooperation of every student, parent, educator and member of the community. A positive and disruptive-free school environment is vital to student academic success. Not only do we want a safe and healthy learning environment for all students, we want an environment of respect, kindness and compassion. That positive environment is supported by Dysart's adoption of Rachel's Challenge.

The Dysart community must work together and individuals must report anything that has the potential to negatively impact safety. Reporting bullying, the possession of drugs, weapons, or any unsafe behavior is the responsibility of each stakeholder. As a District, we must take a proactive approach to maintain safe and healthy school environments. The District is dedicated to supporting the positive choices and behaviors of our students. Sharing information can help prevent serious events on our campuses. Equally important is for all community members to reinforce respect, kindness and compassion and be positive role models.

In the Dysart Unified School District, every threat of violence will be taken seriously. Parents need to discuss with their children the ramifications of making any type of threat. Every infraction that impacts the safety and health of students will be dealt with to maintain a secure learning environment for students. We fully intend to assign consequences to those students who engage in behaviors that disrupt learning and safety. This includes making false reports or deliberately disrupting the learning environment with rumors or fabricated information. When situations warrant, police will be contacted and criminal charges filed.

This handbook will build a common understanding of responsibilities, rights and District expectations for building a positive and productive school culture. We expect Dysart Unified School District students to demonstrate outstanding citizenship and model such behavior at all times. We have created this handbook to outline expectations and the possible consequences if those expectations are not met.

We are Dysart – and together we can reach our goals for maintaining safe and positive school environments.



Gail Pletnick, Ed.D.
Superintendent

Superintendent
Gail Pletnick, Ed.D.

Governing Board
Spencer Bailey
Jay Leonard
Christine Pritchard
Traci Sawyer-Sinkbeil
Jennifer Tanner

ELEMENTARY SCHOOLS

Ashton Ranch Elementary School

14898 West Acoma Drive
Surprise, AZ 85379
Emily Dean, Principal
Office: 623.523.8300
Attendance Line: 623.523.8303

Canyon Ridge School

17359 West Surprise Farms Loop North
Surprise, AZ 85338
Jill Hoppe, Principal
Office: 623.523.8450
Attendance Line: 623.523.8453

Cimarron Springs Elementary School

17032 West Surprise Farms Loop
Surprise, AZ 85374
Ginger Richards, Principal
Office: 623.523.8600
Attendance Line: 623.523.8603

Countryside Elementary School

15034 North Parkview Place
Surprise, AZ 85379
Marcianne Hessler, Principal
Office: 623.876.7800
Attendance Line: 623.876.7803

Dysart Elementary School

12950 West Varney Road
El Mirage, AZ 85335
Cheryl Pete, Principal
Office: 623.876.7100
Attendance Line: 623.876.7136

El Mirage Elementary School

13500 North El Mirage Road
El Mirage, AZ 85335
Michelle May, Principal
Office: 623.876.7200
Attendance Line: 623.876.7203

Kingswood Elementary School

15150 West Mondell Road
Surprise, AZ 85374
Jeremy St. Germain, Principal
Office: 623.876.7600
Attendance Line: 623.876.7603

Luke Elementary School

7300 North Dysart Road
Glendale, AZ 85307
Amalia Garcia, Principal
Office: 623.876.7300
Attendance Line: 623.876.7303

Marley Park Elementary School

15042 West Sweetwater Avenue
Surprise, AZ 85379
Carin Garton, Principal
Office: 623.523.8200
Attendance Line: 623.523.8203

Mountain View School

18302 West Burton Avenue
Waddell, AZ 85355
Gail Miller, Principal
Office: 623.876.7450
Attendance Line: 623.876.7543

Parkview Elementary School

16066 North Parkview Place
Surprise, AZ 85379
Rosalind Fisher, Principal
Office: 623.523.8650
Attendance Line: 623.523.8653

Rancho Gabriela Elementary School

15272 West Gabriela Drive
Surprise, AZ 85374
C. Scott Kerr, Principal
Office: 623.523.8500
Attendance Line: 623.523.8503

Riverview Elementary School

12701 North Main Street
El Mirage, AZ 85335
Stephanie Lawrence, Principal
Office: 623.523.8950
Attendance Line: 623.523.8953

Sonoran Heights Elementary School

11405 North Greer Ranch Parkway
Surprise, AZ 85379
Andrew Frazier, Principal
Office: 623.523.8550
Attendance Line: 623.523.8553

Sunset Hills Elementary School

17825 West Sierra Montana Loop
Surprise, AZ 85388
Josephine Tokhi, Principal
Office: 623.523.8700
Attendance Line: 623.523.8703

Surprise Elementary School

12907 West Greenway Road
El Mirage, AZ 85335
Karie Burns, Principal
Office: 623.876.7400
Attendance Line: 623.876.7403

Thompson Ranch Elementary School

11800 West Thompson Ranch
El Mirage, AZ 85335
Rachel Saunders, Principal
Office: 623.523.8400
Attendance Line: 623.523.8403

West Point Elementary School

13700 West Greenway Road
Surprise, AZ 85374
Marilee Timbrooks, Principal
Office: 623.876.7765
Attendance Line: 623.876.7753

Western Peaks Elementary School

18063 West Surprise Farms Loop South
Surprise, AZ 85388
Stacie Brown, Principal
Office: 623.523.8750
Attendance Line: 623.523.8753

HIGH SCHOOLS

Dysart High School

11425 North Dysart Road
El Mirage, AZ 85335
Amy Hartjen, Principal
Office: 623.876.7500
Attendance Line: 623.876.7506

Shadow Ridge High School

10909 North Perryville Road
Surprise, AZ 85388
Michael Hawkins, Principal
Office: 623.523.5100
Attendance Line: 623.523.5103

Valley Vista High School

15550 North Parkview Place
Surprise, AZ 85374
Roberta Lockhart, Principal
Office: 623.523.8800
Attendance Line: 623.523.8803

Willow Canyon High School

17901 West Lundberg Street
Surprise, AZ 85388
Jayne Wiefelich, Principal
Office: 623.523.8000
Attendance Line: 623.523.8003

Sundown Mountain Alternative Program

23251 North 166th Drive
Surprise, AZ 85387
Anthony Capuano, Administrator
Office: 623.876.7250
Attendance Line: 623.876.7253

GUIDE TO SOLVING PROBLEMS AND GETTING ANSWERS FAST

The Dysart Unified School District has established procedures to effectively and efficiently respond to questions and suggestions from parents and community members. This guide is meant to serve as a resource for parents and community members to identify the district staff that would have the most information to provide answers to questions and concerns. If you have any questions or concerns related to the school district or your child's progress, please do not hesitate to call. The Dysart Unified School District is here to meet the needs of all students, staff, parents and community members.

K-8 Schools and High Schools

- Step 1– Classroom teacher; if not resolved...
- Step 2– School Principal; if not resolved...
- Step 3– Director of Student Services; if not resolved...
- Step 4– Assistant Superintendent of Education, or Assistant Superintendent for Support Services; if not resolved...
- Step 5– Superintendent

Curriculum Questions

(State standards, material being taught, textbooks and materials)

- Step 1– Classroom teacher; if not resolved...
- Step 2– School Principal; If not resolved...
- Step 3– Director of Curriculum and Assessment; if not resolved...
- Step 4– Assistant Superintendent of Education; if not resolved...
- Step 5– Superintendent

Medical Questions and Concerns

- Step 1– School Nurse; if not resolved...
- Step 2– School Principal; If not resolved...
- Step 3– District Lead Nurse; if not resolved ...
- Step 4– Director of Exceptional Student Services; if not resolved...
- Step 5– Assistant Superintendent of Education; if not resolved...
- Step 6– Superintendent

Transportation

(Bus Stops, Route Problems, etc.)

- Step 1– Transportation customer service; if not resolved...
- Step 2– Transportation Administrator; if not resolved...
- Step 3– Director of Transportation; if not resolved ...
- Step 4– Executive Director of Business Services; if not resolved...
- Step 5– Superintendent

Student Behavior

(Including Bus Behavior)

- Step 1– Classroom teacher; if not resolved ...
- Step 2– School Principal; if not resolved...
- Step 3– Director of Student Services; if not resolved...
- Step 4– Assistant Superintendent of Education, or Assistant Superintendent for Support Services; if not resolved...
- Step 5– Superintendent

Special Education:

- Step 1– Special Education/General Education Teacher; if not resolved...
- Step 2– Special Education Lead Teacher or School Psychologist; if not resolved...
- Step 3– School Principal; if not resolved...
- Step 4– Exceptional Student Services District Coordinator; if not resolved...
- Step 5– Director of Exceptional Student Services; if not resolved...
- Step 6– Assistant Superintendent of Education; if not resolved...
- Step 7– Superintendent

Gifted Education:

- Step 1– Gifted Cluster Classroom Teacher; if not resolved...
- Step 2– School Principal; if not resolved...
- Step 3– Exceptional Student Services District Gifted Coordinator; if not resolved...
- Step 4– Director of Exceptional Student Services; if not resolved...
- Step 5– Assistant Superintendent of Education; if not resolved...
- Step 6– Superintendent

Section 504:

- Step 1– General Education Classroom Teacher; if not resolved...
- Step 2– 504 School Site Team; if not resolved...
- Step 3– School Principal/Site 504 Coordinator*; if not resolved...
- Step 4– Exceptional Student Services Coordinator; if not resolved...
- Step 5– Director of Exceptional Student Services /District 504 Coordinator; if not resolved...
- Step 6– Assistant Superintendent of Education; if not resolved...
- Step 7– Superintendent

Athletics

- Step 1– Coach; if not resolved...
- Step 2– Assistant Principal (Athletics); if not resolved...
- Step 3– School Principal; if not resolved...
- Step 4– Assistant Superintendent for Support Services; if not resolved...
- Step 5– Superintendent

After School Activities

(Clubs, etc.)

- Step 1– Activity Sponsor; if not resolved...
- Step 2– School Principal; If not resolved...
- Step 3– Director of Student Services; if not resolved...
- Step 4– Assistant Superintendent for Support Services; if not resolved...
- Step 5– Superintendent

Budget and Finance Questions

- Step 1– Director of Finance; if not resolved...
- Step 2– Executive Director of Business Services; if not resolved...
- Step 3– Superintendent

Facility Usage

- Step 1– Director of Federal Projects & Community Outreach; if not resolved...
- Step 2– Assistant Superintendent for Support Services; if not resolved...
- Step 3– Superintendent

*Site 504 Coordinator - Building Principal or Principal Designee

PHONE NUMBERS

Athletics.....623-876-7016

Business Services.....623-876-7018

Community Outreach.....623-876-7056

Curriculum & Assessment.....623-876-7173

Finance.....623-876-7018

Exceptional Student Services.....623-876-7022

Student Services.....623-876-7908

Superintendent.....623-876-7000

Transportation.....623-876-7030

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ANNUAL NOTIFICATION

Family Educational Rights and Privacy Act (FERPA)

Annual Notification to Parents Regarding
Confidentiality of Student Education Records
[34 C.F.R. 300.561 And 300.572]

Dear Parent:

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

- The Family Education Rights and Privacy Act; Title 20, United States Code, Sections 1232g and 1232h; and the Federal Regulations (34 C.F.R., Part 99) issued pursuant to such act;
- Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act of 2001 (USA PATRIOT ACT);
- Every Student Succeeds Act (ESSA);
- The Individuals with Disabilities in Education Act; 20 U.S.C. Chapter 33; and the Federal Regulations (34 C.F.R. Part 300); and
- Arizona Revised Statutes, Title 15, sections 141 and 142.

Student education records are collected and maintained to help in the instruction, guidance, and educational progress of the student, to provide information to parents and staff members, to provide a basis for the evaluation and improvement of school programs, and for legitimate educational research. The students’ records maintained by the District may include, but are not limited to, identifying data, report cards and transcripts of academic work completed, standardized achievement test scores, attendance data, reports of psychological testing, health data, teacher and counselor observations, and verified reports of serious or recurrent behavior patterns.

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

Parents/guardians shall be informed when personally identifiable information (PII) collected, maintained, or used is no longer needed to provide educational services to their child. The information must be maintained for four years after the date their child was last enrolled in this school district.

Parents/guardians have the right to inspect and review any and all records related to their child within 45 days of the day of receiving a request for access, including a listing of persons or organizations who have reviewed or have received copies of the information [34 C.F.R. 99.7]. Parents/guardians who wish to review their child’s records should contact the principal for an appointment or submit to the principal a written request that identifies the records they wish to inspect. School personnel will make arrangements for access and notify the parent/guardian of the time and place where the records may be inspected. School personnel will be available to explain the contents of the records to the parent/guardian. Copies of student education records will be made available to the parent/guardian when it is not practicable for them to inspect and review the records at the school. Charges for the records copies will be applied, unless the fee prevents the parent/guardian from exercising their rights to inspect and review those records.

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

Parents/guardians have the right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on a school board. A school official also may include a contractor, or consultant who, while not employed by the schools, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of

PII from educational records (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee (such as a disciplinary or grievance committee), or assisting another school official in performing his/her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.

Parents/guardians have the right to file a complaint with the Family Educational Rights and Privacy Act Office in Washington, D.C., concerning alleged failures by the school to comply with the requirements of FERPA [34 C.F.R. 99.7]. The name and address of the office administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures.

Copies of the District student education records confidentiality policies and procedures may be reviewed in the assigned office of each school [34 C.F.R. 99.7(a) (5) and 99.7(b)].

Student Records

DESIGNATION OF DIRECTORY INFORMATION

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Dysart Unified School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Dysart Unified School District may disclose appropriately designated "directory information" without written consent, unless you have advised the **school or district** to the contrary in accordance with Dysart Unified School District procedures. The primary purpose of directory information is to allow the Dysart Unified School District to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, may be disclosed to educational and occupational organizations without a parent's prior written consent. The District will not disclose directory information, except as required by law, to any organization other than school-related organizations. "School-related organization" means (a) an organization whose activities support and promote the educational mission of the District, as determined by the Governing Board, or (b) a government agency. School related organizations may include parent organizations, booster clubs, school employee organizations, Community Education Programs, the Arizona Interscholastic Association, and other organizations and clubs affiliated with the District and its schools. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks

In addition, federal laws require the District to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the District that they do not want their student's information disclosed without their prior written consent.

A parent or eligible student who does not want the District to disclose directory information from education records without prior written consent must notify the District in writing within two weeks after enrolling in the Dysart Unified School District. If the School District does not receive this notification from you within the prescribed time, *it will be assumed that your permission is given to release your son/daughter's designated directory information* listed below:

- **Student's name**
- **Address**
- **Student's school email address**
- **Telephone listing**
- **Photograph**
- **Date and place of birth**
- **Grade level**
- **Participation in officially recognized activities and sports**

- **Weight and height of members of athletic teams**
- **Degrees, honors, and awards received**
- **The most recent educational agency or institution attended**
- **The names of parents/guardians of the student**

This information may also be used to compile such things as: newsletters, yearbooks, newspapers, articles, programs (dramatic and athletic), web pages, applications for scholarships and honors, and responses to military recruiters.

Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)-

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

Receive notice and an opportunity to opt a student out of -

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

Inspect, upon request and before administration or use -

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

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under State law.

Dysart Unified School District has policies regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Dysart Unified School District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Dysart Unified School District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Dysart Unified School District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

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

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5920

Student Surveys

Student surveys will be prepared, administered, retained, and communicated to parents and students in a manner consistent with state and federal laws. The requirements of the Arizona Revised Statutes shall be as specified in the relevant statutes and subsequent regulations.

The District will comply with all statutes pertaining to surveys including the requirement that notwithstanding any other law, each school district and charter school shall obtain written informed consent from the parent of a pupil before administering any survey that is retained by a school district, a charter school or the department of education for longer than one (1) year and that solicits personal information about the pupil regarding any of the following which are listed in A.R.S. 15-117.

1. Critical appraisals of another person with whom a pupil has a close relationship.
2. Gun or ammunition ownership.
3. Illegal, antisocial or self-incriminating behavior.
4. Income or other financial information.
5. Legally recognized privileged or analogous relationships, such as relationships with a lawyer, physician or member of the clergy.
6. Medical history or medical information.
7. Mental health history or mental health information.
8. Political affiliations, opinions or beliefs.
9. Pupil biometric information.
10. The quality of home interpersonal relationships.
11. Religious practices, affiliations or beliefs.
12. Self-sufficiency as it pertains to emergency, disaster and essential services interruption planning.
13. Sexual behavior or attitudes.
14. Voting history.

A parent of a pupil that has a reasonable belief that a school district has violated this section may file a complaint with the attorney general or the county attorney for the county in which an alleged violation of this section occurred.

The District will comply with the provisions of the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA) and the Protection of Pupil Rights Act (PPRA).

If a parent or eligible student believes that the District is violating the FERPA, that person has a right to file a complaint with the U.S. Department of Education. The address is:

The Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920
Telephone number: (800) 872-5327

Annual Notification

At the beginning of every school year, every school district and charter school shall obtain written informed consent from the parent of a pupil to participate in any survey pursuant to A.R.S. 15-117 for the entire year. A parent of a pupil may at any time revoke consent for the pupil to participate in any survey pursuant to subsection A of section 15-117. For any pupil who is at least eighteen years of age, the permission or consent that would otherwise be required from the pupil's parent pursuant to this section is required only from the pupil. All surveys conducted pursuant to subsection A of section 15-117 shall be approved and authorized by the school district or charter school. The school district or charter school is subject to the penalties prescribed in subsection L of section 15-117. A teacher or other school employee may not administer any survey pursuant to subsection A of section 15-117 without written authorization from the school district or charter school.

ATHLETIC PROGRAMS

The administration and coaching staff of Dysart Unified School District #89 consider interscholastic athletics a vital part of the total educational process. The Athletic Department is committed to the democratic process, which recognizes an equal opportunity for all students, regardless of sex, color, national origin, religion or economic status.

The District's philosophy is to provide all students with an environment that is safe and encourages active participation in a variety of activities under different teacher/coach role models. As members of Dysart Unified School District Athletic Staff, we strive to foster positive experiences and guide our student-athletes toward realizing their full potential.

Through practices, games and example, the staff works toward preparing students to succeed rather than merely to win games. **"Win or lose, our students should learn lessons of a lasting and positive nature."**

Middle School Athletics
Baseball (Boys)
Softball (Girls)
Soccer (Boys/Girls)
Basketball (Boys/Girls)
Cheer
Flag Football
Volleyball (Girls)

High School Athletics	
Football	Soccer (Boys/Girls)
Volleyball (Girls)	Wrestling
Cross Country (Boys/Girls)	Baseball (Boys)
Golf (Boys/Girls)	Sand Volleyball (Girls)
Swim and Dive (Boys/Girls)	Softball (Girls)
Cheer	Track and Field
Basketball (Boys/Girls)	Tennis (Boys/Girls)

For detailed information regarding athletic programs offered in the district, and the athletic academic eligibility requirements, please refer to the Code of Conduct for High School Athletics Handbook, and Code of Conduct for Elemiddle Athletics Handbook.

ATTENDANCE PROCEDURE

Regular and timely attendance is a determining factor in educational success. Critical academic information is lost each time a student is out of the classroom. For this reason, Dysart Unified School District believes all students should be in school every day, unless there is a valid reason for an absence, such as those related to medical or religious absences.

If your child has a chronic health condition, he or she may be eligible to pursue homebound instruction or to receive modified instructional services as a student with a chronic health condition. Please contact your building principal for more information regarding those options or review Governing Board Policy Section 9.17 regarding homebound instruction and Section 10.19 and Procedure 10.19 regarding exclusions and exemptions from school attendance for students with chronic health conditions, all of which are available online at dysart.org.

Further, Dysart Unified School District #89 values the involvement of parents/guardians in the academic process and encourages ongoing communication between home and school, particularly regarding attendance. School staff will make every attempt to assist families in addressing attendance concerns. Arizona Revised Statutes 15-802 and 15-803, however, firmly place the responsibility for attendance on a child's parents/guardians. Arizona State Law (A.R.S. § 15-802 and 15-803) states that every person who has custody of a child between the ages of six and 16 years shall make sure the child attends school for the full time school is in session.

Pursuant to A.R.S. §15-901(A)(1), "...excused absences shall be identified by the Department of Education...". The Department of Education defines an excused absence as being an absence due to illness, doctor appointment, bereavement, family emergencies and out-of-school suspensions. All absences in excess of a cumulative 10% of the instructional days for the school year may be reported as unexcused. Statute does not prohibit the reenrollment of a student withdrawn after 10 consecutive unexcused absences. However once a student crosses the 10% threshold, all absences may be reported as unexcused regardless of multiple enrollments within the same district.

1. Any time your child will not be in school on any specific day, you must place a phone call to the attendance line or submit an excusal note to the attendance office within 24 hours of the absence.
2. All unreported absences will be documented as "unexcused" absences. The school will attempt to contact parents/guardians within the first two hours of the school day, in order to ensure student safety and in an attempt to document an absence reason (A.R.S. § 15-807).
3. Pursuit to A.R.S. § 15-803, a child can only be excused when he/she is accompanied by a parent or a person authorized by a parent.
4. A parent/guardian is the only person who may verify an unexcused absence. Unexcused absences may be verified by the parent/guardian by phone, in person, or in writing to the school office within 24 hours of a student returning to school from an absence.
5. Any absence that has not been verified by a parent/guardian within 24 hours may be considered unexcused.
6. A student who independently chooses not to attend school is considered truant and cannot be excused by the parent. This is classified as "Unauthorized Absence/Truancy/Leaving Campus without Authorization" on the Discipline Matrix, included in the Parent/Student Handbook.
7. Arizona Revised Statute 15-803 defines absences as "excessive" when the number of absent days exceeds 10% of the number of required attendance days. For example, on a 180-day school calendar, excessive absences would equal 18 or more days absent. These include both excused and unexcused absences.
8. When a student is excessively absent, disciplinary action will occur based on the Discipline Matrix provided in the Parent/Student Handbook.
9. If your child is leaving school early for an appointment, he/she must check out through the attendance office.

- Parents of a child between the ages of six and 16 years may be notified by letter when students accumulate 3, 5, 10, 15 and 18 absences

Loss of Credit – High School

- A student who is absent from any given class 10 or more times, either excused or unexcused, per semester may not receive academic credit for that class. (A.R.S. § 15-802, 15-803)
- An appeal process is in place for those students who have extenuating circumstances.
- Please note that official documentation, such as doctor’s note will be required to file an appeal.
- Students who are under the age of 16 and have 10 or more absences may be cited to court for excessive absences.

TARDY PROCEDURE – ELEMENTARY

- Students receive more than three tardies

1 st Offense	2 nd Offense	3 rd Offense
<u>Tardies four (4) and five (5):</u> <ul style="list-style-type: none"> Notify Parent Student Conference Detention 	<u>Tardies six (6), seven (7) and eight (8):</u> <ul style="list-style-type: none"> Notify Parent Student Conference Detention One (1) Day OCR 	<u>Tardies nine (9) or greater:</u> <ul style="list-style-type: none"> Notify Parent Student Conference Three (3) Day OCR

OCR = On Campus Reassignment

TARDY PROCEDURE – HIGH SCHOOL

- Students receive more than three tardies

1 st Offense	2 nd Offense	3 rd Offense
<u>Tardies four (4) and five (5):</u> <ul style="list-style-type: none"> Notify Parent Student Conference Detention 	<u>Tardies six (6), seven (7) and eight (8):</u> <ul style="list-style-type: none"> Notify Parent Student conference Detention One (1) Day OCR 	<u>Tardies nine (9) or greater:</u> <ul style="list-style-type: none"> Notify Parent Student Conference Three (3) Day OCR

OCR = On Campus Reassignment

Tardy/Sweep Procedure

- It is the expectation that students arrive to class on time. Students who arrive to their class after the final bell rings, will be directed to the sweep (OCR) room. Each high school campus has tardy procedures in place. Please contact the school for more information.

BICYCLES, ETC.

Schools WILL NOT store skateboards, scooters, rollerblades, etc. in the office or classroom areas. If a student chooses to use this mode of transportation to/from school, the item must be able to be secured with a locking mechanism in the designated area. Bicycles must also be secured in the designated area. **The school will not be responsible for the loss or theft of any of these items.** Students are expected to follow all local laws when traveling to and from school and are encouraged to wear appropriate safety equipment. Bicycles and scooters must be walked in crosswalks and once on the school grounds. Skateboards, rollerblades, etc. must be similarly carried.

Motorized vehicles including scooters are not allowed at any time per Municipal Code 54-55.

BIRTHDAY CELEBRATIONS

With Building Administrator approval, and thorough knowledge of the students served, elementary teachers may choose to celebrate all student birthdays on a common day of the month.

- The activity should take place during lunch or the last 15-20 minutes of the class.
- The teacher is responsible for the equitable treatment of all students.
- Teachers should communicate birthday celebration guidelines to parents at the beginning of the year.
- If food is to be a part of the activity, it must be store-bought and/or professionally prepared according to County Health guidelines. (Parents should check with the school in case there are restrictions with students who have food allergies or food restrictions).
- Balloons, flower bouquets, etc. will not be delivered to students during the regular school day. A message will be

communicated to the student and the delivery will be held in the front office until the end of the school day where students may pick it up.

- Balloons are not allowed on school buses.

BULLYING/HARASSMENT/INTIMIDATION

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

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

Definitions

Bullying: Bullying may occur when a student is exposed repeatedly and over time to negative actions on the part of one or more other students.

- Bullying behavior is meant to hurt another person and is carried out by someone who is seeking power or control over another person.
- Bullying may constitute a violation of law.
- There are three forms of bullying:
 - Physical
 - Emotional
 - Social

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

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

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

Anyone who believes that harassment, bullying or hazing has occurred should report the behavior to a teacher, counselor, school nurse or school administrator. Bullying reporting forms are located on the district website, and available at the front office of every campus.

Right to Freedom from Harassment/Bullying

Students may expect to be provided with an atmosphere free from harassment. Any student who is subjected to harassment from other students, visitors or school staff, should immediately inform a teacher, principal, assistant principal or assistant superintendent. In accordance with the state's anti-bully laws, students may make confidential reports of harassment, intimidation or bullying to any school employee or via Dysart's Safe Schools Hotline 623-876-7009. Parents are also welcome to submit written reports on incidents to administrators. All school staff are required to report suspected harassment, intimidation or bullying.

The District will neither allow nor tolerate retaliation in any form by any employee, student or others against any complaining employee, student or corroborating witness. Likewise, students who knowingly submit false reports of bullying, harassment or intimidation will face consequences.

To help students, parents and community members report threats, bullying or other criminal actions, Dysart Unified School District has established a Safe Schools Hotline. A message may be left on the hotline 24/7. The hotline number is 623-876-7009. All members of our community - including students - are urged to play an active role in school safety by reporting all threats, bullying situations, violent acts, or other similar behavior for investigation by school and law enforcement officials.



CAFETERIA

As part of the National School Lunch and Breakfast programs, the schools may offer meals free or at reduced price. Free and reduced-price meal applications are available in the school office or the Nutrition Services Department. Online applications can be submitted at www.schoolmealapp.com. Only one application is required per family. Every District family is encouraged to complete an application.

Please refer to the Nutrition Services webpage at www.dysart.org for additional resources such as school menus, nutritional information and Smart Snacks in Schools information and guidance.

Breakfast will be served approximately 30 minutes prior to the start of school. The cafeteria will stop serving breakfast five minutes before the final bell rings.

Breakfast in the Classroom is offered to students at no charge at Dysart Elementary, El Mirage Elementary, Riverview Elementary, Surprise Elementary and Thompson Ranch Elementary. Please check with your school's front office for Breakfast in the Classroom service times.

Students will be allowed to charge their meal a maximum of three times during the school year. After the third charge, an alternative meal, consisting of a sandwich, fruit, vegetable and choice of milk, will be given to the student. Alternative meals will be provided until the student's charge account is satisfied. Unsatisfied charge accounts are subject to referral to a collection agency per the District's accounting procedures.

Student meals can be paid for by cash or check at the individual school sites. Also, online payments are accepted through School Café at www.schoolcafe.com. School Café may also be used to view account balances, receive low balance alerts and review daily spending or transactions.

Dysart Unified School District highly encourages healthy eating habits and physical activity. Schools may request that children not share food with others, especially when the particular food or drink does not meet USDA guidelines. The District strongly discourages consumption of unhealthy foods and energy drinks at our school sites. Please note, at both our elementary and high school sites, the cafeteria follows USDA guidelines for sales of a la carte food and drinks.

Parents who wish to eat lunch with their child at school, will sit at a designated family table in the cafeteria, and will not be sitting with students at their class/grade table. If parents would like to purchase a meal, please note that the adult price is different than the student price. Please check with your school's cafeteria staff on current adult pricing.

CHARACTER PROGRAMS

Universally accepted character traits, such as truthfulness, responsibility, kindness, compassion, diligence, sincerity, trustworthiness, respect, fairness, caring, citizenship, integrity, etc. are part of the school culture in Dysart. Character education will be non-partisan and non-religious. District staff will also be expected to incorporate Diversity Education/Awareness into the school and classroom culture.

Dysart Unified School District has also adopted the Rachel's Challenge program, which is a non-profit, non-political, non-religious initiative. Rachel's Challenge is a series of student and community empowering programs and strategies that equip individuals to combat bullying and feelings of isolation by creating a culture of kindness, compassion and respect.

CHRONIC HEALTH PROCEDURE

A.R.S. § 15-346 provides for adjunct accommodations for students with chronic health problems. This is defined as "...pupils who are unable to attend regular classes for intermittent periods of one or more consecutive days because of illness, disease, or accident but who are not homebound."

A.R.S. § 15-901 provides for at-home (Homebound) instruction for students with chronic health problems. This is defined as "...a pupil who is capable of profiting from academic instruction but is unable to attend school due to illness, disease, accident or other health conditions, who has been examined by a competent medical doctor and who is certified by that doctor as being unable to attend regular classes for periods of not less than three school months, or a pupil who is ...unable to attend regular classes for intermittent periods of time totaling three school months during a school year."

Additional information regarding chronic illness procedures may be found in Governing Board Policy Section 9.17 regarding homebound instruction and Section 10.19 and Procedure 10.19 regarding exclusions and exemptions from school attendance for students with chronic health conditions, all of which are available online at dysart.org.

Students with existing chronic illness conditions should obtain chronic health request forms from the health office at the beginning of the school year. When a new chronic condition is medically diagnosed, please notify the health office to obtain the chronic illness request forms. The Medical Certification Report form must be completed by a health professional who is licensed pursuant to title 32, chapter 7, 8, 13, 14, 17, 25 (M.D., D.O., Podiatric, Chiropractic) or a Registered Nurse Practitioner and is returned to the health office. Once received, a meeting will be scheduled by the school to write the Chronic Illness Instructional Plan. Once approved, a chronic illness plan is effective for one calendar year.

In order for chronic illness status to override the excessive absence rule the parent must report the absences according to the regular attendance reporting procedures (see Attendance Procedures). This status allows teachers and the student to work out a manageable method for completing work.

If your student is absent from school due to chronic illness it would be expected that they would not be able to attend or participate in extracurricular activities and/or athletics on the date of the absence.

CLASSROOM OBSERVATIONS

These guidelines apply to visits, for the purposes of extended observations of a teacher/staff member/ or other student in the classroom, campus areas, playgrounds, etc. When parents/visitors request to visit the school and/or their child's classroom or school building during the school day, the following procedures shall be followed:

1. The parent/visitor will complete and submit a written request on the Request for Classroom Observation Form. The form must be submitted to the school administration at least two business days prior to the intended visit.
2. Teacher/Staff member along with school administration will review the request to determine the educational relevance and appropriateness of the visit.
3. The administrator will approve or deny the visit based on the review.
4. If approved, the front office will contact the parent/visitor and review the classroom visitation guidelines including that the parent/visitor will sign-in at the front office on the date of their visit.
5. The school administrator will accompany parent/visitor and remain with them for the duration of the observation (no longer than one hour in duration).
6. If not approved, the administrator will contact the parent and discuss alternative means of gathering the information the parent is seeking, if possible.

CLOSED CAMPUS

Elementary Schools are closed campuses from time of student drop off to pick up. High School campuses are closed to all students throughout their scheduled day, including lunchtime. Consequences for violation are determined by the administration in accordance with the discipline matrix.

Students who need to leave for medical reasons or special circumstances must be signed out by a parent or guardian or obtain administrative permission in advance and may not leave campus without a pass from the front office or the nurse's office.

The principal (or designee) will have discretion to grant students permission to leave the campus during the school day.

COMMUNITY SERVICE

Some school clubs may require community service as a part of their membership. Please contact individual clubs for more information.

COMPLAINT PROCESS

Complaints are best handled starting at the school level and, when necessary, should proceed through the various administrative levels. Please see the Guide to Solving Problems page in the introduction section of this handbook.

For complaints related to discrimination, equal opportunity or other issues, please refer to Board Policy.

COURT UNIFIED TRUANCY SUPPRESSION PROGRAM (CUTS)

To encourage and improve school attendance, Dysart Unified School District has a partnership with Maricopa County Juvenile Court. This truancy program is called C.U.T.S. (Court Unified Truancy Suppression). As you know, we expect your child to be at school every day, unless there is an excused reason not to be.

School attendance is not only a good habit; state law requires it. Arizona State Law (A.R.S. § 15-802 and 15-803) states that every person who has custody of a child between the ages of six and 16 years shall make sure the child attends school for the full time school is in session. In addition, an absence is defined as follows:

- A minimum of one missed class period per day.
- Any unexcused absence will count as a truant day.
- A student is "habitually truant" if he/she has five or more unexcused absences from school.
- A student that is absent more than 10 percent (18 days) of the required number of school days per year is considered to have "excessive absences" whether the absence is excused or unexcused.

When a student has five or more unexcused absences or 18 excessive absences (excused OR unexcused), the student may be cited to the CUTS Program through the Juvenile Court. If the student is cited, an attendance hearing will be held with representatives from Dysart Unified School District and the Juvenile Court. Consequences at the hearing may include the

following: required attendance of the parent and the child at an education class (to be held on Saturdays), work hours assigned to the child, counseling, etc. The parent may be assessed a \$50 Diversion Fee. Failure to complete these consequences may result in suspension of your child's driver's license, or inability to get a driver's license until their 18th birthday and/or formal court proceedings. If convicted in a formal court proceeding, it is a Class 3 misdemeanor punishable by jail time and/or fine.

The real goal of the CUTS program is to have your child in school. The education of your child is extremely important to us. The CUTS program is another way that Dysart Unified School District is working with our students and parents to ensure academic success.

CUSTODY

In cases where custody/visitation affects the school, the school shall follow the most recent court order on file with the school. It is the responsibility of the custodial parent, or parents having joint custody, to provide the school with the most recent court order.

DUTY TO REPORT

Per state law and Governing Board policy, school employees and certain volunteers who reasonably believe that a child has been the victim of neglect, abuse, and/or non-accidental injury, or sexual offenses must report suspected activity to Department of Child Safety (DCS) and/or local law enforcement agencies. Where a parent or guardian is the alleged abuser, school personnel are not to notify parent or guardian. DCS and law enforcement agencies are responsible for notification. Should the alleged perpetrator be other than a member of the child's family, volunteer and school personnel shall follow reasonable notification procedures.

Individuals required to report reasonable suspected abuse are protected by state law from civil or criminal liability.

Schools shall comply with request by DCS or the Police Department to question any child who is a suspected abuse victim. 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 child 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 parents where the suspected perpetrator is a family member. DCS also has the authority, upon written request, to obtain school records. (A.R.S. §13-3620).

ELECTRONIC DEVICES

When a student brings cell phones or other electronic devices (see definition) to school, please remember:

1. When using a mobile device to access internet, students are required to connect using the district's K-12 or DUSD Private network, but all access must be in accordance with the Acceptable Use Policy.
2. The District is **NOT** responsible for the loss, damage and/or theft of any of these types of devices.
3. The devices must not be used from bell to bell during instructional time or in violation of other behavioral infractions as outlined in the disciplinary procedures section of this handbook, unless otherwise directed by a staff member for instructional purposes or for use as an educational resource.
4. Other use of electronic devices, including unauthorized video/sound recordings, may be considered misuse and may result in consequences as outlined in the disciplinary matrix.
5. Any violation of the Internet and Email User Agreement may result in disciplinary consequences.
6. Examples of misuse include, but are by no means limited to: text or other electronic messages that contain harassment, bullying, threatening, intimidation, hate/bias, extortion, endangerment, gang activity, instigation, cheating, sale/distribution of any prohibited substances or items, sexual harassment; electronic images or access to any of the above as well as to any access in violation of sexual materials or sexual misconduct; unauthorized video/sound recordings.

FUNDRAISING AND STUDENT TRAVEL

There may be opportunities for students to participate in field trips or other extracurricular/athletic activities outside of the normal school day. Such opportunities are often presented to students with an understanding that additional fees and/or conditions for their participation may be required. As such, students may be asked to participate in fundraising campaigns. All fundraising is done on behalf of the club/extracurricular activity/field trip and will benefit the club/extracurricular activity/field trip as a whole and not be attributed to any one participant. Likewise, there is no minimum sales requirement for participants. The expectation of a monetary contribution from students, for student travel, is not to exceed \$300 (per event) for high school students and \$150 (per event) for students in grades K-8. If a student has an extenuating circumstance and cannot meet the monetary expectation, the issue should be brought to the attention of the school site administration. As with all school-sponsored events, expectations for academic eligibility and behavioral guidelines will be adhered to.

GANGS

Gangs that initiate, advocate or promote activities that threaten the safety or well-being of persons or property on school grounds or disrupt the school environment are harmful to the educational process. A **Gang** is an activity or affiliation of an ongoing, loosely organized association of two or more persons, whether formal or informal, that has a common name, signs, symbols or colors, and whose members engage, either individually or collectively, in gang activity. The use of hand signals, graffiti, pictures, drawings, etc., or the presence of any apparel, jewelry, accessory, or manner of dress or grooming that, by virtue of its color, arrangement, trademark, symbol, or any other attribute that indicates or implies membership or affiliation with such a group is prohibited because of the disruption to educational activities that results from such activities or dress. It is the District's position that such activities and dress also present a clear and present danger to other District students and to District staff members.

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

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

Legal Ref.: A.R.S. § 13-2308, 12-661(A)(B), 15-766, 12-2911, 15-767, 15-341(A)(1), 15-803, 15-342(1), 15-841, 15-507, 15-842, 15-521(A)(4), 15-843, 15-727 A.G.O. 78-218, 80-055, 84-36, A.A.C., R7-2-401, R7-2-405.

GRADING PROCEDURES/PROGRESS REPORTS/REPORT CARDS

The report card is aligned with the Arizona Academic Standards and has been designed to provide the maximum amount of information in a clear format. The Parent Portal allows parents/guardians to track their student's progress in real time. Printed grade reports will be sent quarterly for K-8. For High School, only the final grades are recorded on the official transcript.

The district grading scale on report cards reads:

- A – 90 %
- B – 80%
- C – 70 %
- D – 65 %
- F – below 65 %

Grading Guidelines

The purpose of the Grading Guidelines is to provide a shared understanding of grading practices. They also provide a framework for teachers to measure and report student mastery of essential concepts, while providing alignment of student grades with student achievement. Grading guidelines also provide a consistent practice across teachers, grade levels, and schools. Please visit the Grading Guidelines webpage on the Dysart.org website for more information.

Kindergarten – 6th Grading Guidelines: <https://www.dysart.org/sites/default.aspx?pgid=499>

7th – 12 Grading Guidelines: <https://www.dysart.org/sites/default.aspx?pgid=67>

For high school students, additional information can also be found in the High School Course Selection Guide:

<https://www.dysart.org/Sites/Default.aspx?pgid=74>

HAZING

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

Definitions

"Hazing" means any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student and in which both of the following apply:

- The act was committed in connection with an initiation into an affiliation with or the maintenance of membership in any organization that is affiliated with an educational institution.
- The act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation.

"Organization" means an athletic team, association, order, society, corps, cooperative, club, or similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.

It is no defense to a violation of this policy if the victim consented or acquiesced to hazing.

In accordance with statute, violations of this policy do not include either of the following:

- Customary athletic events, contests or competitions that are sponsored by an educational institution.
- Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate extracurricular program or a legitimate military training program.

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

Reporting/Complaint Procedure

Students and others may report hazing to any staff member. Staff members must report the incident to the school administrator or next higher administrative supervisor, in writing, with such details as may have been provided. Failure by a staff member to timely inform the school administrator or next higher administrative supervisor of a hazing allegation or their observation of an incident of hazing may subject the staff member to disciplinary action in accordance with school policies. The staff member shall preserve the confidentiality of those involved, disclosing the incident only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law. Any instance of reported or observed hazing, which includes possible child abuse or violations of statutes known to the staff member, shall be treated in accordance with statutory requirements and be reported to a law enforcement agency.

A person who complains or reports hazing may do so directly to the school administrator or to a staff member. The professional staff member receiving the report/complaint shall retrieve sufficient detail from the person to complete the form designated for such purpose. At a minimum, the report/complaint shall be put in writing, containing the identifying information on the complainant and such specificity of names, places and times as to permit an investigation to be carried out. When a staff member receives the information, the staff member will transmit a report to the school administrator or supervising administrator not later than the next school day following the day the staff member receives the report/complaint.

The report/complaint will be investigated by the school administrator or a supervising administrator. The procedures to be followed are:

- An investigation of the reported incident or activity shall be made within 10 school days when school is in session or within 15 days during which the school offices are open for business when school is not in session. Extension of the timeline may only be by necessity as determined by the Superintendent.
- The investigator shall meet with the person who reported the incident at or before the end of the time period and shall discuss the conclusions and actions to be taken as a result of the investigation. Confidentiality of records and student information shall be observed in the process of making such a report.
- The investigator shall prepare a written report of the findings, and a copy of the report shall be provided to the Superintendent.

All violations of this policy shall be treated in accordance with the appropriate procedures and penalties provided for in school policies related to the conduct and discipline of students, staff, and others.

HEALTH OFFICE

The Health Office hours on each campus are compatible with school hours. The staff on hand will provide medications when appropriate, monitor immunization requirements, perform hearing and vision screenings and treat minor injuries.

Parents/guardians are expected to complete a yearly health history form documenting written consent to give over the counter medications. Parents should alert health office staff of any child who may have a condition that affects participation in school classes.

Arizona Immunization Requirements

For admission to kindergarten through 12th grade, children must be current with the following immunizations:

- ✓ Diphtheria, Tetanus, Pertussis (DTaP, or DT or DTP)
- ✓ Polio (IPV)
- ✓ Measles, Mumps, Rubella (MMR)
- ✓ Hepatitis B (HepB)
- ✓ Tetanus and Diphtheria Booster (Td/Tdap) - Required every five years beginning with 6th grade students who are 11 years of age.
- ✓ Varicella (or documented history of chicken pox)
- ✓ Menactra/MCV4 (Meningococcal) – Required for students entering 6th grade who are 11 years of age.

Communicable/Infectious Diseases

Any student with, or recovering from, a communicable disease will not be permitted in school until the period of contagion is passed or until a physician recommends a return, in accordance with A.R.S. §36-621 *et seq.*, appropriate regulations of the State Department of Health Services, and policies of the County Health Department.

Pediculosis (Lice Infestation)

Students with pediculosis shall be excluded from school until treated with a pediculocide. On readmission to school, the student will have a head check with the parent/guardian present. If there are no live lice or nits, the student will be given clearance to return to class. If nits are still present, the child will be sent home and excluded from school until there are no nits present. For more information regarding head lice, please visit: <https://www.dysart.org/Sites/default.aspx?pgid=1841>

HONOR ROLL & PRINCIPAL'S LIST

Honor Roll and other awards are presented to students quarterly (grades 4 - 8) and annually (grades 9-12). These are awards of distinction that all students should strive for. Parents are welcomed and encouraged to attend all awards assemblies.

Honor Roll

Based on all "A" and "B" grades. All special area grades are included when determining honor roll/principal's list status.

Principal's List

Based on all "A" grades. All special area grades are included when determining honor roll/principal's list status.

Perfect Attendance

Student must be present every day of the quarter with no absences for any reason. Given each quarter and annually at the end of the school year or as determined by the school.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) SPECIAL INSTRUCTIONAL PROGRAMS

The District will ensure that all children, including children attending private schools, within the District's jurisdiction who have suspected disabilities are identified, located and evaluated. The process of identifying, locating and evaluating students with disabilities is important to the provision of educational opportunities for all students. Children, aged birth through three years, and suspected of having a disability will be referred to the Arizona Early Intervention Program for evaluation and, if appropriate, services. Children aged 2.9 years – 5 years are screened by the School District. It is the process of identification, evaluation, development of program, placement, and the provision of services – its sensitivity, its accuracy – that will determine much of what happens with students during the remainder of their educational lives.

This process is guided by a variety of laws and regulations regarding identification, evaluation, development of program, placement, and the provision of services enacted at both the state and federal levels.

Procedural Safeguards:

Children with disabilities and their parents are guaranteed procedural safeguards with respect to the provision of free appropriate public education. A copy of the procedural safeguards notice shall be given to the parent upon initial referral for evaluation. If a parent suspects their child of having a disability, birth – age 22, they should contact the administration at the local campus.

If the District and parent/guardian do not agree on the identification, evaluation, educational placement of a child with a disability, and provision of FAPE (free appropriate public education), either the District or parent/legal guardian may request any of the following through the Arizona Department of Education - Exceptional Student Services:

- Mediation – The Arizona Department of Education (ADE) will provide a facilitator trained in the mediation process to assist both the District and parent/legal guardian in resolving the issues.
- Early Resolution – The Arizona Department of Education will provide trained staff to assist both the District and parent/legal guardian in resolving the issues. This is normally handled by phone and the final resolution provided in writing by ADE.
- State Complaint – The Arizona Department of Education provides trained investigators to review all records when a parent/legal guardian files a state complaint in writing. ADE will determine if the District is or is not in compliance and issue the findings in writing.
- Due Process – A parent/legal guardian or the District may initiate a due process hearing. A due process is overseen by a hearing officer and is the most formal method of resolution.

INSURANCE

The District does not carry insurance for students' medical or dental costs if they are injured during school activities. Parents are responsible for their child's insurance.

An optional school day or 24-hour accident policy is available through a private agency. Like most insurance policies, there are some coverage limitations and exclusions. Information on the policy is available on the Dysart.org website at <https://www.dysart.org/Sites/Default.aspx?pgid=116>. The schools have forms available as a service to students and parents;

the District has no other connection with the insurance company. Parents may pick up additional forms and purchase insurance at any time throughout the school year.

In an emergency, the school may call paramedics who may decide that an ambulance should be called. The parent/guardian is responsible for these services.

LAW ENFORCEMENT

The District may notify appropriate law enforcement agencies of violations of the law. School Resource Officers (SROs) are located at each of the high schools in the Dysart Unified School District. SROs are sworn law enforcement officers who provide security and crime prevention services to the high schools. They work closely with administrators in an effort to create a safer environment for both students and staff. SROs have the ability to make arrests, respond to calls for service, and document incidents that occur within their jurisdiction. School resource officers also have additional duties that include mentoring and conducting presentations on youth-related issues.

MEDICATIONS

All prescriptions and over-the-counter medications must be stored in the Health Office. Forms are available in the Health Office if prescription medications are needed during the school day. Prescription medication must be in a pharmacy labeled, original container with name of student, medication name and dose with specific instructions on how to administer on package. Over the counter medication, brought in by a parent/guardian, must be in an unopened, original container with the student's name on it.

All medications must be brought in by a parent/guardian; the appropriate forms must be completed and signed before any medication is given.

The student Health History form must be completed and signed in order to provide a student with (stocked) over the counter medication (see form for list). Over the counter medications are given to students at the end of the school day ONLY if the parent has been contacted and given verbal and written consent. End of school parameters for grades K-8 are four hours prior to dismissal; for high school one hour prior to dismissal.

Unless specifically authorized by a Primary Care Provider and approved by administration, students are not to be in possession of any medication; please contact the health office for further information. *Notice: Medication may not be shared with others. Failure to follow these rules could lead to consequences, which could result in suspension or expulsion as outlined in the discipline matrix infraction "drugs".*

OPEN ENROLLMENT

In accordance with Arizona Revised Statute (A.R.S. §15-816.01) all school districts must have an Open Enrollment Policy in place to afford students the ability to transfer to a school outside of their attendance boundaries without paying tuition. The Governing Board of a school district determines the guidelines for such policy.

Please see the Governing Board policy pertaining to Open Enrollment 10.12.

PARENT LIABILITY

Under Arizona law, upon complaint of the Governing Board, the parents of minors who cut, deface, or otherwise damage any school property shall be liable for all damages caused by their children. See A.R.S. § 15-842

PARENTAL INVOLVEMENT IN EDUCATION

By law, parents have a Parent's Bill of Rights. Specific information regarding the Parent's Bill of Rights and Parental Involvement in Education can be found in Governing Board Policy Section 11.1.



Parent involvement is crucial to student academic success. The Parent Portal is a tool for you to stay informed and engaged in your child's education. The Parent Portal provides parents and guardians access to:

- One login to access all of their students in the Dysart Unified School District
- 24/7 access to their student's data such as attendance, grades, assignments, schedule, contact information, scores
- Additional features:
 - Announcements - both district and school announcements
 - Inbox

- To Do Lists - quick look at assignments due in each course
- Reports (missing assignments, progress reports, unofficial high school transcripts)
- Contact Preferences - select/modify how you prefer to receive attendance, general, and teacher notifications
- Notification Settings for attendance, grade changes, assignment scores
- High School parents can also view
 - Academic Planner
 - Graduation Progress

To access the portal, visit www.Dysart.org

PARENT RESOURCES

To view resource websites for parents and teens on topics such as bullying, drug prevention and intervention, internet safety, cyberbullying, and tips about raising healthy kids, visit the Parent Resources page on the Dysart website:

<https://www.dysart.org/Sites/Default.aspx?pgid=404>

PERSONAL PROPERTY

School-Provided Storage Space

Students have no reasonable expectation of privacy in school-provided storage space, such as athletic lockers and desks. Such storage space, which is provided as a convenience to students, remains the property of the school and is subject to its control and supervision. Thus, school authorities may inspect randomly at any time, with or without reason, without notice, without student consent, and without a search warrant, lockers, desks, and other school-provided storage space. However, personal belongings contained in backpacks or purses and stored in school-provided storage will be searched only if reasonable suspicion exists for such a search as provided below.

Students who accept lockers or desks assume full responsibility for the security of their lockers or desks. Whenever a student is required to or exercises an option to provide his or her own lock to secure a school-provided storage space, the student must provide the combination or key to the school authority who issued the storage space.

Student's Person and Personal Belongings

Students have a reasonable expectation of privacy in the personal belongings they carry with them at school on their person or in items such as backpacks and purses. However, a search of a backpack, purse, or similar item is permissible when school authorities have a reasonable suspicion that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. Searches of a student's person are also permitted, based upon reasonable suspicion. Such searches may include a request to empty one's pockets or a request to remove outer garments, such as jackets or sweaters, but such a search will not include removal of other clothing. Strip searches are prohibited.

PESTICIDES

Schools periodically apply pesticides. Schools post notices 48 hours prior to application. Information concerning these applications may be obtained by calling your school office.

PRODUCT SALES

Groups wishing to sell products on campus must be officially recognized school organizations and must have the sale approved by the principal and student council. All funds collected must be deposited in the school's student funds account or recognized parent organization.

SCHOOL CLUBS/ACTIVITIES GUIDELINES

It is necessary to have all school activities function within a realistic framework of control, guidelines and adherence to academic and behavioral expectations. In addition, school clubs and activities should not be placed as a higher priority than the academic program or the behavioral expectations. For athletic academic eligibility requirements, please refer to the Code of Conduct for High School Athletics, and Code of Conduct for Elemiddle Athletics.

Academics

- All students who participate in extracurricular activities, including clubs, must maintain passing grades in all subjects and/or in all classes in which that student is enrolled. The expectation for passing grades would commence upon tryouts/running for any office/or at the beginning of any process of selection for the club or extracurricular activities.
- If a student has a failing mark in any class, he/she is placed on a pending eligibility list and notification is provided to the parents and activity sponsor.
- If the student is still failing at the next two week notice, that student will be placed on an ineligibility list and allowed to

attend meetings but NOT PARTICIPATE IN ANY CLUB/ACTIVITY-SPONSORED EVENT until the student receives a passing grade. Notification is sent to the parents and activity sponsor.

- Ineligibility shall be determined at the conclusion of each two-week period to be reported on Fridays and any change in eligibility status shall begin on the next Monday following the last day of the previous eligibility period.
- Failure to raise a failing grade twice in the same class during the club or activity period will result in the removal from the activity for the remainder of the academic quarter for K-8 schools and for the remainder of the academic semester for high schools.
- Appeal procedures will be outlined in the club/activity by-laws.

Behavior

- All behavioral and disciplinary infractions outlined in the DUSD Student and Parent Handbook shall apply to students when they choose to participate in any club or extracurricular activity including when the event or activity does not take place on school grounds.
- Consequences for violating any of the infractions outlined in the handbook or otherwise referred to in the handbook will apply to students while they are participating in the club or extracurricular activity and will commence upon tryouts/running for any office/or at the beginning of any process of selection for the club or extracurricular activities.
- In addition to consequences for violating any of the infractions outlined in the handbook or otherwise referred to in the handbook, student participants may also be suspended or removed from club or extra-curricular activity.
- Behavioral infractions that are otherwise considered civil or criminal offenses will be reported to the authorities and handled by the school administration in a manner consistent with the handling of such situations during the regular instructional day.
- If a student is suspended from school and/or absent from school during the time when a disciplinary investigation is occurring, the student may not participate in any club or extracurricular activities.
- Any appeal of the disciplinary consequences imposed on a student while he/she is a member of a club/ activity, shall follow the appeal procedures outlined in the Student and Parent Handbook when the consequences are related to the academic day.
- When consequences apply to participation in the club/activity, the appeal processes will be outlined in the club/activity by-laws.

Expectations

- Students who desire to participate in or who are participating in clubs or extracurricular activities are expected to demonstrate good citizenship at all times. Students who do not do so, may lose club membership and/or the privilege of participating in the extracurricular activity.
- Any decisions regarding removal from a club or extracurricular activity will be made in coordination with the club sponsor and Administration.
- Students are expected to abide by all District expectations for tolerance, diversity and a bully-free environment.

SECTION 504 OF THE REHABILITATION ACT OF 1973

Pursuant to Section 504 of the Rehabilitation Act of 1973, the District has a duty to identify, refer, evaluate and, if eligible, provide a free, appropriate public education to disabled students.

Purpose: The purpose of Section 504 is to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. An eligible student under Section 504 is a student who has a physical or mental impairment that substantially limits a major life activity. Section 504 is not an aspect of special education.

For additional information about the rights of parents of eligible children, or for answers to any questions you might have about identification, evaluation and placement into Section 504 programs, please contact the District's Section 504 Coordinator or your child's school counselor.

Section 504 and Student Discipline: When a student, who is eligible under Section 504, violates the discipline code of the school and/or School District and is recommended for a suspension of more than 10 days during the school year, a manifestation determination conference must be held.

STUDENT CONCERNS, COMPLAINTS AND GRIEVANCES

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

- Violation of the student's constitutional rights.
- Denial of an equal opportunity to participate in any program or activity for which the student qualifies not related to the student's individual capabilities.
- Discriminatory treatment on the basis of race, color, religion, sex, age, national origin, or disability.
- Harassment of the student by another person.
- Intimidation by another student.

- Bullying by another student.
- Concern for the student's personal safety.

Provided that:

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

The guidelines to be followed are:

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

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

Complaints by middle or high school students may be made only by the students on their own behalf. A parent or guardian may initiate the complaint process on behalf of an elementary school student under this policy. A parent or guardian who wishes to complain should do so by completing the forms following Policy 11.10 on Public Concerns and Complaints.

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

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

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

A.R.S. § 15-341, Governing Board Policy Sections 10.1, 10.33, 11.1, 11.10, 11.11

STUDENT DRESS CODE – GRADES K-12

Dysart Unified School District believes that there is a connection between Student Dress and Academic Success. As such, any attire that detracts from the learning environment is not acceptable. Students should dress in a manner that takes into consideration the educational environment, safety, health and welfare of oneself and others. The following guidelines are not intended to be entirely inclusive of all dress code situations. The school administration retains the final discretion to determine that the garment or accessory meets the dress code. Some exceptions may be made for special events, formal attire (dances), spirit week, or costumes.

It is the students and their parent/guardian's responsibility to be aware of the dress code policy and conform to these requirements. Each school will meet the minimum guidelines of the district dress code but may add other restrictions if the school administration deems it necessary. If a student or parent has any questions about whether specific attire or accessories are in compliance with the dress code, they should contact the Assistant Principal **prior** to wearing such attire.

Guidelines

- Must not include pajamas or other loungewear.
- Must not include undergarments** worn as outer garments.
- Must not contribute to an atmosphere of threat, intimidation or negative peer pressure.
- Must not include any reference to a gang.
- Must not include any defamatory writing, obscene language or symbols, or symbols of drugs, sex or alcohol.*
- Must not create an exposure in violation of any of the above guidelines when sitting, bending or standing.
- Must not display anything that is otherwise illegal to possess at school.

Gang Related Apparel

The Governing Board desires to keep Dysart Schools and students free from the threat of harmful influences by any group or gang that advocates drug use or disruptive behavior. Therefore, the presence of any apparel, jewelry, accessory, notebook, or manner of dress that by virtue of its color, arrangement, trademark, symbol, or other attribute, denotes or implies membership in or affiliation with such a group is prohibited because of the potential disruption of the educational process or threat to the safety of other students.

Shirts/Tops

- Must not include spaghetti straps, halter tops, strapless tops, or racer back tops. Tank tops must have a strap 1.5 inches or wider with no bra straps showing, and torso cannot be exposed.
- Must not have a neckline lower than four inches from the collarbone and must not expose cleavage.
- Must not expose any part of the midriff or undergarments when sitting, bending or standing.
- Must not be see-through.
- Must not be ripped or torn.

Pants/Shorts/Bottoms

- Must be worn close to the waist at all times, regardless of the number of layers.
- Shorts/skorts/skirts must cover the entire buttocks when sitting, bending or standing and extend to a reasonable length.
- Must not expose **undergarments**** when sitting, bending or standing, regardless of the number of layers.
- Must not be see-through.
- Any spandex or form fitting type of pants/bottoms must be worn with an over garment. Over garments include dresses, long shirts, jackets, etc. that cover the entire buttocks when sitting, bending or standing and extend to a reasonable length.

Shoes

- Must be worn at all times.
- Must be closed-toe shoes for physical education or any organized physical activity.
- Slippers are not allowed.

Accessories

- Must not present a safety hazard to self or others at the administrator's discretion.
- Must not include hats or any other head apparel inside school building unless for pre-approved religious, medical or safety reasons. Applies to both males and females.
- Must not include sunglasses worn inside any building.

*A.R.S. 15-712 permits instruction on the nature and harmful effects of alcohol, drugs, and tobacco. It is illegal for minors to possess these substances. Clothing or accessories that display these substances or are deemed to advocate or encourage the use of these substances are counterproductive to the District's curriculum goals and educational objectives. These items are, therefore, prohibited.

****Undergarment Definition:** *An undergarment is any item specifically designed to be worn underneath other garments and is typically worn next to the skin. Undergarments include, but might not be limited to underwear, bras including sports bras, or other items that might be worn directly against the skin to cover the private areas of the body.*

STUDENT IDENTIFICATION

To ensure school safety, we must be able to easily identify all individuals on our high school campuses. All district high school students are issued a school identification badge. It is the expectation that all students have their student ID on their person while on campus during the school day. Students also must carry their identification cards in their possession while attending extracurricular activities or other onsite school events outside of the school day. Students are expected to comply when requested by a school personnel to present/display their identification badge.

Lost, damaged or defaced identification badges must be replaced. A replacement fee of \$5.00 will be assessed for a replacement badge.

STUDENT PRIVILEGES – HIGH SCHOOL

Beginning with the class of 2020 (sophomore class of 17-18), to earn the following privileges, students must have earned credits to qualify as a junior or senior:

- Parking Pass
- Prom

To earn a shortened schedule, seniors must be on track with credits for graduation with their cohort.

STUDENT AND STAFF SELF-DEFENSE

Student Use of Physical Force in Self-Defense

Reasonable use of physical force in self-defense and defense of others will be considered as a mitigating factor in determining penalties for misconduct. The threat or use of physical force by a student is **not** reasonable:

- (i) When made in response to verbal provocation alone;
- (ii) When seeking or obtaining assistance from a school staff member is a reasonable alternative;

- (iii) When the student has a reasonable opportunity to remove him/herself from the situation or otherwise flee;
- (iv) When the degree of physical force used is disproportionate to the circumstances, or exceeds that necessary to avoid injury to oneself or to others.

Use of Physical Intervention by Supervisory Personnel

Any administrator, teacher or other school employee entrusted with the care and supervision of a minor may use reasonable and appropriate physical intervention upon the minor to the extent reasonably necessary and appropriate to maintain order. Use of physical intervention shall not be construed to constitute corporal punishment within the meaning above. Similar physical intervention will be appropriate in self-defense, in the defense of other students and school personnel.

STAFF RESPONSIBILITIES

When a Dysart employee observes a student engaged in behavior that violates District policy, the employee is instructed to intervene, either by requesting the unacceptable behavior cease or by immediately reporting the incident to the administration. Whenever the school administrator becomes aware of a report from a staff member, prompt and effective action to resolve the problem will be taken. When disciplinary action is appropriate, it shall be according to an established discipline plan. The assistance of the home, other educational supportive services and other professional community agencies may be utilized. Each teacher will have a discipline plan for his/her classroom. When a student's actions go beyond that which the teacher can effectively control using his/her plan, the student will be referred to the administration. Students who break rules outside of the classroom may be referred directly to the administration or its designee.

SURVEILLANCE

Dysart Unified School District authorizes the use of surveillance cameras in school buses and on District property to ensure the health, welfare and safety of all students, employees and visitors, and to safeguard District facilities, vehicles and equipment. Video and/or audio recordings may be used as evidence in any disciplinary action, administrative proceeding or criminal proceeding, and, during certain circumstances, may become a part of a student's educational record.

TELEPHONE MESSAGES

Due to the disruptive impact on staff and the operations of the school, except in emergencies, telephone messages for students will not be accepted.

THREAT MANAGEMENT TEAM

Every case of a threat must be taken seriously. Every instance of threat behavior will be examined individually. In determining whether a threatening situation exists under this process, school administrators and other personnel will be guided substantially by the provisions of A.R.S. § 13-1202 and 13-2911. In general, a threat situation will be deemed to exist when, following an investigation by school administration, a student has been determined by admission or reliable informant(s) to have:

- communicated a death threat against self or others
- communicated a threat of mass violence
- communicated a threat involving weapons or explosive devices
- communicated a threat against school property
- engaged in behaviors that suggest a substantial risk of lethal violence with or without direct communication of a threat

However, the impulsive communication of a verbal threat must be considered in the context of the environment, developmental stage, and interpersonal situation in which it occurs. In such cases, administrators will be guided by the District processes in place to determine whether or not a threat situation exists.

TRIP REDUCTION

As required by the Maricopa County Trip Reduction Plan, this serves as formal notification that DUSD supports ride sharing. For more information go to: www.sharetheride.com.

VEHICLES

Vehicles in School Parking Lots

The school retains authority to conduct routine patrols of student parking lots and inspections of the exteriors of student automobiles on school property. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant. The interiors of student vehicles may be inspected whenever a school authority has a reasonable suspicion the search will turn up evidence that the student has violated or is violating either the law or the rules of the school, Board Policy Section 10.59. The school is not liable for items left in vehicles.

Student Automobile Use

All students who drive to school shall be required to park in the areas designated for their parking, insofar as these are available and adequate. All district high schools will assess a parking permit fee of \$60. This fee is prorated by semester and non-refundable. Student parking permits may be revoked for parking or driving violations. The revocation of a student-parking permit due to parking or driving violations is determined by the school administration.

VISITORS TO SCHOOLS

Parents are encouraged to visit the schools. All visitors to any school must report to the school office upon arrival. All visitors will be issued a visitor's badge, and leave one form of ID with the front office when they sign in. ID's will be returned when signing out and leaving campus.

For those who wish to visit a classroom during the school day, it is preferred that the teacher and the principal be contacted in advance to arrange a day and time for such visit so as to avoid any conflicts with the school schedule.

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

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

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

VOLUNTEERS

A Dysart volunteer is an individual who has been given a scheduled, pre-arranged activity by a district staff member to assist in one of the district schools. Any person who volunteers more than five (5) hours per year must be fingerprinted. All potential volunteers, including parents of students attending schools within Dysart Unified School District, must complete the forms listed below and be cleared before they can begin volunteering. .

- Volunteer Application
- Volunteer Confidentiality Form
- Emergency Contact Information
- Volunteer Handbook & Orientation Requirement Form

For more information, visit www.dysart.org

DISCIPLINE PROCESS

INTRODUCTION TO DISCIPLINE PROCEDURES

Success in school occurs when there is close cooperation between its students, staff and parents. The purpose of The Discipline Procedures is to communicate the expectations of Dysart Unified School District for student conduct to promote a safe, orderly and positive learning environment and to address certain student rights and responsibilities.

The discipline procedures were developed through the input of parents, teachers, staff and administrators in Dysart Unified School District. This handbook addresses only specific areas of District policy. Additional information can be found in the Dysart District Policy Manual.

PREAMBLE

A positive learning environment in our schools and a good state of student conduct starts with students, parents and staff having knowledge and understanding of the basic standards of acceptable conduct. In order to assist everyone in the pursuit of a quality education, the District has established guidelines designed to ensure a safe environment for all students and staff in our schools. For these guidelines to be most effective, it is vital for the family, the school and the community to work together. Students are responsible for their own actions. Students whose actions are in violation of school/District guidelines will be expected to accept the appropriate consequences. We are proud of our students and strive to see that all students learn through school experiences to recognize the essential worth of each individual. Students are expected to respect the rights and property of others, along with demonstrating high standards of personal integrity. This includes their time at school as well as going to and from school, at a bus stop and at school-sponsored events. To meet these goals, we enlist the support of our community.

Dysart Unified School District implements severe consequences for drugs, weapons or threatening behavior. Any such act may result in a recommendation for long-term suspension or expulsion.

There are a variety of consequences (discipline) for misconduct. Depending on the seriousness of the situation, there may be more than one consequence for a single event. Nothing in this handbook is intended to restrict the District from imposing more or less severe consequences if, in the discretion of the District, the severity of harm, danger, damage or the potential for harm, danger or damage warrants it, or if one incident involves more than one infraction.

In addition, although not necessarily listed as a potential consequence on the matrix for a particular behavior, long-term suspension or expulsion may be imposed based upon the facts.

Dysart Unified School District uses a progressive discipline philosophy. The purpose of this handbook is to ensure consistency in discipline consequences District wide. However, the District administrator, the hearing officer(s) and the Governing Board have the discretion to impose a consequence they consider most appropriate for the particular infraction and surrounding facts. Just as we set high academic expectations for all students, Dysart Unified School District has high expectations for the conduct of our students. We will not allow academic progress to be slowed because of the conduct of a few students. Conduct expectations and consequences help to ensure that schools, buses and bus stops are safe and orderly.

In cases in which a student commits the same infraction repeatedly over the duration of the student's tenure in the District, the consequences will automatically progress to the next infraction level and not begin at the 1st offense from year to year. For example, if a student receives a long-term suspension for drug possession during his/her freshman year and is found to be in possession of drugs during their sophomore year, or if a student is under the influence of drugs in the first semester and then is under the influence of alcohol in the second semester, that student's consequence would be derived from at least the repeat column of the matrix. Discipline will be progressive for students in grades K-12 including, but not limited to, the following infractions:

- Alcohol/Substance Abuse
- Aggravated Assault
- Arson
- Death Threats
- Drugs/Substance Abuse
- Drug/Tobacco Paraphernalia
- Sale of Dangerous Instruments and/or Weapons
- Weapons

The District has entered into agreements with various governmental agencies whereby the District has agreed to cooperate fully with the governmental agency when a student commits an act in violation of the law.

Please Note: Federal privacy laws prohibit the District from naming students involved in disciplinary actions and from revealing the consequences of those actions to the parents of other students.

ADMINISTRATION RESOLUTION OPTIONS

Removal from Celebration/Graduation Ceremony

Administration may not allow a student to participate in optional celebration ceremonies due to inappropriate student behavior. This includes participation in the senior commencement ceremony, awards assemblies, celebrations, and any other event where student participation is voluntary.

Denial of Bus-Riding Privileges

A school administrator may deny bus-riding privileges for inappropriate/disruptive behavior. The parent will be notified prior to the denial taking place.

Restitution (Liability)

Under Arizona law, parents may be responsible for damage to, or theft of, school property done by their child (including textbook and/or library book or other school issued equipment, damage or loss). Failure to comply with restitution consequences could result in a charge to the student's account and any unpaid balances being submitted to a collection agency per Dysart District procedures.

On-Campus Reassignment

Temporary assignment to an on-campus reassignment (OCR) is an alternative to off-campus suspension. OCR may be imposed for part of a day or for one or more days. The student is removed from the regular classroom setting and is assigned to a location isolated from classmates. Class assignments will be given to a student placed in an OCR. The parent will be notified.

Mediation

Intervention between conflicting parties to promote reconciliation or compromise

Conference

A meeting of two or more people for discussing matters of concern

Behavior Contract

A conference will be held with the teacher, parent, student and administrator. A behavior contract will be written.

Short-Term Suspension

School administrators may suspend a student for 10 school days or less. The student will be informed of the alleged violation of school rules and be given an opportunity to respond. There is no right to appeal a short-term suspension to any person, other than the school principal. When the student's behavior causes a danger to self or to others, an out-of-school suspension may be immediate. During any off-campus suspension, a student is not permitted on District property or at District functions/events. Classroom assignments will be provided, upon parent request, during a short-term suspension.

Long-Term Suspension

In addition to a short-term suspension, the school administrator may recommend to District-level administration that a long-term suspension be imposed. Suspensions exceeding 10 school days may be imposed following a due process hearing. The student and parent are informed of the District's due process procedures. During any off-campus suspension, a student is not permitted on District property or at District functions/events.

Alternative School Assignment

At a formal due process hearing, it may be recommended that a student be placed in an alternative school setting during a long-term suspension.

Expulsion

Expulsion means the permanent withdrawal of the privilege of attending any school in the District, unless the Governing Board reinstates that privilege. A recommendation for expulsion will be made by a hearing officer after the appropriate due process hearing. Only the Governing Board can expel a student. The student's parent will be notified, in writing, that expulsion is recommended. Notification will include instructions regarding due process procedures. During any expulsion, a student is not permitted on District property or at District functions/events.

CLASSROOM MANAGEMENT PLAN

All teachers will work collaboratively with fellow teachers to develop a classroom management plan that is approved by the school administration and communicated to students and parents. The plan will include procedures for addressing common classroom behavioral concerns. It will also include consequences, some of which are listed below. When positive behavioral change is not occurring under the classroom plan or when the offense is immediately serious, a disciplinary referral to the school administration will be generated by the teacher or staff member.

Informal Talk

A teacher, school administrator or designee will talk with the student, describing the inappropriate behavior and informing the student of acceptable behavior. The parent may be notified.

Discipline Conference with Student

A conference is held with the student and the teacher or school staff member to discuss the inappropriate behavior and discuss/develop a plan for changing the student's behavior. The parent may be notified.

Time-Out (K-8)

Classroom teachers may use a technique similar to the alternative learning classroom imposed by the school administrator. In time-out, the student is assigned, by the teacher, to a supervised location isolated from his/her classmates. Time-out generally will not exceed 30 minutes.

Conference with Parent

The parent is asked to attend a conference with the student, school administrator and other educators to develop a plan for changing the student's inappropriate behavior.

Restriction of Privileges (K-8)

Inappropriate behavior may result in a restriction of a student's privilege to participate in playground, cafeteria, common areas or specific special activities. The parent will be notified. For example, a teacher may assign and monitor his/her own after school detention, lunch or recess detention.

Removal from Classroom (in extreme circumstances)

State law allows a classroom teacher to remove a certain disruptive student from the classroom and request that a staff committee determine whether the student should return or be reassigned to another classroom. (Board Policy Section 10.42 Student Discipline Policy & Procedures and A.R.S. § 15-841.A.2)

DEFINITIONS

Throughout this handbook, unless the context otherwise requires, the following definitions apply:

At School includes time in a school building, on school property (school parking area, play area, etc.) or school bus. Includes activities happening in school buildings, on school buses and at places that are holding school-sponsored events or activities. This includes on the way to or from school.

Bus Misconduct includes any inappropriate conduct at bus stops, while riding buses, or in the process of boarding or disembarking from a bus. Definitions for infractions that might occur at school apply equally to infractions that might occur on school buses.

Detention is time where students are made to stay in class at a break or at school outside of normal school hours.

District Sponsored Event is any event that is sponsored or supervised by the District or District personnel either on or off campus.

Expulsion is the permanent removal of a student from school and District. Expulsion requires action by the Governing Board.

Long-Term Suspension is a suspension from school for more than 10 days. Due process rights shall be extended to any student suspended.

On-Campus Reassignment (OCR) is when a student is assigned to remain in a classroom/specified location for the entire school day or for specified periods. The student will work on school assignments, while supervised by a staff member. Students may be assigned an OCR for various infractions, which are assigned at the discretion of the building-level administrator. In the Discipline Matrix portion of this handbook, an underlined infraction indicates that an administrator may opt to use an on-campus reassignment as a possible disciplinary action in lieu of off-campus suspension (SUS).

Organization includes an athletic team, association, order, society, corps, cooperative, club or similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.

School Day includes a day in which school classes/activities are in session in school buildings, on school grounds, and places that are holding school sponsored events/activities. This also includes the time of school bus rides, on the way to or from school.

School Grounds/Property includes the school building and immediate grounds, school transportation, stadiums, gymnasiums and other facilities.

Serious Offense is any offense that results in discipline that removes a student from one or more classes during any given school day.

Short-Term Suspension is a student's removal from school for one to ten days, but not to exceed 10 days. Students may be suspended from school by administrators, the District Superintendent, and/or other administrative officials granted this power by the District's Governing Board.

Staff is any employee of Dysart Unified School District who works as an employee of the District (i.e., teacher, bus driver, coach, etc.). This shall also include approved volunteers for the District.

SUS is the disciplinary code for a suspension. Suspensions may be in-school or out-of-school suspensions.

Tardy is the failure to be at a designated location at a specified time. This could include arriving to school late or leaving school early. Once a student has more than three tardies (excused or unexcused) in a semester, consequences will be assigned. After three tardies, the only allowable excused tardies are those that have supporting documentation.

Threat Management Team (TMT) is a trained team of school personnel who convene to collect student information in order to make the most appropriate decision with regards to consequences, resources, placement or other decisions in the best interest of the child and the school as a whole. Any infraction at any level of offense could result in a TMT.

Truancy is an unexcused absence for at least one class period during the school day or when a student is absent from school during the hours school is in session, unless excused pursuant to A.R.S. § 15-802.

Under the Influence is the result of consumption of alcohol or drugs, which may or may not affect a student's behavior or change in mood.

References to A.R.S. Regarding Student Behavior

A school may refuse to admit any student who has been expelled from another public school (A.R.S. § 15-841.C)

A school may discipline students for disorderly conduct on the way to and from school. (A.R.S. § 15-341.A.13)

A person who knowingly abuses a teacher or other school employee on school grounds or while teacher or employee is engaged with the performance of his/her duties is guilty of a class 3 misdemeanor. (A.R.S. § 15-507)

Individuals With Disabilities Education Act (IDEA) - STUDENT DISCIPLINE

When a student who is receiving special education services, is being considered for special education services, or has received special education services in the past, and violates the discipline code of the school and/or school district and is recommended for a suspension of more than 10 days during the school year (a possible change in placement), a manifestation determination conference must be held.

A recommended suspension of a special education student for more than 10 consecutive days, or a series of suspensions totaling more than 10 days, may constitute a change of placement and shall require a manifestation determination conference. Such a conference shall be for the purpose of determining whether or not the offense is a manifestation of the student's disability. The parent/legal guardian is notified in writing that a possible suspension and/or expulsion is being considered.

Upon request, the parent/legal guardian will be provided with an additional copy of the procedures/safeguards at any time during a disciplinary procedure with the student.

For the manifestation conference to occur, a multidisciplinary evaluation team is convened. The multidisciplinary evaluation team is comprised of the school staff that is most knowledgeable about the nature of the student's disability and, if possible, about the student. Prior written notice and procedural safeguards are given to the student and parent/legal guardian per IDEA (Individual with Disabilities Education Act) and ADE/ESS (Arizona Department of Education/Exceptional Student Services). The student and the student's parent/legal guardian are invited. At the conference, the following will occur:

- Student's explanation of the incident.
- Professionals' explanation of the incident (those who were involved in the investigation of the incident).
- Review of the current IEP, if student is receiving special education services.
- Review of the behavior plan; if there is no behavior plan, a functional behavioral analysis must be done.
- Determination of the relationship of the behavior to the disability (manifestation determination).
- Consideration of the necessity for further assessment and/or evaluation is discussed. If further evaluation is necessary, decisions concerning the relationship of the behavior to the disability will be on hold until the completion of the evaluations.
- Need for interim placement is discussed.

After the decision has been made, prior written notice and procedural safeguards are given to the student and parent/legal guardian per IDEA (Individual with Disabilities Education Act) and ADE/ESS (Arizona Department of Education/Exceptional Student Services), the team must develop, review, and/or revise the behavior plan within 10 days of the action. If the behavior is related to the disability, then suspension and/or expulsion may not occur. However, the student's educational program will be reviewed and revised, and the multidisciplinary evaluation team may determine a change of placement/location of services. (34 C.F.R. 300.519 – 300.526)

If the behavior is not related to the disability, suspension and/or expulsion may occur; however, an education program must be delivered to the student who is on an IEP. The IEP team develops this program. The delivery of the educational program may occur through placement on an alternative campus, self-contained public, self-contained private and/or residential setting, as determined by the multidisciplinary evaluation team. In the case of a drug, weapon and/or serious bodily harm infraction, the student may be immediately placed for up to 45 days in an interim alternative educational setting.

If there are any questions, the administrator should contact the Director of Special Education Services. The findings and all conference notes are forwarded to the District's hearing officer. If necessary, special education staff may be invited to the hearing.

If the parent/guardians do not agree with the findings of the IEP conference, they may file due process. If it is deemed that the student is a threat to the educational environment, the District may remove the student from the educational environment until due process has been served. An interim placement will be activated while the due process is taking place. (34 C.F.R. 300.519 – 300.526)

STUDENT DUE PROCESS SUSPENSION/EXPULSION DISCIPLINARY RECORD KEEPING

Discipline

Discipline is administered by the principal/designee, the faculty and the staff.

Referral

Students will be referred to the principal/designee for infractions outlined in the Student and Parent Handbook and when their disruptive behavior interrupts the educational process.

Due Process

Students in the District have certain rights. They also have the responsibility to respect the rights and property of others. If a student fails to do this, disciplinary action will follow. In disciplinary cases, each student is entitled to due process. This means students must:

1. Be informed of accusations against them
2. Have the opportunity to accept or deny the accusations
3. Have explained to them the factual basis for the accusations
4. Have a chance to present an alternative factual position if the accusation is denied

All discipline referrals submitted to the school administration/designee will begin with a conference with the student. If a student requests to have a parent/guardian contacted, the school will make reasonable efforts to contact the parent/guardian. In the case of suspensions/expulsions, a parent/legal guardian will be notified of consequences by a personal phone call, accompanied by a written referral form. If attempts to notify a parent/legal guardian by telephone are unsuccessful, a parent/guardian will be notified by written referral form only. Parent/legal guardian involvement is an important part of the discipline at all levels.

The extent of the due process required will depend upon the severity of the infraction and the related consequence. Campus administrators may use their on-campus reassignment program as a disciplinary action in lieu of off-campus suspension for designated infractions.

Short-Term Suspension

If the principal/designee decides that the alleged misconduct warrants a consequence of a suspension for 10 days or less, the principal/designee shall give the student an informal due process hearing and shall examine all the pertinent facts to determine whether or not a violation did occur. The student shall be afforded due process rights, including the opportunity to present to the principal/designee his/her defense or position concerning the alleged violation. At the conclusion of the investigation, the principal/designee, upon the basis of all facts and information learned, shall determine if the student committed a conduct violation. If the student is found to have committed a violation, a consequence or suspension may be imposed for a period of time, not to exceed 10 days. If a suspension is imposed, the principal/designee imposing the suspension shall keep a record of the aforesaid proceedings. A parent may request a campus administrative review of the discipline data and decision to suspend. Homework may be provided at the request of the parent. There is no level of appeal higher than the principal for a suspension of 10 days or less.

Long-Term Suspension

If the principal/designee decides that the alleged misconduct is sufficiently serious so that the consequence should be a suspension in excess of 10 days or expulsion, the accused student shall be afforded his or her due process rights. There shall be an investigation to determine if there is sufficient probable cause to charge the student with an act of misconduct, which may result in a suspension in excess of 10 days or an expulsion. When a student is charged by the principal/designee with misconduct, which may result in long-term suspension or expulsion, the parent/legal guardian of the student shall be informed within a reasonable time period by telephone or letter of the charges against the student.

The suspension shall be in accordance with pertinent Arizona Revised Statutes. The ability to make up work for credit during long-term suspension is at the discretion of the hearing officer or the Governing Board and will only be allowed in exceptional circumstances.

- If a school administrator believes that a long-term suspension may be warranted as a result of alleged misconduct of a student, the administrator/designee will notify the parent/legal guardian in writing. The school administrator/designee shall also notify the district office to schedule a long-term suspension hearing.

- If a long-term suspension hearing is scheduled, the District will deliver, or send by certified mail, notice of the hearing to the student's parent/legal guardian at least five (5) working days prior to the hearing. The notice shall contain:
 - The time, date and place of the hearing.
 - The name of the hearing officer.
 - A description of the alleged misconduct, the standard of student conduct allegedly violated and the proposed discipline.
 - A copy of Policy 10.44 and A.R.S. § 15-840 through 15-844.
 - A statement that the student and his/her parent/legal guardian are entitled to various procedural rights as described in this policy.
 - A statement that notice must be given to the superintendent/designee at least 24 hours before the hearing if the student or his/her parent/legal guardian will have an attorney present.

The hearing shall be held at the time and place stated in the notice, unless all interested parties agree otherwise. In the event the District is unable to contact the parent/legal guardian after taking reasonable steps to do so, the District may proceed to hold a hearing or take other steps regarding the discipline of the student. When proper notice has been given and the student/parent fail to appear at the hearing, the hearing may proceed; the student may be found responsible in absentia.

At the conclusion of the hearing, the hearing officer shall determine whether discipline will be imposed, and, if deemed appropriate by the hearing officer, a long-term suspension may be imposed immediately. Written confirmation of the hearing officer's decision shall be mailed or delivered to the student's parent/legal guardian within five (5) working days after the hearing. A copy of the written decision shall be delivered or mailed to the superintendent. If the decision is to impose a long-term suspension, the written decision shall:

- Name the student.
- Describe the behavior that resulted in the long-term suspension.
- State the duration of suspension and the date student is allowed to return to school.
- Inform the parent/legal guardian about suspension appeal procedures. Absent extenuating circumstances, once a due process hearing has concluded, no new testimony or documents may be presented.

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

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

Suspension Due to Clear and Present Danger

If in the best judgment of the principal/designee, after reasonable investigation, the facts indicate that the presence of the alleged offender constitutes a clear and disruptive influence to the educational processes on campus, the principal/designee may suspend the student from the school pending an investigation, due process and disposition of the case.

Expulsion

The hearing officer may recommend that a student be expelled from the School District. That recommendation will be forwarded to the Governing Board, who will act on it.

Parent/legal guardian may appeal the recommendation for expulsion based on one of the following reasons:

- If the recommendation is appealed by either the student/parent or administration within this time period, a Governing Board meeting will be scheduled to review the appeal. The student/parent will be given written notice to the date, time and place of the meeting at least five (5) days prior to the meeting. The Board will consider the matter in executive session, unless the student/parent requests an open meeting. The Governing Board will expect the student and parent to attend the meeting to answer any questions that members may have regarding the appeal.
- Each Board member present at the meeting will review the hearing officer's written findings of fact, conclusion and recommendation together with the written appeal. A Board member may allow for the student/parent and the administration to present their positions and may question the student/parent or the administration. **Unless** specifically requested by the Board member, no new evidence will be heard by the Board.
- The Board may accept the hearing officer's recommendation or reject the recommendation and impose a different disciplinary action. The Board may grant a new hearing, take the matter under advisement or take further action deemed necessary.

The decision of the Board is final and binding. If an expulsion is imposed, it will take effect after the Board considers the hearing officer's recommendation and determines that expulsion is the appropriate disciplinary action.

Readmission

Once a student is expelled, the student's parent/legal guardian may request that the student be readmitted no sooner than one year after the date of the expulsion. The readmission of an expelled student can only be granted by the Governing Board, in its discretion, and may begin the semester following the decision to readmit.

Student Disciplinary Record-Keeping

Each principal or designee shall keep and retain complete records of student disciplinary actions and procedures. Records regarding student disciplinary actions shall be retained for at least four years after graduation or withdrawal. The kinds of disciplinary actions for which an accounting shall be kept shall include, but not be limited to, suspension, placement in special classes and referrals of cases to police and juvenile authorities.

The accounting for students subject to disciplinary action shall contain an entry of:

- Student's full name.
- Time, place and date of the offense or offenses, behavior observed.
- Specific measures taken by person(s) reporting the offense to effect an adjustment, including the specialized help secured before referral (i.e., conferences with parent/legal guardian, conference with principal, conferences with other school personnel, etc.).
- Final disposition of the case.
- Name of person(s) imposing the action or actions.
- Statement of clarification by student or parent/legal guardian if either wishes.

Principal/Designee Review

In case of a discipline consequence other than a long term suspension or expulsion, the student/parent may request, in writing, a review of the situation/discipline from the principal/designee. Once the principal/designee reviews the stated concern(s), the principal/designee shall notify the student/parent of the final determination.

STUDENT CONDUCT

A student shall be defined as any person who is enrolled in an educational program provided by or approved by the District and carried on in premises owned or controlled by the District.

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

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

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

Any student who violates these policies and procedures may be subject to discipline up to expulsion, in addition to other civil and criminal prosecution. These punishments may be in addition to any customary discipline the District presently dispenses.

Local law enforcement shall be notified by the Superintendent regarding any suspected crime against a person or property that is a serious offense as defined in A.R.S. §13-604(V)(4), involves a deadly weapon or dangerous instrument or that could pose a threat of death or serious injury to employees, students or others on school property.

The authority of the Superintendent to establish procedures covering students may be delegated to principals for their individual schools.

STUDENT CONDUCT ON SCHOOL BUSES

Each student who is provided transportation services is expected to obey the rules as established for the safety and welfare of all who ride the buses. A school bus is an extension of the school campus. Misconduct on the school bus will be treated in the same manner as it is treated at the schools.

Students who do not follow the safety rules for school bus passengers will be disciplined in accordance with the Board adopted Discipline Procedures. Unacceptable offenses, serious offenses, and severe offenses, as well as the administrative options of consequences for each category described in the Student and Parent Handbook will apply to the school bus in the same manner as they do to the classroom or other school setting. A suspension or termination of bus-riding privileges may be assigned in lieu of, or addition to consequences outlined in the discipline matrix for infractions that have occurred on the bus.

Bus drivers shall report offenses to the school administrator through a disciplinary referral. Prior to completing a referral for an unacceptable offense, the bus driver is expected to talk with the student about the behavior, explaining the reason for the rule and providing an opportunity for the student to take corrective action.

If violations continue, the bus driver shall telephone the school administrator to explain the continued violations. The administrator will meet with the student and send a warning referral to the parent/guardian. A meeting may be scheduled, at the discretion of the administrator, to include the student and the bus driver.

In addition to the offenses listed in the student code of conduct, the following are examples of unacceptable, serious, and severe offenses that are specific to inappropriate behavior on the school bus. Consequences for these offenses will be consistent with the administrative options as listed in the Student and Parent Handbook.

Unacceptable behavior specific to the school bus. *All* of the infractions listed in the Student and Parent Handbook apply to the bus in the same manner as at the school:

- Not obeying the driver or not following the driver's directions.
- Giving the driver a false name or otherwise lying to the driver.
- Being disrespectful or discourteous to the driver or others on the bus.
- Pushing or shoving when getting on or off the bus.
- Boarding the bus or changing seats without the driver's permission.
- Being so noisy as to be distracting to the driver.
- Littering on the bus or at the bus stop.
- Eating or drinking on the bus without the driver's permission.
- Bringing onto the bus an animal of any type or anything else that is prohibited; i.e., glass objects, skateboards, large radios, etc.
- Blocking the aisle with feet, school supplies, a musical instrument, etc.
- Not riding the assigned bus, getting on or off at other than designated stops without written parent permission, or riding the bus when bus riding privileges have been suspended.
- Hanging arms, head, or feet out of the bus window.
- Not remaining seated while the bus is in motion.
- Not going directly to the assigned place or home after leaving the bus.
- Throwing dangerous objects in the bus or out of the bus windows.
- Crossing behind the bus or attempting to touch or strike the bus after getting off or before getting on.
- Opening the emergency door of the bus.

Note: Any offense that may occur that is not listed in the Student and Parent Handbook will have its severity and consequence decided by the school administrator.

STUDENT INTERROGATIONS, SEARCHES & ARRESTS

Interviews

School officials may question students regarding matters related to school without limitation. The parent will be contacted if a student is then subject to discipline for a serious offense. A student may decline, at any time, to be interviewed by the School Resource Officer (SRO) or other peace officer.

When child abuse is alleged:

If a child protective services worker or peace officer enters the campus requesting to interview an attending student, the personnel of the District will cooperate with the investigating child protective services worker or peace officer. If a student is taken into temporary custody, in accordance with A.R.S. § 8-821, school personnel may respond to inquiries about the temporary custody of the child.

If a peace officer enters the campus requesting to interview an attending student on an issue other than upon request of the school or for abuse, the parent will be contacted and will be asked if they wish the student to be interviewed, unless directed not to by the peace officer. If the parent consents, the parent will be requested to be present or to authorize the interview in their absence. Where an attempt was made and the parent cannot be reached, the peace officer will be requested to contact the parent and make arrangements to question the student at another time and place.

When a peace officer is present on the campus to interview students at the request of school authorities, parents will be contacted if the student is to be taken into custody or if the student is subject to discipline for a serious offense.

Searches

School officials have the right to search and seize property, including school property temporarily assigned to students, when there is reason to believe that some material or matter detrimental to health, safety and welfare of the student exists. Disrobing of a student is overly intrusive for purposes of most student searches and is improper without express concurrence from School District counsel.

Items provided by the District, such as lockers, desks, storage areas, etc. or personal items, are provided as a convenience to the student but remain the property of the school and are subject to its control and supervision. Students have no reasonable expectation of privacy and the aforementioned may be inspected at any time with or without reason, or with or without notice, by school personnel.

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

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

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

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

When the owner of the automobile is other than the person in possession of the automobile, the owner will be notified that a search has taken place.

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

- returned to the parent/guardian of the student from whom the items were seized,
- offered as evidence in any suspension or expulsion proceeding, if they are tagged for identification at the time seized,
- turned over to law enforcement officers, or
- destroyed.

Search Warrants

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

Arrests

When a peace officer enters a campus providing a warrant or subpoena, or expressing intent to take a student into custody, the office staff shall request the peace officer establish proper identification and complete and sign a form for signature of an arresting/interviewing officer. The school staff shall cooperate with the officer in locating the student within the school. School officials may respond to parental inquiries about the arrest or may, if necessary, explain the relinquishment of custody by the school and the location of the student, if known, upon contact by the parent.

Police Presence on Campus

Through a partnership with the cities of Surprise and El Mirage, Dysart Unified School District employs police officers to provide an added layer of safety on high school grounds. It is expected that police officers will maintain a professional presence as law enforcement while on school facilities or attending school events. Additionally, it is expected that police officers will be professionally equipped with standard issued gear and may use such equipment when necessary to maintain the safety of themselves and those they are employed to protect.

STUDENT RIGHTS & RESPONSIBILITIES

All students are entitled to enjoy the basic rights of citizenship that are recognized and protected by laws of this country and state for persons of their age and maturity. Each student is obligated to respect the rights of classmates, teachers, and other school personnel. District schools shall foster a climate of mutual respect for the rights of others. Such environment will enhance both the educational purpose for which the District exists and the educational program designed to achieve that purpose.

All District personnel shall recognize and respect the rights of students, just as all students shall exercise their rights responsibly, with due regard for the equal rights of others and in compliance with the rules and procedures established for the orderly conduct of the educational mission of the District. Students who violate the rights of others or who violate rules and procedures of the District or of their school are subject to appropriate disciplinary measures designed to correct their own misconduct and to promote adherence by them and by other students to the responsibilities of citizens in the school community.

The following basic guidelines of rights and responsibilities shall not be construed to be all-inclusive, nor shall it in any way diminish the legal authority of school officials and the Governing Board to deal with disruptive students. These guidelines will be reviewed annually by a committee of stakeholders and updated when required.

Rights:

- Students have the right to a meaningful education that will be of value to them for the rest of their lives.
- Students have the right to a meaningful curriculum and the right to voice their opinions, through representatives of the student government, in the development of such a curriculum.
- Students have the right to physical safety, safe buildings, and sanitary facilities.
- Students have the right to consultation with teachers, counselors, administrators, and anyone else connected with the school if they so desire, without fear of reprisal.
- Students have the right to free elections of their peers in student government, and all students have the right to seek and hold office in accordance with the provisions of the student government constitution and in keeping with the extracurricular guidelines of the District.
- Students have the right to be made aware of administrative and/or faculty committee decisions and to be aware of the policies set forth by the Governing Board and school.
- Legal guardians or authorized representatives have the right to see the personal files, cumulative folders, or transcripts of their children who are under the age of eighteen (18) years. School authorities may determine the time and manner of presentation of this information.
- Students' academic performance shall be the prime criterion for academic grades; however, noncompliance with school rules and procedures may affect grades (e.g., unexcused absences).
- Students shall not be subjected to unreasonable or excessive punishment.
- Students have the right to be involved in school activities, provided they meet the reasonable qualifications of sponsoring organizations, state organizations, and school procedures.
- Students have the right to express their viewpoints in accordance with District Policy Section 10.26 - Freedom of Expression.
- Married students share these rights and responsibilities, including the opportunity to participate in the full range of activities offered by the school, and shall be subject to the rules and procedures of the school.

Responsibilities:

- Students have the responsibility to respect the rights of all persons involved in the educational process and to exercise the highest degree of self-discipline in observing and adhering to school rules and procedures.
- Students have the responsibility to take maximum advantage of the educational opportunities available and seek to achieve a meaningful education.
- All members of the school community, including students, parents, and school staff members, have the responsibility to promote regular attendance at school.
- Students have the responsibility to protect school property, equipment, books, and other materials issued to or used by them in the instructional process. Students will be held financially responsible for any loss or intentional damage caused to school property.
- Students have the responsibility to complete all course assignments to the best of their ability and to complete make-up work after an absence.
- Students have the responsibility to help maintain the cleanliness and safety of the school buildings and property.
- Students have the responsibility to present themselves in class at the prescribed time and with the necessary materials.

DISCIPLINE MATRIX				
Infraction	Consequence	K-2	3-6	7-12
<p>*Aggravated Assault</p> <ul style="list-style-type: none"> mandatory TMT <p>An assault (as defined below) accompanied by circumstances that make the situation severe, such as the use of a deadly weapon or dangerous instrument; causing serious physical injury to another; committing the assault knowing, or having reason to know, the victim is a peace officer or a school staff member engaging in a school-related activity. (A.R.S. 13-1204)</p>	MINIMUM	<ul style="list-style-type: none"> Detention 1 – 3 Day SUS 	<ul style="list-style-type: none"> Up to 5 Day SUS 	<ul style="list-style-type: none"> Up to 10 Day SUS Long-Term SUS
	↓	<ul style="list-style-type: none"> 3 – 5 Day SUS 	<ul style="list-style-type: none"> 10 Day SUS Long-Term SUS 	<ul style="list-style-type: none"> Expulsion
	MAXIMUM	<ul style="list-style-type: none"> 10 Day SUS 	<ul style="list-style-type: none"> Long-Term SUS Expulsion 	
<p>*Alcohol (Use/Possession/Distribution/Sale)</p> <p>Any intoxicating element. Sale or Distribution of Alcohol is the attempt or act of offering, selling, trading, procuring or distributing (with or without compensation) alcohol on District property, at a District-sponsored event, or on District-provided transportation.</p>	MINIMUM	<ul style="list-style-type: none"> Detention Up to 3 Day SUS 	<ul style="list-style-type: none"> Up to 10 Day SUS 	<ul style="list-style-type: none"> Up to 10 Day SUS Long-Term SUS
	↓	<ul style="list-style-type: none"> Up to 5 Day SUS 	<ul style="list-style-type: none"> 10 Day SUS Long-Term SUS 	<ul style="list-style-type: none"> Long-Term SUS Expulsion
	MAXIMUM	<ul style="list-style-type: none"> 10 Day SUS 	<ul style="list-style-type: none"> Long-Term SUS Expulsion 	<ul style="list-style-type: none"> Expulsion
<p>*Arson (Occupied/Unoccupied)</p> <ul style="list-style-type: none"> possible TMT <p>Knowingly damaging a structure or property (either occupied or unoccupied) by causing a fire or explosion. (A.R.S. 13-1704, A.R.S. 13-1701)</p>	MINIMUM	<ul style="list-style-type: none"> Up to 10 Day SUS Restitution 	<ul style="list-style-type: none"> 10 Day SUS Long-Term SUS Expulsion Restitution 	<ul style="list-style-type: none"> 10 Day SUS Long-Term SUS Expulsion Restitution
	↓	<ul style="list-style-type: none"> Long-Term SUS Restitution 	<ul style="list-style-type: none"> Long-Term SUS Expulsion Restitution 	<ul style="list-style-type: none"> Long-Term SUS Expulsion Restitution
	MAXIMUM	<ul style="list-style-type: none"> Expulsion Restitution 	<ul style="list-style-type: none"> Expulsion Restitution 	<ul style="list-style-type: none"> Expulsion Restitution
<p>*Assault</p> <ul style="list-style-type: none"> possible TMT <p>(1) Intentionally, knowingly or recklessly causing any physical injury to another person; (2) intentionally placing another person in reasonable apprehension of imminent physical injury; or (3) knowingly touching another person with the intent to injure, insult or provoke such person. (A.R.S. 13-1203)</p>	MINIMUM	<ul style="list-style-type: none"> Detention <u>1 – 3 Day SUS</u> 	<ul style="list-style-type: none"> 3 – 5 Day SUS 	<ul style="list-style-type: none"> 5 – 10 Day SUS
	↓	<ul style="list-style-type: none"> <u>3 – 5 Day SUS</u> 	<ul style="list-style-type: none"> 5 – 10 Day SUS 	<ul style="list-style-type: none"> 10 Day SUS Long-Term SUS
	MAXIMUM	<ul style="list-style-type: none"> 10 Day SUS 	<ul style="list-style-type: none"> 10 Day SUS Long-Term SUS Expulsion 	<ul style="list-style-type: none"> Long-Term SUS Expulsion

Note:

- Parent notification should take place for infractions receiving consequences.
- Administration may exercise discretion when determining consequences between minimum and maximum depending on severity of the infraction.
- If the infraction occurs on the bus, a suspension or termination of bus-riding privileges may be assigned in lieu of, or in addition to the consequences outlined in the matrix for that infraction.
- **An administrator may choose any or all of the consequences for any infraction.**
- The principal is the highest level of appeal for a suspension of 10 days or less.
- An underlined infraction or consequence indicates that an administrator may opt to use an on-campus reassignment as a possible disciplinary action in lieu of off-campus suspension depending on grade level.
- An asterisk (*) indicates that a police report and/or CPS report may be filed.
- TMT = Threat Management Team

DISCIPLINE MATRIX				
Infraction	Consequence	K-2	3-6	7-12
<p><u>Bullying</u> Repeated acts over time that involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. Bullying may be physical in form (i.e., pushing, hitting, kicking, spitting, stealing); verbal (i.e., making threats, taunting, teasing, name-calling); or psychological (i.e., social exclusion, spreading rumors, manipulating social relationships). Cyber-bullying includes bullying through the misuse of technology. (A.R.S. 13-1202) See page 7.</p>	MINIMUM	▪ Up to 3 Day SUS	▪ Up to 5 Day SUS	▪ 5 Day SUS
	↓	▪ 3 – 5 Day SUS	▪ Up to 10 Day SUS	▪ 10 Day SUS
	MAXIMUM	▪ 10 Day SUS	▪ Long-Term SUS	▪ Long-Term SUS
<p><u>Cheating or Plagiarism</u> Includes the act of intentionally using information or property of another, or knowingly sharing academic information to gain an unfair advantage. To steal and pass off the ideas or words of another as one's own. This includes the unauthorized use of electronic devices.</p>	MINIMUM	▪ Loss of Credit for Assignment	▪ Loss of Credit for Assignment ▪ Detention	▪ Loss of Credit for Assignment ▪ 1 Day SUS
	↓	▪ Detention	▪ Up to 3 Day SUS ▪ Loss of Credit for Assignment	▪ Up to 3 Day SUS ▪ Loss of Credit for Assignment/Class
	MAXIMUM	▪ 1 Day SUS	▪ 5 Day SUS ▪ Loss of Credit for Assignment	▪ 5 Day SUS ▪ Loss of Credit for Assignment/Class
<p>*<u>Combustibles</u> (Use/Possession/Distribution/Sale) Includes objects that are readily capable of causing bodily harm or property damage, i.e. matches, lighters, firecrackers, gasoline, and lighter fluid.</p>	MINIMUM	▪ Confiscation ▪ Detention ▪ Up to 1 day SUS	▪ Confiscation ▪ Up to 3 day SUS	▪ Confiscation ▪ Up to 5 day SUS
	↓	▪ Up to 5 day SUS	▪ Up to 5 day SUS	▪ Up to 10 day SUS
	MAXIMUM	▪ Up to 10 days SUS	▪ 10 day SUS ▪ Long-Term SUS	▪ Long-Term SUS ▪ Expulsion
<p>*<u>Dangerous Instruments</u> (Use/Possession/Distribution/Sale) ▪ possible TMT Includes items that are used, attempted or threatened to be used, and/or is readily capable of causing death or physical injury to any person. Dangerous instruments include, but are not limited to, air soft guns, B.B. guns, knife with a blade length less than 2.5 inches, laser pointer, letter opener, mace, paintball gun, pellet gun, razor blade or box cutter, simulated knife, Taser/stun gun, or tear gas. Sale or Distribution of Dangerous Instruments is the attempt or act of offering, selling, trading, procuring or distributing (with or without compensation) dangerous instruments on District property, at a District-sponsored event, or on school-sponsored transportation. (A.R.S. 13-105.12)</p>	MINIMUM	▪ Detention ▪ 1 – 3 Day SUS	▪ Up to 5 Day SUS	▪ 5 – 10 Day SUS
	↓	▪ 3 – 5 Day SUS	▪ Up to 10 Day SUS	▪ 10 Day SUS ▪ Long-Term SUS
	MAXIMUM	▪ 10 Day SUS	▪ 10 Day SUS ▪ Long-Term SUS ▪ Expulsion	▪ Long-Term SUS ▪ Expulsion

Note:

- Parent notification should take place for infractions receiving consequences.
- Administration may exercise discretion when determining consequences between minimum and maximum depending on severity of the infraction.
- If the infraction occurs on the bus, a suspension or termination of bus-riding privileges may be assigned in lieu of, or in addition to the consequences outlined in the matrix for that infraction.
- **An administrator may choose any or all of the consequences for any infraction.**
- The principal is the highest level of appeal for a suspension of 10 days or less.
- An underlined infraction or consequence indicates that an administrator may opt to use an on-campus reassignment as a possible disciplinary action in lieu of off-campus suspension depending on grade level.
- An asterisk (*) indicates that a police report and/or DCS report may be filed.
- TMT = Threat Management Team

DISCIPLINE MATRIX				
Infraction	Consequence	K-2	3-6	7-12
<p>*Defiance/Disrespect Intentionally resisting or disregarding the authority of District personnel, or treating District personnel or any others with contempt or rudeness. This includes, but is not limited to, the failure to respond to a reasonable request/follow directions, being disobedient or the refusal to identify self when requested to do so.</p>	MINIMUM	▪ Detention	▪ Detention	▪ Detention ▪ 1 Day SUS
	↓	▪ Detention ▪ 1 – 5 Day SUS	▪ 1 – 5 Day SUS	▪ 3 – 5 Day SUS
	MAXIMUM	▪ 10 Day SUS	▪ 10 Day SUS ▪ Long-Term SUS	▪ 10 Day SUS ▪ Long-Term SUS
<p>*Disorderly Conduct ▪ possible TMT Any act which substantially disrupts the orderly conduct of a school function, or behavior which substantially disrupts the orderly learning environment. (A.R.S. 13-2904)</p>	MINIMUM	▪ 1 – 3 Day SUS	▪ Up to 3 Day SUS	▪ Up to 5 Day SUS
	↓	▪ 3 – 5 Day SUS	▪ 5 – 10 Day SUS	▪ 5 - 10 Day SUS ▪ Long-Term SUS
	MAXIMUM	▪ 10 Day SUS	▪ 10 Day SUS ▪ Long-Term SUS	▪ Long-Term SUS ▪ Expulsion
<p>Disruption Creating disturbances in class, on campus or at school-sponsored events. Continual or repeated disruptions may warrant more severe consequences.</p>	MINIMUM	▪ Conference ▪ Detention	▪ Conference ▪ Detention	▪ Conference ▪ Detention ▪ 1 Day SUS
	↓	▪ 1 – 5 Day SUS	▪ 1 – 5 Day SUS	▪ 1 – 5 Day SUS
	MAXIMUM	▪ 10 Day SUS	▪ 10 Day SUS ▪ Long-Term SUS	▪ Up to 10 Day SUS ▪ Long-Term SUS
<p>Dress Code The act of non-compliance with the established student dress code guidelines. See page 17.</p>	MINIMUM	▪ Change Clothes	▪ Change Clothes ▪ Detention	▪ Change Clothes ▪ Detention
	↓	▪ Change Clothes ▪ Detention	▪ Change Clothes ▪ Detention ▪ 1 Day SUS	▪ Change Clothes ▪ Detention ▪ 1 Day SUS
	MAXIMUM	▪ Change Clothes ▪ Detention	▪ Change Clothes ▪ Up to 3 Day SUS	▪ Change Clothes ▪ Up to 3 Day SUS

Note:

- Parent notification should take place for infractions receiving consequences.
- Administration may exercise discretion when determining consequences between minimum and maximum depending on severity of the infraction.
- If the infraction occurs on the bus, a suspension or termination of bus-riding privileges may be assigned in lieu of, or in addition to the consequences outlined in the matrix for that infraction.
- **An administrator may choose any or all of the consequences for any infraction.**
- The principal is the highest level of appeal for a suspension of 10 days or less.
- An underlined infraction or consequence indicates that an administrator may opt to use an on-campus reassignment as a possible disciplinary action in lieu of off-campus suspension depending on grade level.
- An asterisk (*) indicates that a police report and/or DCS report may be filed.
- TMT = Threat Management Team

DISCIPLINE MATRIX				
Infraction	Consequence	K-2	3-6	7-12
<p>*Drugs (Use/Possession/Distribution/Sale)</p> <p>Includes the act of using, possessing and/or distributing chemical substances, narcotics, prescription or non-prescription medications, inhalants, controlled substances or substances that students represent to be chemical substances, narcotics or controlled substances. Over-the-counter, non-prescription pharmaceuticals fall into this definition, unless the student has complied with the District's policy for such medication. Medication for cessation of smoking needs to be checked through the health center; otherwise, it will result in being considered a drug. Supplements and/or nutritional supplements shall be considered a look-alike drug. The term "drugs" includes anything that looks like drugs or which is presented as drugs. Drug residue is also considered a "drug." Sale or Distribution of Drugs is the attempt or act of offering, selling, trading, procuring or distributing (with or without compensation) drugs on District property, at a District-sponsored event, or on District-provided transportation. Medical marijuana card holders may be subject to discipline if the student fails to comply with related laws and/or statutes. (A.R.S. 13-3415)</p>	MINIMUM	<ul style="list-style-type: none"> ▪ Confiscation ▪ Up to 3 Day SUS 	<ul style="list-style-type: none"> ▪ Confiscation ▪ Up to 5 Day SUS 	<ul style="list-style-type: none"> ▪ Confiscation ▪ Up to 10 Day SUS ▪ Long-Term SUS
	↓	<ul style="list-style-type: none"> ▪ Confiscation ▪ 3 – 5 Day SUS 	<ul style="list-style-type: none"> ▪ Confiscation ▪ 10 Day SUS ▪ Long-Term SUS 	<ul style="list-style-type: none"> ▪ Confiscation ▪ Long-Term SUS ▪ Expulsion
	MAXIMUM	<ul style="list-style-type: none"> ▪ Confiscation ▪ 10 Day SUS 	<ul style="list-style-type: none"> ▪ Confiscation ▪ Long-Term SUS ▪ Expulsion 	<ul style="list-style-type: none"> ▪ Confiscation ▪ Long-Term SUS ▪ Expulsion
<p>*Drug/Tobacco Paraphernalia (Use/Possession/Distribution/Sale)</p> <p>Includes any apparatus or equipment used, including anything that looks like apparatus or equipment used or that can be used, intended for use or designed for use in the act of smoking, injecting, ingesting, inhaling or otherwise introducing into the human body a drug. (Examples include, but are not limited to: rolling papers, pipes, and electronic cigarette devices) Also includes any items which are used to store, package or maintain any drug or tobacco substances. If any such paraphernalia includes drug or tobacco residue, the residue will be considered a drug or tobacco pursuant to the definitions for each. Sale or Distribution of Paraphernalia is the attempt or act of offering, selling, trading, procuring or distributing (with or without compensation) on District property, at a District-sponsored event or on District-provided transportation. (A.R.S. 13-3415 F.1.)</p>	MINIMUM	<ul style="list-style-type: none"> ▪ Confiscation ▪ Detention ▪ 1 Day SUS 	<ul style="list-style-type: none"> ▪ Confiscation ▪ Detention ▪ 1 – 3 Day SUS 	<ul style="list-style-type: none"> ▪ Confiscation ▪ Up to 5 Day SUS
	↓	<ul style="list-style-type: none"> ▪ Confiscation ▪ Up to 3 Day SUS 	<ul style="list-style-type: none"> ▪ Confiscation ▪ Parent Conference ▪ 3 – 5 Day SUS 	<ul style="list-style-type: none"> ▪ Confiscation ▪ Up to 10 Day SUS ▪ Long-Term SUS
	MAXIMUM	<ul style="list-style-type: none"> ▪ Confiscation ▪ 5 Day SUS 	<ul style="list-style-type: none"> ▪ Confiscation ▪ 10 Day SUS 	<ul style="list-style-type: none"> ▪ Confiscation ▪ Long-Term SUS ▪ Expulsion

Note:

- Parent notification should take place for infractions receiving consequences.
- Administration may exercise discretion when determining consequences between minimum and maximum depending on severity of the infraction.
- If the infraction occurs on the bus, a suspension or termination of bus-riding privileges may be assigned in lieu of, or in addition to the consequences outlined in the matrix for that infraction.
- **An administrator may choose any or all of the consequences for any infraction.**
- The principal is the highest level of appeal for a suspension of 10 days or less.
- An underlined infraction or consequence indicates that an administrator may opt to use an on-campus reassignment as a possible disciplinary action in lieu of off-campus suspension depending on grade level.
- An asterisk (*) indicates that a police report and/or DCS report may be filed.
- TMT = Threat Management Team

DISCIPLINE MATRIX				
Infraction	Consequence	K-2	3-6	7-12
<u>Electronic Devices</u> Includes cell phones, hand-held devices, media players or other electronic items. These items must be in the off position and not be displayed for use during the school day from bell to bell, unless otherwise directed by a staff member for instructional purposes or for use as an educational resource. Electronic Devices may not interfere with the learning, safety or well-being of others. The District is not responsible for the loss, damage and/or theft of any of these types of devices. See page 10.	MINIMUM	<ul style="list-style-type: none"> ▪ Confiscation ▪ Student Pick-Up 	<ul style="list-style-type: none"> ▪ Confiscation ▪ Student Pick-Up 	<ul style="list-style-type: none"> ▪ Confiscation ▪ Student Pick-Up
	↓	<ul style="list-style-type: none"> ▪ Confiscation ▪ Parent Pick-Up 	<ul style="list-style-type: none"> ▪ Confiscation ▪ Parent Pick-Up ▪ Detention 	<ul style="list-style-type: none"> ▪ Confiscation ▪ Parent Pick-up ▪ Detention
	MAXIMUM	<ul style="list-style-type: none"> ▪ Confiscation ▪ Parent Pick-Up ▪ Detention 	<ul style="list-style-type: none"> ▪ Confiscation ▪ Parent Pick up ▪ 1 Day SUS 	<ul style="list-style-type: none"> ▪ Confiscation ▪ Parent Pick up ▪ Up to 3 Day SUS
*Endangerment <ul style="list-style-type: none"> ▪ possible TMT Recklessly or intentionally creating, engaging in, encouraging or failing to report any potential unsafe, dangerous or hazardous situation. Endangerment can include a risk to the health, safety and welfare of students and staff. Endangerment can include risk of injury, harm and death. Consequences depend on the potential severity of the endangerment. Consequences depend on the direct or indirect involvement of the endangerment, including acting as an accessory. (A.R.S. 13-1201)	MINIMUM	<ul style="list-style-type: none"> ▪ Detention ▪ <u>1 Day SUS</u> 	<ul style="list-style-type: none"> ▪ Detention ▪ <u>Up to 3 Day SUS</u> 	<ul style="list-style-type: none"> ▪ Detention ▪ Up to 3 Day SUS
	↓	<ul style="list-style-type: none"> ▪ <u>Up to 5 Day SUS</u> 	<ul style="list-style-type: none"> ▪ <u>Up to 5 Day SUS</u> 	<ul style="list-style-type: none"> ▪ 5 – 10 Day SUS
	MAXIMUM	<ul style="list-style-type: none"> ▪ 10 Day SUS 	<ul style="list-style-type: none"> ▪ 10 Day SUS ▪ Long-Term SUS ▪ Expulsion 	<ul style="list-style-type: none"> ▪ 10 Day SUS ▪ Long-Term SUS ▪ Expulsion
*Extortion The act of knowingly obtaining or seeking to obtain property or services, or causing or seeking to cause another to act in a manner, by means of a threat to do any of the following: (1) cause physical injury; (2) cause damage to property; (3) engage in illegal conduct; or (4) make false accusations. (A.R.S.13-1804)	MINIMUM	<ul style="list-style-type: none"> ▪ <u>1 – 3 Day SUS</u> 	<ul style="list-style-type: none"> ▪ Up to 3 Day SUS 	<ul style="list-style-type: none"> ▪ 3 – 5 Day SUS
	↓	<ul style="list-style-type: none"> ▪ <u>3 – 5 Day SUS</u> 	<ul style="list-style-type: none"> ▪ Up to 5 Day SUS 	<ul style="list-style-type: none"> ▪ Up to 10 Day SUS
	MAXIMUM	<ul style="list-style-type: none"> ▪ 10 Day SUS 	<ul style="list-style-type: none"> ▪ 10 Day SUS 	<ul style="list-style-type: none"> ▪ 10 Day SUS ▪ Long-Term SUS
*Fighting (with weapon/without weapon) <i>Note: Please refer to section on Student and Staff Self Defense</i> Mutual participation in an incident involving physical violence, where there is no major injury.	MINIMUM	<ul style="list-style-type: none"> ▪ <u>1 Day SUS</u> 	<ul style="list-style-type: none"> ▪ 3 Day SUS 	<ul style="list-style-type: none"> ▪ 5 Day SUS
	↓	<ul style="list-style-type: none"> ▪ <u>3 Day SUS</u> 	<ul style="list-style-type: none"> ▪ 5 Day SUS 	<ul style="list-style-type: none"> ▪ 10 Day SUS
	MAXIMUM	<ul style="list-style-type: none"> ▪ 10 Day SUS ▪ Long-Term SUS 	<ul style="list-style-type: none"> ▪ 10 Day SUS ▪ Long-Term SUS ▪ Expulsion 	<ul style="list-style-type: none"> ▪ Long-Term SUS ▪ Expulsion
*Fire Alarm Misuse Intentionally ringing fire alarm when there is no fire.	MINIMUM	<ul style="list-style-type: none"> ▪ 1 Day SUS 	<ul style="list-style-type: none"> ▪ 3 Day SUS 	<ul style="list-style-type: none"> ▪ 5 Day SUS
	↓	<ul style="list-style-type: none"> ▪ 3 Day SUS 	<ul style="list-style-type: none"> ▪ 5 Day SUS 	<ul style="list-style-type: none"> ▪ 10 Day SUS
	MAXIMUM	<ul style="list-style-type: none"> ▪ 5 Day SUS 	<ul style="list-style-type: none"> ▪ 10 Day SUS 	<ul style="list-style-type: none"> ▪ Long-Term SUS

Note:

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- **An administrator may choose any or all of the consequences for any infraction.**
- The principal is the highest level of appeal for a suspension of 10 days or less.
- An underlined infraction or consequence indicates that an administrator may opt to use an on-campus reassignment as a possible disciplinary action in lieu of off-campus suspension depending on grade level.
- An asterisk (*) indicates that a police report and/or DCS report may be filed.
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DISCIPLINE MATRIX				
Infraction	Consequence	K-2	3-6	7-12
<p>*Firearm (Use/Possession/Distribution/Sale)</p> <ul style="list-style-type: none"> mandatory TMT <p>Any weapon that is designed to (or may be readily converted to) expel a projectile by an explosive, or by the action of an explosive. This includes any handguns, pistol, revolver, rifle, shot gun. Any destructive device, which includes: any explosive, incendiary, or poison gas, bombs, grenades, mines, rockets, missiles, pipe bombs, firearms or similar devices designed to explode and capable of causing bodily harm or property damage. Sale or Distribution of Firearms is the attempt or act of offering, selling, trading, procuring or distributing (with or without compensation) on District property, at a District-sponsored event, or on District-provided transportation. (A.R.S. 13-3111, A.R.S. 13-3101)</p>	MINIMUM	<ul style="list-style-type: none"> Expulsion 	<ul style="list-style-type: none"> Expulsion 	<ul style="list-style-type: none"> Expulsion
	↓			
	MAXIMUM			
<p>*Forgery/Falsification</p> <p>The act of falsely or fraudulently marking or altering a document or a verbal, written or electronic communication, or any verbal or written communication that is intentionally false or fraudulent (i.e., dishonesty or lying).</p>	MINIMUM	<ul style="list-style-type: none"> Detention 1 Day SUS 	<ul style="list-style-type: none"> Detention 1 Day SUS 	<ul style="list-style-type: none"> 1 – 3 Day SUS
	↓	<ul style="list-style-type: none"> Up to 3 Day SUS 	<ul style="list-style-type: none"> 3 Day SUS 	<ul style="list-style-type: none"> 3 – 5 Day SUS
	MAXIMUM	<ul style="list-style-type: none"> 3 Day SUS 	<ul style="list-style-type: none"> 5 Day SUS 	<ul style="list-style-type: none"> 10 Day SUS
<p>*Gambling</p> <p>Is to risk money or anything of value on the outcome of anything involving chance.</p>	MINIMUM		<ul style="list-style-type: none"> Detention 	<ul style="list-style-type: none"> Detention 1 Day SUS
	↓		<ul style="list-style-type: none"> <u>1 Day SUS</u> 	<ul style="list-style-type: none"> 3 Day SUS
	MAXIMUM		<ul style="list-style-type: none"> <u>3 Day SUS</u> 	<ul style="list-style-type: none"> 5 Day SUS
<p>*Gang Activity</p> <p>An activity or affiliation of an ongoing loosely organized association of two or more persons, whether formal or informal, that has a common name, signs, symbols or colors, and whose members engage, either individually or collectively, in negative group activity. See page 11.</p>	MINIMUM		<ul style="list-style-type: none"> Detention 3 Day SUS 	<ul style="list-style-type: none"> 3 Day SUS
	↓		<ul style="list-style-type: none"> 5 Day SUS 	<ul style="list-style-type: none"> 5 Day SUS
	MAXIMUM		<ul style="list-style-type: none"> 10 Day SUS Long-Term SUS Expulsion 	<ul style="list-style-type: none"> 10 Day SUS Long-Term SUS Expulsion
<p>*Harassment</p> <p>The intentional behavior by a student or group of students that is disturbing or threatening to another individual or group of individuals. Intentional behaviors that characterize harassment include, but are not limited to stalking, hazing, social exclusion, name calling, unwanted physical contact and unwelcome verbal or written comments, photographs graphics, and social media posts. See page 7. (A.R.S. 13-2921)</p>	MINIMUM	<ul style="list-style-type: none"> Mediation 1 Day SUS 	<ul style="list-style-type: none"> Mediation 1 – 3 Day SUS 	<ul style="list-style-type: none"> Mediation Up to 3 Day SUS
	↓	<ul style="list-style-type: none"> 1 – 3 Day SUS 	<ul style="list-style-type: none"> 3 – 5 Day SUS 	<ul style="list-style-type: none"> 5 Day SUS
	MAXIMUM	<ul style="list-style-type: none"> 5 Day SUS 	<ul style="list-style-type: none"> 10 Day SUS Long-Term SUS Expulsion 	<ul style="list-style-type: none"> 10 Day SUS Long-Term SUS Expulsion

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- An asterisk (*) indicates that a police report and/or DCS report may be filed.
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DISCIPLINE MATRIX				
Infraction	Consequence	K-2	3-6	7-12
<p>*Hate/Bias Related Incidents Any written, oral, physical or electronic communication that one could reasonably conclude was motivated, in whole or in part, by the perpetrator's bias or attitude against an individual victim or group based on perceived or actual personal characteristics. Examples of bias/hate related incidents include age, ancestry or ethnicity, disability, economic status, gender, height or weight, immigration or citizenship status, marital status, race, religion or religious practices, or sexual orientation.</p>	MINIMUM	▪ Detention	▪ Detention ▪ Up to 3 Day SUS	▪ 3 Day SUS
	↓	▪ Detention ▪ 1 Day SUS	▪ Up to 5 Day SUS	▪ 5 Day SUS
	MAXIMUM	▪ 3 Day SUS	▪ Up to 10 Day SUS ▪ Long-Term SUS ▪ Expulsion	▪ 10 Day SUS ▪ Long-Term SUS ▪ Expulsion
<p>Hazing Any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student, committed in connection with an initiation into an affiliation or membership in any organization, that is affiliated with an educational institution or when the act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation. See page 11. (A.R.S. 15-2301)</p>	MINIMUM		▪ Up to 5 Day SUS	▪ 5 Day SUS
	↓		▪ Up to 10 Day SUS	▪ 10 Day SUS
	MAXIMUM		▪ Long-Term SUS	▪ Long-Term SUS
<p>Horseplay/Roughhousing/Recklessness Includes rough, boisterous play or behavior.</p>	MINIMUM	▪ Detention	▪ Detention	▪ Detention ▪ 1 Day SUS
	↓	▪ Detention ▪ 1 Day SUS	▪ 1 Day SUS	▪ 3 Day SUS
	MAXIMUM	▪ 3 Day SUS	▪ 3 Day SUS	▪ 5 Day SUS
<p>*Indecent Exposure or Public Sexual Indecency Includes, but is not limited to, exposing private areas, consensual participation in any sexual act involving physical contact, touching private areas, depantsing (pulling pants down or off), pulling at another's underclothing. (A.R.S.13-1402, A.R.S.13-1403)</p>	MINIMUM	▪ Detention	▪ Detention ▪ Up to 3 Day SUS	▪ 3 Day SUS
	↓	▪ 1 – 3 Day SUS	▪ 3 – 5 Day SUS	▪ 5 Day SUS
	MAXIMUM	▪ 5 Day SUS	▪ 10 Day SUS ▪ Long-Term SUS ▪ Expulsion	▪ 10 Day SUS ▪ Long-Term SUS ▪ Expulsion
<p>Instigation Includes provoking, antagonizing or failing to report a fight or other dangerous, inappropriate situations. Spreading rumors, harmful gossip, recording/videotaping, social media posting and use of language or gestures that may incite another person or other people to fight are also considered forms of instigation.</p>	MINIMUM	▪ Detention ▪ 1 Day SUS	▪ Up to 3 Day SUS	▪ 3 Day SUS
	↓	▪ 3 - 5 Day SUS	▪ 3 - 5 Day SUS	▪ 5 Day SUS
	MAXIMUM	▪ 5 Day SUS	▪ 10 Day SUS	▪ 10 Day SUS ▪ Long-Term SUS

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DISCIPLINE MATRIX				
Infraction	Consequence	K-2	3-6	7-12
<p><u>Physical Aggression</u> The act of tussles, minor confrontations, pushing, shoving or other physical provocation.</p>	MINIMUM	▪ Detention	▪ Detention ▪ 1 Day SUS	▪ 1 Day SUS
	↓	▪ Detention ▪ 1 – 3 Day SUS	▪ 3 – 5 Day SUS	▪ 3 – 5 Day SUS
	MAXIMUM	▪ 5 Day SUS	▪ 10 Day SUS ▪ Long-Term SUS	▪ 10 Day SUS ▪ Long-Term SUS
<p><u>Public Display of Affection</u> The act of kissing, hugging, fondling or touching in public that is beyond casual contact and which creates, or has the potential to create, a disturbance.</p>	MINIMUM	▪ Warning	▪ Warning ▪ Detention	▪ Warning ▪ Detention ▪ 1 Day SUS
	↓	▪ Detention	▪ 1 Day SUS	▪ 3 Day SUS
	MAXIMUM	▪ Detention	▪ Up to 3 Day SUS	▪ Up to 5 Day SUS
<p>*Robbery (with weapon/without weapon) The taking, or attempting to take, any property of another from his person or immediate presence and against his will. Such person threatens or uses force against any person with intent to either coerce surrender of property, or to prevent resistance to such person taking or retaining property.</p>	MINIMUM	▪ Restitution ▪ 3 Day SUS ▪	▪ Restitution ▪ 5 Day SUS ▪	▪ Restitution ▪ 5 Day SUS ▪
	↓	▪ 5 Day SUS ▪ Restitution	▪ 10 Day SUS ▪ Restitution	▪ 10 Day SUS ▪ Restitution
	MAXIMUM	▪ 10 Day SUS ▪ Long-Term SUS ▪ Restitution	▪ Long-Term SUS ▪ Restitution	▪ Long-Term SUS ▪ Restitution ▪ Expulsion
<p><u>Sale/Distribution of Personal Property</u> The attempt or act of offering, selling, trading, procuring or distributing (with or without compensation) personal property, goods or services on District property, at a school or District-sponsored event or on District-provided transportation.</p>	MINIMUM	▪ Confiscation ▪ Detention	▪ Confiscation ▪ Detention ▪ 1 Day SUS	▪ Confiscation ▪ Detention ▪ 1 Day SUS
	↓	▪ Confiscation ▪ Detention ▪ 1 – 2 Day SUS	▪ Confiscation ▪ Detention ▪ 1 – 3 Day SUS	▪ Confiscation ▪ 3 – 5 Day SUS
	MAXIMUM	▪ Confiscation ▪ Detention ▪ 3 Day SUS	▪ Confiscation ▪ Detention ▪ 5 Day SUS	▪ Confiscation ▪ 10 Day SUS
<p>*<u>Sexual Harassment</u> (No Contact) ▪ possible TMT The unwelcome conduct of a sexual nature that denies or limits a student’s ability to participate in or to receive benefits, services, or opportunities in the school’s program. It can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature.</p>	MINIMUM	▪ Detention	▪ Detention ▪ Up to 3 Day SUS	▪ Up to 3 Day SUS
	↓	▪ 1 – 3 Day SUS	▪ 3 – 5 Day SUS	▪ 5 Day SUS
	MAXIMUM	▪ 5 Day SUS	▪ 10 Day SUS ▪ Long-Term SUS ▪ Expulsion	▪ 10 Day SUS ▪ Long-Term SUS ▪ Expulsion

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DISCIPLINE MATRIX				
Infraction	Consequence	K-2	3-6	7-12
<p>*Sexual Harassment (with Contact)</p> <ul style="list-style-type: none"> possible TMT <p>Sexual harassment with contact includes unwanted physical contact of non-sexual body parts.</p>	MINIMUM	<ul style="list-style-type: none"> Detention 	<ul style="list-style-type: none"> Detention Up to 3 Day SUS 	<ul style="list-style-type: none"> Up to 3 Day SUS
	↓	<ul style="list-style-type: none"> 1 – 3 Day SUS 	<ul style="list-style-type: none"> 3 – 5 Day SUS 	<ul style="list-style-type: none"> 5 Day SUS
	MAXIMUM	<ul style="list-style-type: none"> 5 Day SUS 	<ul style="list-style-type: none"> 10 Day SUS Long-Term SUS Expulsion 	<ul style="list-style-type: none"> 10 Day SUS Long-Term SUS Expulsion
<p>Sexual Materials</p> <p>Includes pictures, devices or electronic images that contain nudity or represent sexual activity that is offensive or disturbs the educational environment. This includes possession or distribution of pornographic materials.</p>	MINIMUM	<ul style="list-style-type: none"> Confiscation 	<ul style="list-style-type: none"> Confiscation Detention Up to 3 Day SUS 	<ul style="list-style-type: none"> Confiscation Detention 3 Day SUS
	↓	<ul style="list-style-type: none"> Confiscation Detention 1 – 2 Day SUS 	<ul style="list-style-type: none"> Confiscation 3 – 5 Day SUS 	<ul style="list-style-type: none"> Confiscation 5 Day SUS
	MAXIMUM	<ul style="list-style-type: none"> Confiscation 3 Day SUS 	<ul style="list-style-type: none"> Confiscation 10 Day SUS Long-Term SUS Expulsion 	<ul style="list-style-type: none"> Confiscation 10 Day SUS Long-Term SUS Expulsion
<p>Tardy</p> <p>The failure to be at a designated location at a specified time. This could include arriving to school late or leaving school early. Once a student has more than three tardies (excused or unexcused) in a semester, consequences will be assigned. After three tardies, the only allowable excused tardies are those that have supporting documentation. See page 6.</p>	MINIMUM	<p><u>Tardies 4 & 5:</u></p> <ul style="list-style-type: none"> Notify Parent Student Conference Detention 	<p><u>Tardies 4 & 5:</u></p> <ul style="list-style-type: none"> Notify Parent Student Conference Detention 	<p><u>Tardies 4 & 5:</u></p> <ul style="list-style-type: none"> Notify Parent Student Conference Detention
	↓	<p><u>Tardies 6, 7 & 8:</u></p> <ul style="list-style-type: none"> Notify Parent Student Conference Detention 1 Day OCR 	<p><u>Tardies 6, 7 & 8:</u></p> <ul style="list-style-type: none"> Notify Parent Student Conference Detention 1 Day OCR 	<p><u>Tardies 6, 7 & 8:</u></p> <ul style="list-style-type: none"> Notify Parent Student Conference Detention 1 Day OCR
	MAXIMUM	<p><u>Tardies 9 or greater:</u></p> <ul style="list-style-type: none"> Notify Parent Student Conference Up to 3 Day OCR 	<p><u>Tardies 9 or greater:</u></p> <ul style="list-style-type: none"> Notify Parent Student Conference Up to 3 Day OCR 	<p><u>Tardies 9 or greater:</u></p> <ul style="list-style-type: none"> Notify Parent Student Conference Up to 3 Day OCR

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DISCIPLINE MATRIX				
Infraction	Consequence	K-2	3-6	7-12
<p>*Technology Misuse/Computer Tampering</p> <p>The failure to use hardware, software, electronic devices, web pages and networks for the intended educational use or in a manner that causes disruption at a campus or any District facility, including proxy use. Computer Tampering includes, altering, damaging, deleting or destroying a computer, computer hardware or software; introducing a computer contaminant into any computer, or network; causing the disruption of a computer or network. See Electronic Information Systems (EIS) User Agreement. (A.R.S. 13-2316)</p>	MINIMUM	<ul style="list-style-type: none"> Loss of Technology Privileges Restitution 	<ul style="list-style-type: none"> Loss of Technology Use Privileges 1 Day SUS Restitution 	<ul style="list-style-type: none"> Loss of Technology Use Privileges 3 Day SUS Restitution
	↓	<ul style="list-style-type: none"> Loss of Technology Privileges Restitution 1 Day SUS 	<ul style="list-style-type: none"> 3 – 5 Day SUS Loss of Technology Use Privileges Restitution 	<ul style="list-style-type: none"> 5 Day SUS Loss of Technology Use Privileges Restitution
	MAXIMUM	<ul style="list-style-type: none"> Loss of Technology Privileges 3 Day SUS Restitution 	<ul style="list-style-type: none"> 10 Day SUS Loss of Technology Use Privileges Restitution 	<ul style="list-style-type: none"> 10 Day SUS Long-Term SUS Loss of Technology Use Privileges Restitution
<p>*Theft (over \$100/under \$100)</p> <p>The taking of property that belongs to another without personal confrontation, threat, violence or bodily harm. Theft does not include confiscation by school authorities of property not permitted at the school. NOTE: The District is NOT responsible for the loss, theft or damage of ANY personal items brought to school, including but not limited to, musical instruments, radios, headphones, cell phones, iPods, iPads, (any and all electronic devices), bicycles, etc. Any loss, theft or damage to any personal items will not be covered by District liability insurance.</p>	MINIMUM	<ul style="list-style-type: none"> Restitution Detention 	<ul style="list-style-type: none"> Restitution 1- 3 Day SUS 	<ul style="list-style-type: none"> Restitution 1 – 3 Day SUS
	↓	<ul style="list-style-type: none"> Detention 1 Day SUS Restitution 	<ul style="list-style-type: none"> 3 – 5 Day SUS Restitution 	<ul style="list-style-type: none"> 3 – 5 Day SUS Restitution
	MAXIMUM	<ul style="list-style-type: none"> 3 Day SUS Restitution 	<ul style="list-style-type: none"> 10 Day SUS Restitution 	<ul style="list-style-type: none"> 10 Day SUS Long-Term SUS Restitution
<p>*Threat, Bomb</p> <ul style="list-style-type: none"> mandatory TMT <p>Threatening to cause harm using a bomb, dynamite, explosive, or arson-causing device. (A.R.S. 13-2911)</p>	MINIMUM	<ul style="list-style-type: none"> Up to 5 Day SUS 	<ul style="list-style-type: none"> Up to 10 Day SUS 	<ul style="list-style-type: none"> 10 Day SUS Long-Term SUS
	↓	<ul style="list-style-type: none"> 10 Day SUS 	<ul style="list-style-type: none"> Long-Term SUS Expulsion 	<ul style="list-style-type: none"> Long-Term SUS Expulsion
	MAXIMUM	<ul style="list-style-type: none"> Long-Term SUS Expulsion 	<ul style="list-style-type: none"> Expulsion 	<ul style="list-style-type: none"> Expulsion
<p>*Threat, Chemical or Biological</p> <ul style="list-style-type: none"> mandatory TMT <p>Threatening to cause harm using dangerous chemicals or biological agents. (A.R.S. 13-2911)</p>	MINIMUM	<ul style="list-style-type: none"> Up to 5 Day SUS 	<ul style="list-style-type: none"> Up to 10 Day SUS 	<ul style="list-style-type: none"> 10 Day SUS Long-Term SUS
	↓	<ul style="list-style-type: none"> 10 Day SUS 	<ul style="list-style-type: none"> Long-Term SUS Expulsion 	<ul style="list-style-type: none"> Long-Term SUS Expulsion
	MAXIMUM	<ul style="list-style-type: none"> Long-Term SUS Expulsion 	<ul style="list-style-type: none"> Expulsion 	<ul style="list-style-type: none"> Expulsion

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DISCIPLINE MATRIX				
Infraction	Consequence	K-2	3-6	7-12
<p>*Threat, Other</p> <ul style="list-style-type: none"> mandatory TMT <p>The incident cannot be coded in one of the above categories but did involve a school threat. This includes Death Threats. (A.R.S. 13-2911)</p>	MINIMUM	<ul style="list-style-type: none"> Mediation 	<ul style="list-style-type: none"> Mediation 1 – 3 Day SUS 	<ul style="list-style-type: none"> Mediation 3 – 5 Day SUS
	↓	<ul style="list-style-type: none"> 1 – 5 Day SUS 	<ul style="list-style-type: none"> Up to 10 Day SUS 	<ul style="list-style-type: none"> Up to 10 Day SUS
	MAXIMUM	<ul style="list-style-type: none"> 10 Day SUS 	<ul style="list-style-type: none"> Long-Term SUS Expulsion 	<ul style="list-style-type: none"> Long-Term SUS Expulsion
<p>*Threatening/Intimidating Behavior</p> <ul style="list-style-type: none"> possible TMT <p>When a person indicates by word or conduct, the intent to cause physical injury or serious damage to a person or their property. Repeated acts of threatening, intimidating behavior shall be considered Bullying. See page 7. (A.R.S. 13-1202)</p>	MINIMUM	<ul style="list-style-type: none"> Mediation Detention 1 Day SUS 	<ul style="list-style-type: none"> Mediation Detention Up to 3 Day SUS 	<ul style="list-style-type: none"> Mediation 3 Day SUS
	↓	<ul style="list-style-type: none"> Up to 3 Day SUS 	<ul style="list-style-type: none"> Up to 5 Day SUS 	<ul style="list-style-type: none"> 5 Day SUS
	MAXIMUM	<ul style="list-style-type: none"> 5 Day SUS 	<ul style="list-style-type: none"> 10 Day SUS Long-Term SUS Expulsion 	<ul style="list-style-type: none"> 10 Day SUS Long-Term SUS Expulsion
<p>*Tobacco (Use/Possession/Distribution/Sale)</p> <p>Includes use, possession of tobacco products of any kind (i.e., cigarettes, cigars, electronic cigarettes or other similar devices), as well as smokeless tobacco (i.e., dip, chew, snuff, twist). Tobacco residue/butts/etc. will also be considered tobacco under this definition. Sale or Distribution of Tobacco is the attempt or act of offering, selling, trading, procuring or distributing (with or without compensation) on District property, at a District-sponsored event, or on District-provided transportation. (A.R.S. 36-798.03)</p> <p>NOTE: Possession by any person of tobacco products on K-12 public, charter or private school grounds, buildings, parking lots, playing fields and vehicles, and at off-campus school-sponsored events, is a criminal offense.</p>	MINIMUM	<ul style="list-style-type: none"> Detention <u>1 Day SUS</u> 	<ul style="list-style-type: none"> <u>Up to 3 Day SUS</u> 	<ul style="list-style-type: none"> 3 Day SUS
	↓	<ul style="list-style-type: none"> <u>Up to 3 Day SUS</u> 	<ul style="list-style-type: none"> <u>Up to 5 Day SUS</u> 	<ul style="list-style-type: none"> 5 Day SUS
	MAXIMUM	<ul style="list-style-type: none"> <u>5 Day SUS</u> 	<ul style="list-style-type: none"> 10 Day SUS 	<ul style="list-style-type: none"> 10 Day SUS Long-Term SUS
<p>*Trespass/Loiter</p> <p>When a person enters upon, or in, school property without legal justification or without the implied or actual permission of the administration, or when a person is intentionally present on school grounds, after a reasonable request to leave, does not have any specific reason for being there, or does not have written permission to be there from anyone authorized to grant permission. (A.R.S. 13-2905)</p>	MINIMUM		<ul style="list-style-type: none"> <u>1 – 3 Day SUS</u> 	<ul style="list-style-type: none"> 1 – 3 Day SUS
	↓		<ul style="list-style-type: none"> <u>3 – 5 Day SUS</u> 	<ul style="list-style-type: none"> 3 – 5 Day SUS
	MAXIMUM		<ul style="list-style-type: none"> 10 Day SUS 	<ul style="list-style-type: none"> 10 Day SUS

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DISCIPLINE MATRIX				
Infraction	Consequence	K-2	3-6	7-12
<p>*Unauthorized Absence/Truancy/Leaving Campus without Authorization</p> <p>An unexcused absence for at least one class period during the school day or when a student is absent from school during the hours school is in session, unless excused pursuant to A.R.S. § 15-802. Also known as ditching or skipping class/school. Dysart schools are closed campuses which means that students must remain on the school campus, attend all assigned classes and lunch periods unless otherwise authorized by school administration. See page 5.</p>	MINIMUM	▪ Detention	▪ Detention ▪ 1 Day SUS	▪ Detention ▪ 1 Day SUS
	↓	▪ Detention ▪ 1 Day SUS	▪ Up to 3 Day SUS	▪ Up to 3 Day SUS
	MAXIMUM	▪ 1 Day SUS	▪ 5 Day SUS	▪ 5 Day SUS
<p>*Vandalism/Destruction of Property (Personal/School)</p> <p>The willful act of defacing or destroying any building, fixture, vegetation or property (personal or school) either intentionally or unintentionally.</p>	MINIMUM	▪ Detention ▪ 1 Day SUS ▪ Restitution	▪ 1 – 3 Day SUS ▪ Restitution	▪ 1 – 3 Day SUS ▪ Restitution
	↓	▪ 1 – 5 Day SUS ▪ Restitution	▪ 3 – 5 Day SUS ▪ Restitution	▪ 3 – 5 Day SUS ▪ Restitution
	MAXIMUM	▪ 10 Day SUS ▪ Restitution	▪ 10 Day SUS ▪ Long-Term SUS ▪ Expulsion ▪ Restitution	▪ 10 Day SUS ▪ Long-Term SUS ▪ Expulsion ▪ Restitution
<p>Vehicle Violations</p> <p>Includes improper driving or parking of a vehicle on school District property without permission, parking in prohibited areas, and/or improper driving to or from campus.</p>	MINIMUM			▪ Conference ▪ Notify Parent
	↓			▪ Temporary Loss of Parking Privileges
	MAXIMUM			▪ Revocation of Parking Privileges
<p>Verbal Abuse/Profanity/Obscenity</p> <p>The use of profanity, swearing or any derogatory language written or stated publicly.</p>	MINIMUM	▪ Detention	▪ 1 Day SUS	▪ 1 – 3 Day SUS
	↓	▪ 1 – 2 Day SUS	▪ 3 Day SUS	▪ 3 – 5 Day SUS
	MAXIMUM	▪ 3 Day SUS	▪ 5 Day SUS	▪ 10 Day SUS
<p>*Verbal Abuse/Profanity/Obscenity to an Adult</p> <p>▪ possible TMT</p> <p>The use of profanity, swearing or any derogatory language written or stated publicly to an adult. (A.R.S. § 15-507)</p>	MINIMUM	▪ 1 Day SUS	▪ 3 Day SUS	▪ Up to 5 Day SUS
	↓	▪ 3 Day SUS	▪ 5 Day SUS	▪ 10 Day SUS
	MAXIMUM	▪ 5 Day SUS	▪ 10 Day SUS ▪ Long-Term SUS	▪ Long-Term SUS ▪ Expulsion

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DISCIPLINE MATRIX				
Infraction	Consequence	K-2	3-6	7-12
<p>*Weapon – Simulated (Use/Possession/Distribution/Sale)</p> <ul style="list-style-type: none"> possible TMT <p>Any simulated firearm made of plastic, wood, metal or any other material which is a replica, facsimile, or toy version of a firearm or any object such as a stick or finger concealed under clothing and is being portrayed as a firearm.</p>	MINIMUM	<ul style="list-style-type: none"> Confiscation Detention <u>1 – 3 Day SUS</u> 	<ul style="list-style-type: none"> Confiscation Detention 1 – 3 Day SUS 	<ul style="list-style-type: none"> Confiscation Up to 5 Day SUS
	↓	<ul style="list-style-type: none"> Confiscation <u>Up to 3 Day SUS</u> 	<ul style="list-style-type: none"> Confiscation Up to 5 Day SUS 	<ul style="list-style-type: none"> Confiscation Up to 10 Day SUS
	MAXIMUM	<ul style="list-style-type: none"> Confiscation 5 Day SUS 	<ul style="list-style-type: none"> Confiscation 10 Day SUS 	<ul style="list-style-type: none"> Confiscation Long-Term SUS
<p>*Weapons - Other (Use/Possession/Distribution/Sale)</p> <ul style="list-style-type: none"> mandatory TMT <p>Includes (but not limited to) a dagger, dirk, stiletto, knife with a blade at least 2.5 inches in length, pocket knife opened by a mechanical device, iron bar, brass knuckles, chains, billy clubs, Chinese stars, nunchakus or any incendiary devices. Distribution/Sale is the attempt or act of offering, selling, trading, procuring or distributing (with or without compensation) a weapon on District property, at a school or District-sponsored event or on District-provided transportation. (A.R.S. 13-3101)</p>	MINIMUM	<ul style="list-style-type: none"> Up to 5 Day SUS Long-Term SUS 	<ul style="list-style-type: none"> Up to 10 Day SUS Long-Term SUS 	<ul style="list-style-type: none"> 10 Day SUS Long-Term SUS Expulsion
	↓	<ul style="list-style-type: none"> Up to 10 Day SUS Long-Term SUS 	<ul style="list-style-type: none"> Long-Term SUS Expulsion 	<ul style="list-style-type: none"> Expulsion
	MAXIMUM	<ul style="list-style-type: none"> Long-Term SUS Expulsion 	<ul style="list-style-type: none"> Expulsion 	

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GOVERNING BOARD POLICIES

POLICY TITLE	REFERENCE NUMBER	POLICY TITLE	REFERENCE NUMBER
ABSENCES & EXCUSES	10.16	SCHOOL VIOLENCE/HARASSMENT/ BULLYING/INTMIDATION	10.33.1
ATTENDANCE	10.3	SEXUAL HARASSMENT	1.4
BUS SAFETY PROGRAM	5.16	STUDENT AUTOMOBILE USE AND PARKING	10.59
CARE OF SCHOOL PROPERTY BY STUDENTS	10.24	STUDENT CONDUCT	10.22
DRUG AND ALCOHOL USE BY STUDENTS	10.30	STUDENT CONDUCT ON SCHOOL BUSES	5.20
EQUAL EDUCATIONAL OPPORTUNITY	10.1	STUDENT DISCIPLINE	10.42
EXPULSION	10.45	STUDENT DRESS	10.23
GANG ACTIVITY/SECRET SOCIETIES	10.27	STUDENT FUND-RAISING ACTIVITIES	10.37
HAZING	10.28	SUSPENSION	10.44
PUBLIC CONDUCT ON SCHOOL PROPERTY	11.15	TOBACCO USE BY STUDENTS	10.29
RESTITUTION FOR PERSONAL PROPERTY DAMAGE	5.8	USE OF TECHNOLOGY RESOURCES	9.26
RIGHTS & RESPONSIBILITIES	10.20	VANDALISM	5.7
SEARCHES & INTERROGATIONS	10.32	WEAPONS IN SCHOOL	10.31

To access DUSD Governing Board Policy, please visit: <https://www.dysart.org/Sites/Default.aspx?pgid=33>

The policies listed are reflective of those most commonly referred to with regard to student behavior and school disciplinary procedures and are by no means inclusive of all DUSD Governing Board Policies.

Note:

- Parent notification should take place for infractions receiving consequences.
- Administration may exercise discretion when determining consequences between minimum and maximum depending on severity of the infraction.
- If the infraction occurs on the bus, a suspension or termination of bus-riding privileges may be assigned in lieu of, or in addition to the consequences outlined in the matrix for that infraction.
- **An administrator may choose any or all of the consequences for any infraction.**
- The principal is the highest level of appeal for a suspension of 10 days or less.
- An underlined infraction or consequence indicates that an administrator may opt to use an on-campus reassignment as a possible disciplinary action in lieu of off-campus suspension depending on grade level.
- An asterisk (*) indicates that a police report and/or DCS report may be filed.
- TMT = Threat Management Team

ARIZONA REVISED STATUTES

Statute Title	Statute Number
Alcohol	A.R.S. § 4-244
Assault	A.R.S. § 13-1203
Aggravated Assault	A.R.S. § 13-1204
Arson	A.R.S. § 13-1704, 13-1701
Bullying, Threatening/Intimidating	A.R.S. § 13-1202
Computer Tampering	A.R.S. § 13-2316
Disorderly Conduct	A.R.S. § 13-2904 A.R.S. § 13-2911
Discipline	A.R.S. § 15-341.13
Drugs	A.R.S. § 13-3415
Endangerment	A.R.S. § 13-1201
Extortion	A.R.S. § 13-1804
Fire Alarm Misuse	A.R.S. § 13-2911
Harassment	A.R.S. § 13-2921
Hazing	A.R.S. § 15-2301
Loitering	A.R.S. § 13-2905
School Day	A.R.S. §15-341, 15-901 ADOT R17-9-104
Suspension	A.R.S. § 15-843 A.R.S. § 15-841-15-844
Threat	A.R.S. § 13-2911
Tobacco	A.R.S. § 36-798
Verbal Abuse	A.R.S. § 15-507
Weapons	A.R.S. § 13-3101

To access Arizona Revised Statutes, please visit: <http://www.azleg.state.az.us/arizonarevisedstatutes.asp>

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

OTHER REFERENCES

DUSD ATHLETIC HANDBOOK	https://www.dysart.org/Sites/Default.aspx?siteID=27
ESTABLISHED SCHOOL PROCEDURES	Please navigate to the school's home page from www.dysart.org
ESTABLISHED CLASSROOM PROCEDURES	Please navigate to the teacher's homepage from the school's homepage or contact the classroom teacher directly

21 of 180						
AUGUST '17						
S	M	T	W	Th	F	S
				27	28	29
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		



Dysart Unified School District No. 89
2017-2018 CALENDAR

17/107 of 180						
JANUARY '18						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

First Day for Students August 3

19/40 of 180						
SEPTEMBER '17						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Labor Day September 4

No School/Staff Development September 29
K-8 Parent/Teacher Conf. October 12-13 [1/2 days K-8]
Fall Break October 16-20

Veterans Day (Observed) November 10

Thanksgiving Recess November 22-24

High School Final Exams December 20-21 [1/2 days HS]
Early Release December 21 [1/2 day K-8]
Semester Break December 22
Winter Break December 25-January 5

19/126 of 180						
FEBRUARY '18						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

17/57 of 180						
OCTOBER '17						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

School Resumes January 8
Martin Luther King Jr. Day January 15

K-8 Parent/Teacher Conf. February 15-16 [1/2 days K-8]
President's Day Break February 19

Spring Break March 19-23

Spring Holiday April 27, 30

17/143 of 180						
MARCH '18						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

18/75 of 180						
NOVEMBER '17						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Graduation Day May 22 [1/2 day HS]
High School Final Exams May 23-24 [1/2 days HS]
Last Day for Students May 24 [1/2 day K-8]

K-8 Quarters End/Days
October 6 45 days
December 21 45 days
March 16 48 days
May 24 42 days

HS Semesters End/Days
December 21 90 days
May 24 90 days

19/162 of 180						
APRIL '18						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

15/90 of 180						
DECEMBER '17						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Students are dismissed early every Monday beginning Aug. 7 to provide time for teacher professional development.

Governing Board Approved June 3, 2015

Governing Board Approved Revision September 2, 2015

18/180 of 180						
MAY '18						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

DUSD Emergency Response Guide

The Dysart Unified School District has a detailed emergency plan which has been developed in collaboration with our local law enforcement and fire-medical agencies to respond effectively and efficiently to any situation. Should a critical or emergency situation arise, the appropriate response will be initiated. **Please be advised that students WILL NOT be released during any emergency response.**



**SAFETY
UPDATE**



EVACUATE



**MODIFIED
LOCKDOWN**



LOCKDOWN



**SHELTER IN
PLACE**



REUNIFICATION

Safety Update

When necessary, a Safety Update will be sent to keep parents informed of events or issues that may arise at or in proximity to their child's school.

Evacuation

An Evacuation is initiated when there are conditions inside the school building that could be unsafe. Students and staff evacuate the buildings to an outside location and assemble at predetermined locations.

Modified Lockdown

A Modified Lockdown is initiated when there may be a danger outside of the buildings or off campus. Students and staff are moved (or remain) in classrooms and perimeter doors remain locked, including the front office.

Lockdown

A Lockdown is initiated when there may be an immediate threat or hazard near or on the school campus. Students and staff are moved (or remain) in classrooms, sit away from sightline of the doors or windows, and doors and windows are locked and covered. The office will be closed and phones will not be answered.

Shelter in Place

A Shelter in Place is initiated when students and staff need to be inside the building for safety. Students and staff are moved (or remain) in their classrooms. The front office is unlocked and open for anyone seeking shelter.

Parent-Student Reunification

Parent-Student Reunification is a process where parents will be asked pick up their children from school or an alternate location in a formalized, controlled release. Students will be released ONLY to parents/guardians or other adults who are listed as emergency contacts and who present a picture ID such as a driver's license, military ID or passport.

We encourage all parents/guardians to speak with their children about what to do in the event of an emergency or safety situation. This would include the best way to communicate and who or where to meet in the event that an incident occurs before or after school, or as they are going to or coming from school.

Gilbert Public Schools



2017-2018

Elementary Student Handbook



Mission: Ensure exemplary education that inspires excellence and success within every learner.

Vision: • World-Class Teachers • World-Class Education • World-Class Graduates

Notice of Nondiscrimination

Gilbert Public Schools does not discriminate on the basis of race, color, ethnicity, national origin, religion, sex or gender, sexual orientation, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the nondiscrimination policies:

Compliance Officer for Title IX

Director of Athletics 480-497-3300, ext. 363

Compliance Officer for Section 504

Director of Special Education 480-497-3300, ext. 377

District Compliance Officer

Dr. Jim Lockwood 480-497-3421

Aviso de no discriminación

Las Escuelas Públicas de Gilbert no discriminan basándose en la raza, color, etnia, origen nacional, religión, sexo o género, orientación sexual, discapacidad o edad en sus programas y actividades, y proporcionan acceso en condiciones de igualdad a los Boy Scouts y otros grupos de jóvenes. Las siguientes personas han sido designadas para tratar preguntas en cuanto a las políticas de no discriminación:

Funcionario de Cumplimiento de Título IX

Director de Deportes/Atletismo 4804973300, ext. 363

Funcionario de Cumplimiento para la Sección 504

Directora de Educación Especial 4804973300, ext. 377

Oficial de Cumplimiento del Distrito

Dr. Jim Lockwood 480-497-3421

A Spanish version of the Student Handbook is available upon request at your school and on the District's website.

Una versión del Manual del Estudiante está disponible en español a petición en su escuela y en la página web del Distrito.



Welcome Letter from the Executive Director of Elementary Education

Dear Parent/Guardian,

Welcome to the Gilbert Public Schools!

We are excited you have selected our District as your school choice for your children. Our goal is to provide you and your family with the best educational experience possible and work together to ensure a safe, healthy and engaging learning environment.

We have created this Student Handbook in order to provide you valuable information that will assist you in your educational journey this year. We want to partner with you in creating a safe and exciting place to learn and grow, and we have set high behavioral expectations for your student to follow. Please read and discuss this Student Handbook with your child and return the “Awareness Contract” to your child’s school. By completing this Contract, we know that you and your child understand what is expected, so that we can spend our time together at school focused on teaching and learning.

Please visit our District website, www.gilbertschools.net for additional information. If you have any questions please contact your school’s office.

The start of the school year is an exciting opportunity for all of us to work together. We are going to have a fantastic year and thank you for your support of Gilbert Public Schools.

Sincerely,

Mr, Jason Martin
Executive Director of Elementary Education

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**AWARENESS CONTRACT
AND
STUDENT CONDUCT POLICIES FOR THE GILBERT PUBLIC SCHOOLS (GPS)
2017-2018**

This “Awareness Contract” has been created in order to increase the safety and well-being of all students in the GPS. It confirms that all students and parents/guardians have received information regarding behavioral expectations (Student Handbook) as well as knowledge of access to all related policies via the GPS Website.

All Governing Board Policies and Administrative Regulations and the Student Handbook may be accessed at: www.gilbertschools.net Policies specific to “students” are primarily located in Sections I and J of the GPS Policy Manual. An “Awareness Video” is also located at each school website which further outlines student behavioral expectations.

The Student Handbook contains required disclosure of information and highlights many other important components of being a successful student in our schools. Please pay particular attention to the following policies and regulations:

- Policy [IJNDB](#), [IJNDB-R](#) and [IJNDB-EA](#) regarding use of technology resources and the Student Acceptable Use Agreement
- Policy [JB](#) and [JB-R](#) regarding discrimination and harassment
- Policy [JE](#) and [JE-R](#) regarding student attendance
- Policy [JIC](#), [JIC-RA](#), and [JIC-RB](#) regarding student conduct
- Policy [JICA](#) regarding student dress
- Policy [JICC](#), [JICC-EA](#), and [JICC-R](#) regarding student conduct on District vehicles
- Policy [JICF](#) regarding negative student group or gang affiliation
- Policy [JICFA](#) and [JICFA-R](#) regarding hazing
- Policy [JICFB](#) and [JICFB-R](#) regarding bullying
- Policy [JICG](#) and [JICG-R](#) regarding tobacco use by students
- Policy [JICH](#) and [JICH-R](#) regarding drug/alcohol use by students
- Policy [JICI](#) regarding dangerous instruments and deadly weapons in school
- Policy [JKD](#) regarding student suspension/expulsion/due-process rights

By your signatures below, you are affirming that:

- You are aware of and will abide by GPS Policies and Regulations related to appropriate student behavior and expectations.
- You are in receipt of and/or have been notified of electronic access to the [GPS Student Handbook](#). The Handbook can be accessed at www.gilbertschools.net via each of the school’s websites.
- You will abide by the [GPS Use of Technology Resources Student Acceptable Use Agreement \(IJNDB-EA\)](#)
- If the student is found in violation of GPS Policies, he/she may be disciplined, which could include being suspended or expelled from school.
- If further clarification is needed, you should contact the school principal.

Student Printed Name _____ I.D. # _____

Student Signature _____ Date _____

Grade _____

Parent Printed Name _____ Date _____

Parent/Legal Guardian Signature _____

Gilbert Public Schools 2017-18 Calendar

JULY 2017						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST 2017						
S	M	T	W	Th	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		22

SEPTEMBER 2017						
S	M	T	W	Th	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
						20

OCTOBER 2017						
S	M	T	W	Th	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
						15

NOVEMBER 2017						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		18

DECEMBER 2017						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						15

JULY 2017	
4	Fourth of July (Holiday)
31	Convocation / PD

AUGUST 2017	
1	PD / Teacher Prep
2	First Day of School
9,16,23,30	Early Release (1 hour)

SEPTEMBER 2017	
4	Labor Day (Holiday)
6,13,20,27	Early Release (1 hour)

OCTOBER 2017	
6	Grading Day / Early Release K-12
9 - 17	Fall Break (No School for Students)
17	Professional Development for All Staff
18	School Resumes
26,27	Parent Teacher Conferences (K-8)/Early Release K-8
25	Early Release (1 hour)

NOVEMBER 2017	
10	Veteran's Day Observed (Holiday)
22 - 24	Thanksgiving (Holiday)
1,8,15,29	Early Release (1 hour)

DECEMBER 2017	
21	End of Semester & Early Release K-12
22 - 31	Winter Break (No School)
6,13	Early Release (1 hour)

JANUARY 2018	
1	New Year's Day
2 - 5	Winter Break (No School)
8	School Resumes
15	Martin Luther King Day (Holiday)
10,17,24,31	Early Release (1 hour)

FEBRUARY 2018	
19	President's Day (Holiday)
7,14,21,28	Early Release (1 hour)

MARCH 2018	
9	Grading Day / Early Release K-12
12 - 16	Spring Break (No School)
19	School Resumes
30	Spring Holiday (No School)
21,28	Early Release (1 hour)

APRIL 2018	
4,11,18,25	Early Release (1 hour)

MAY 2018	
23	Last Day for Students & Early Release K-12
24	Last Day for Teachers
28	Memorial Day (Holiday for Staff)
2,9,16	Early Release (1 hour)

1st Semester	90 Days
2nd Semester	90 Days
Total	180 Days

JANUARY 2018						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

17

FEBRUARY 2018						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			19

MARCH 2018						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						16

APRIL 2018						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
						21

MAY 2018						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		17

JUNE 2018						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Approved 8/25/2015

Elementary School Information

[Ashland Ranch Elementary](#)

1945 S. Ashland Ranch Rd. Gilbert, AZ 85295
Ms. Suzanne Carlson, Principal (480) 917-9900

[Augusta Ranch Elementary](#)

9430 E. Neville Ave. Mesa, AZ 85209
Mr. Michael Hansen, Principal (480) 635-2011

[Boulder Creek Elementary](#)

8045 E. Portobella Ave. Mesa, AZ 85212
Dr. Karen Coleman, Principal (480) 507-1404

[Burk Elementary](#)

545 N. Burk St. Gilbert, AZ 85234
Mr. Brad Paes, Principal (480) 926-3816

[Canyon Rim Elementary](#)

3045 S. Canyon Rim, Mesa, AZ 85212
Dr. Kenneth Fleming, Principal (480) 984-3216

[Carol Rae Ranch Elementary](#)

3777 E. Houston Ave. Gilbert AZ 85234
Ms. Thea Hansen, Principal (480) 507-1359

[Finley Farms Elementary](#)

375 S. Columbus Dr. Gilbert, AZ 85296
Mrs. Aubrey Ruhser, Principal
(480) 507-1624

[Gilbert Elementary](#)

175 W. Elliot Rd. Gilbert, AZ 85233
Mr. Justin Sremba, Principal (480) 892-8624

[Greenfield Elementary](#)

2550 E. Elliot Rd. Gilbert, AZ 85234
Mrs. Mary Longnion, Principal (480) 892-2801

[Harris Elementary](#)

1820 S. Harris Dr. Mesa, AZ 85204
Mr. Bill Roth,, Principal (480) 545-7060

[Highland Park Elementary](#)

230 N. Cole Dr. Gilbert, AZ 85234
Mrs. Michelle Mowry, Principal (480) 832-3034

[Houston Elementary](#)

500 E. Houston Ave. Gilbert, AZ 85234
Mr. Sam Valles, Principal (480) 497-9790

[Islands Elementary](#)

245 S. McQueen Rd. Gilbert AZ 85233
Mr. Chris Birgen, Principal (480) 497-0742

[Meridian Elementary](#)

3900 S. Mountain Rd. Mesa, AZ 85212
Mr. Jim Leeper, Principal (480) 497-4032

[Mesquite Elementary](#)

1000 E. Mesquite St. Gilbert, AZ 85296
Mrs. Dawn Koberstein, Principal (480) 813-1240

[Neely Traditional Elementary](#)

321 W. Juniper Ave. Gilbert, AZ 85233
Mrs. Jennifer Greene, Principal (480) 892-2805

[Oak Tree Elementary](#)

505 W. Houston Ave. Gilbert, AZ 85233
Mr. Dale Lunt, Principal (480) 632-4785

[Patterson Elementary](#)

1211 E. Guadalupe Rd. Gilbert AZ 85234
Mr. Lucas Blackburn, Principal (480) 892-2803

[Pioneer Elementary](#)

1535 N. Greenfield Rd. Gilbert, AZ 85234
Mr. Mike Davis, Principal (480) 892-2022

[Playa Del Rey Elementary](#)

550 N. Horne St. Gilbert, AZ 85233
Mr. Darrin Praska, Principal (480) 892-7810

Quartz Hill Elementary

3680 S. Quartz St. Gilbert, AZ 85297
Dr. Joan Henry, Principal (480) 855-5732

Settler's Point Elementary

423 E. Settler's Point Dr. Gilbert, AZ 85296
Mr. Robert Bircher, Principal (480) 507-1481

Sonoma Ranch Elementary

601 N. Key Biscayne Dr. Gilbert, AZ 85234
Mr. Colin Kelly, Principal (480) 497-9343

Spectrum Elementary

2846 S. Spectrum Way Gilbert AZ, 85295
Mrs. Sharon Boomer, Principal
(480) 917-0117

Superstition Springs Elementary

7125 E. Monterey Ave. Mesa, AZ 85209
Dr. Tim Moses, Principal (480) 641-6413

Towne Meadows Elementary

1101 N. Recker Rd. Gilbert, AZ 85234
Mr. Chip Pettit, Principal (480) 854-1545

Val Vista Lakes Elementary

1030 N. Blue Grotto Dr. Gilbert, AZ 85234
Mr. Patrick Miller, Principal (480) 926-6301

Other Important Contact Information

Dr. Suzanne Zentner
Interim Superintendent
140 S. Gilbert Rd. Gilbert, AZ 85296
(480) 497-3342

Mr. Jason Martin
Exec. Director of Elementary Education
(480) 497-3344

Getting To and From School

District Policy [JIC-RA](#) speaks of student conduct before, after and during school.

Walking To and From School

- Students should arrive at school no earlier than the designated time set by the school. Because times vary per school, please visit school website for specific time. There is no supervision on school grounds until the designated time.
- Students should walk on the sidewalk at all times. If there is no sidewalk, students should safely use walkable areas on the side of the road that faces oncoming traffic.
- Students should always use the designated crosswalks.
- Students should never cross between parked cars.
- Students should leave the school grounds immediately after dismissal unless they are taking part in an organized after-school activity.
- Parents should inform the office and teacher as soon as possible if the student will be changing his/her regular means of coming to or from school.

Bicycles/Scooters/Rollerblades To and From School

With parental permission, students may ride their bikes/scooters/rollerblades to school. Parents who want their student to ride a bicycle to school should ensure that the student is aware of and responsible to follow the rules when riding a bike to school. The rules listed below should be followed for students who ride to school:

- Helmets are strongly encouraged.
- Start early enough to ensure on time arrival.
- Use only designated crosswalks to cross the street and walk the bicycle across the street.
- Rollerblades must be stored in the student's backpack upon arrival to school.
- Upon reaching the school grounds, walk the bike or scooter to the designated storage area.
- Lock the bike or scooter. The school is not responsible for damage or loss of students' bikes or scooters.
- Skateboards and shoes with wheels (Heelys) are not allowed.
- Motorized devices/scooters or hoverboards are not allowed.
- Notwithstanding the above, a principal may alter the above guidelines because of a localized safety situation.

Student Drop Off and Pick Up

- Parents should drop off and pick up their children in the designated area on campus.
- Vehicles must not block driveways, student crosswalks, or parking places.
- Parents should be orderly and mannerly when picking up their children.

Bus Transportation

- We encourage parents to ensure that the students can recite his/her address, phone number, and the location of his/her bus stop.
- Transportation provided by the District is a privilege. Inappropriate conduct at bus stops, on District vehicles, or in the process of boarding or exiting from a vehicle, may result in student disciplinary action including, but not limited to, denial of transportation privileges. See GPS Policies [JICC](#), [JICC-EA](#), and [JICC-R](#) for further information.
- GPS provides bus transportation for elementary students who live one mile or more from school. For safety reasons, the District encourages parents to supervise their children at the bus stop.
- Drivers are not permitted to drop students at any stop other than the regularly assigned stop unless the principal has given written approval. Students are not allowed to ride a bus other than their assigned bus without a written request from a parent and approval from the principal or principal designee approval. Most buses cannot accommodate additional riders.

Student Registration and Attendance

Regular attendance and punctual arrival at school are two habits that dramatically improve student achievement.

Enrollment in School

New students must provide proper documentation when enrolling. The following documents shall be presented by the student and parent to the school's registrar.

- birth certificate (or other reliable proof of the student's identity and age, including the student's baptismal certificate, an application for a Social Security number, or original school registration records, *and* an affidavit explaining the inability to provide a copy of the birth certificate or a letter from the authorized representative of an agency having custody of the student [pursuant to statute] certifying that the student has been placed in the custody of the agency as prescribed by law)
- an immunization record
- verification of domicile with a completed Arizona Residency Documentation Form or an Affidavit of Shared Residence

Any change of a student's address or telephone number requires that the school office be notified in writing. Parents should provide updated work numbers and emergency telephone numbers whenever a change occurs. If the new address changes to outside the school boundaries an [open-enrollment form](#) must be completed within ten school days of the move.

Absences

- Students who are not in school 90% of the school days (18 absences) may be retained. Documentation and successful completion of the grade level is required before a student will be considered for promotion.
- Students who are not in school 90% of the school days in which they have been enrolled, may be reported to the county as truant. See Policy [JE](#) and [JE-R](#).
- All students should be in class every day unless they are ill. It is very important that the school be notified as soon as possible if a student will be absent. If the school is not called, an automated call will be made to inform you of the absence.
- An excused absence is one in which the parent has notified the school within 24 hours of the student's absence and the school administrator has approved the absence. When a parent knows that the student will be absent for more than one day, one phone call to the school will be sufficient.
- Parents are urged to schedule doctor, dentist, and other appointments for students at times outside the school day. This will reinforce the importance of school and will prevent the student from falling behind in class work.
- When requesting work missed during an absence, please contact the school office before 11 a.m. to provide adequate time for the teacher to prepare materials to be sent home or picked up at the end of the school day.
- ***Any student who has 10 consecutive unexcused absences from school may be withdrawn.*** The parent will be informed, in writing, when this happens. The parent must accompany the student for re-admittance.
- The District will provide appropriate educational opportunities for any student identified as homebound or as having a chronic health condition requiring management on a long-term basis that will affect regular school attendance. See Policy [JHD](#).

Physical Education Excuses

Physical education (PE) is required of all students. However, a student may be excused from physical education for three consecutive PE classes upon written request from a parent. For any longer period of time, a request from the child's health care provider is required. PE excuses written by parents are received by the child's PE teacher. A health care provider's written excuse should be received through the health office. It may be necessary for a provider's written release for the student to return to PE.

Tardy/Early Departure

A student will not be considered absent if the student is present at least three-quarters of the school day. However, if the student is absent up to one-quarter of the school day, the student will be considered tardy or an early departure.

Signing Students Out

- For the safety and protection of the child, a student will only be released from the classroom before the regular dismissal time when the parent/guardian comes to the office and signs the child out. Students will only be released to persons authorized by the parent/guardian and those individuals specifically listed on the Emergency Information Card.
- For a student to be released to anyone other than those listed on the Emergency Information Card, the school will require specific written authorization from the parent/guardian.
- **Students will not be released early on the basis of a telephone call.**

Withdrawals and Transfers

If you plan to move, please notify the school at least three days in advance. The school will prepare a withdrawal form and other transfer materials to help the student get started at the new school. To withdraw a student, a parent must report to the attendance office for instructions and procedures to be followed. Upon withdrawal, the student shall check in all books and other District property through the office of the school that was attended.

Educational Records

Student Records

Parents/guardians have access to their children's school records. School employees observe confidentiality of student records and recognize that only important, factual information should be in permanent records. FERPA regulations broadly define a "record" as "information recorded in any way, including but not limited to, handwriting, print, computer, media, video or audio tape, film, microfilm and microfiche." The term "educational record" is defined as "those records, files, documents, and other materials which...contain information directly related to a student; ...and are maintained by an educational agency or institution or by a person acting for such agency or institution."

More information can be found in GPS Board Policy [JR](#) and related Regulations and Exhibits.

Custody Orders and Parenting Plans

Unless otherwise provided by a court order or law, on reasonable request, both parents are entitled to equal access to information concerning the child's education including school records provided directly by the custodian of the records or from the other parent. A.R.S. 25-403.06(A). **It shall be the responsibility of the parents to provide school officials with a current copy of any custody orders and/or parenting plans. The school will follow the most current valid documents on file.**

In cases in which a person other than the parent has been granted guardianship, the legal guardian shall be responsible for notifying school officials of the conditions of the guardianship and for providing school officials with all pertinent written documentation.

School Operations

Parents may access information regarding the District or the school their children attend, from the District website: www.gilbertschools.net

Instructional Time

- Each grade level has designated uninterrupted instructional time. During this time, the school protects instructional time by ensuring classes are not interrupted with announcements or messages from home.
- **When you have messages, materials, lunch money, etc., please bring them to the school office, and the school will relay these to the classroom.**
- Please try to schedule student appointments outside of the instructional day.

Homework

- The purpose of homework is to provide additional practice on previously introduced skills or to enrich classroom experiences. Homework includes completion of daily class work, activities such as brief drills, reading, collecting information, sharing ideas with parents and guardians and providing projects/assignments in which students must utilize their time in creative thought.
- Your child's teacher will provide guidelines for homework.

School Rules

- Follow instructions of all staff members.
- Use appropriate language, voice volume, and behavior (treat others as you would want to be treated).
- Stay in designated areas until dismissed or given permission to leave.
- Use all equipment properly and safely. Take turns, do not put others in danger.
- Stop playing when the bell/whistle sounds and go directly to class or designated area.

Technology

- **Students are discouraged from bringing electronic devices to school (e.g., iPods, MP3 players, tablets, cameras, digital recording devices, electronic games, etc.).**
- **The use of electronic devices and cell phones during the school day is prohibited without specific permission given by a staff member.** . This includes use in hallways, restrooms, and all common areas during instructional time. Upon arrival to school, students are to keep their electronic devices off and in backpacks or area designated by principals during each instructional period. Electronic devices will be confiscated from any student found to be out of compliance with this policy and returned at the end of the school day.
- Videotapes, computer software, DVD's, and other media used in classrooms must comply with Federal regulations. Any media brought to school by students must comply with copyright laws, licensing agreements, and off-air broadcast/taping agreements.
- Any inappropriate use of electronic devices, including, but not limited to, inappropriate photographs, text messaging, audio or video recordings, could result in the **confiscation** of the device until the completion of the disciplinary investigation and consequences, including possible police involvement.
- GPS and its employees are not responsible for any damage, loss, or stolen electronic devices.

Email users are expected to use Netiquette

- Email accounts will be made available to students while they are enrolled in GPS.
 - High School students will be able to use their GPS e-mail account to email within and outside of the GPS e-mail domain.
 - Jr. High students will ONLY be able to email within the district GPS e-mail domain.
 - Elementary students will be given email account to ONLY log into their Google for Education accounts. They will NOT be able to send or receive emails.

Refer to Use of Technology Resources and Student Acceptable Use Policy: [IJNDB](#), [IJNDB-R](#), and [IJNDB-EA](#) for further details.

Digital Citizenship Curriculum

GPS has adopted the [Common Sense Education's K-12 Digital Citizenship Curriculum](#) to be taught at all of our campuses in order to build a positive school culture that supports the safe and responsible use of technology.

School Visits and Volunteers

- **Parents who wish to schedule classroom observations should make an appointment through the principal at least one school day in advance. All non-parent or non-guardian classroom observations must be approved through the District office.** The principal or designated staff member may accompany the classroom observer.
- All visitors to the school campus are required to first sign in at the office and receive and wear a visitor's badge. Unauthorized visitors are prohibited and may be arrested.
- In order to preserve the educational process, visitations will be limited as determined by the principal.
- Volunteers in the classroom or in the school are not allowed to have children accompany them. This policy ensures safety, minimizes classroom interruptions, and promotes full concentration of both students and volunteers/visitors on learning activities.
- Student guests are not allowed to visit or attend school with Gilbert students during school hours.
- See Regulation [KI-R](#), Visitors To School, for more information.

Emergency Response

The District has procedures in place to handle emergency and crisis situations. All schools conduct regular exercises and drills to practice lockdown and evacuation procedures. In the event of a civil emergency, the District works closely with the Town of Gilbert and the City of Mesa police and fire departments and emergency managers to assist staff, students and parents in preparing for, responding to or recovering from a crisis. During a crisis situation, the District will provide updated information on the District's website home page, www.gilbertschools.net and by phone @ 480-497-3333.

Student Injuries

Even with the greatest precautions and the closest supervision, accidents can and do happen at school. Parents need to be aware of this and be prepared for possible medical expenses that may arise should their child be injured at school.

GPS does not provide medical insurance to automatically pay for medical expenses when students are injured at school. This is the responsibility of the parents or legal guardians. GPS does make student medical insurance available to families for individual purchase. Brochures outlining the coverage and premiums are available at the beginning of the school year in the school office.

School Lunch

The cafeteria serves breakfast, hot lunches, a la carte, and prepared salads and cold lunch choices for all students who wish to buy food at the school. Breakfast items are available before school. Breakfast combo meals cost \$1.50. Lunch combo meals cost \$2.65. Students may also bring their lunch from home.

Students who choose to purchase school meals may set up an account and pay online at: www.myschoolbucks.com or by giving the payment to their teacher or the cafeteria manager. They may also buy breakfast or lunch on a daily basis. The student I.D. card is the student's cafeteria meal card. Students cannot use another student's account to buy food. If this occurs the students may be disciplined. Cash and personal checks will be accepted at the register. Debit and credit card transactions can only be accepted online at www.myschoolbucks.com. Deposits online to cafeteria accounts may take about 24 hours to be recorded. Students are encouraged to give their lunch money to their teacher or the cafeteria manager in the morning so the money can be put into their account before lunch time.

GPS participates in a federally subsidized program, which offers free and reduced prices for breakfast and lunch to students who qualify based on family income. To apply online, please visit <https://www.schoollunchapp.com>. We encourage all qualifying families to participate in this program.

All students are asked to cooperate with the cafeteria staff by displaying good manners and keeping the dining area clean. No lunches may be consumed outside the designated area. No food or drink will be allowed within the halls and classrooms, unless prior arrangements have been made with the administration. At the discretion of the administration, backpacks and playground equipment are to be left in designated areas before buying food.

For information regarding the Gilbert Public Schools Nutrition Program, please visit www.gilbertschools.net and click on Parent Zone, then choose Nutrition Services from the categories listed or contact us at 480-497-3370.

Field Trips

- Educational field trips are designed to enhance instruction in a class.
- It is the philosophy of the District that all field trips meet its educational objectives.
- Prior to each trip, the teacher shall provide parents with information concerning the purpose and destination of the trip, date, and time of departure and estimated time of return.
- Parental permission slips must be signed by a parent and turned in to the teacher in charge before the trip takes place.

Lost and Found

GPS and its employees are not responsible for lost, damaged, stolen, or unclaimed property. It is recommended that all books and valuable items, such as calculators, purses, wallets, instruments, electronic devices, yearbooks, etc., be carried in a backpack. Lost and found items are kept in a designated area on campus. It is the responsibility of the student or parent to claim all personal items within 15 days.

Photographs and Videotaping Students

On occasion throughout the school year, photographs and/or videotapes may be made of your child for use in District publications, including the District website, and/or an outside media service. In addition, creative and authored works of your child may be displayed or shared with the public. If you do not wish your child to be photographed and/or videotaped or have student works displayed please contact the principal for an *Out of Photograph/Videotape Student and Use of Student Works form*.

Service Animals/Animals in Schools

- The District complies with state and federal laws and regulations regarding the use of service animals by individuals with disabilities. See Policies [IMG](#), [IMG-R](#), and [IMG-E](#).
- Animals that are not services animals may only be brought to school and the classroom for educational purposes if students have permission from the school administrator.
- Animals brought to school for educational purposes that are not services animals will not be transported in school buses.

Returned Check Policy

Your check is welcome at all schools in our school system. We recognize that occasionally a parent may inadvertently overdraw a checking account and a check may be returned by your bank. In order to recover these funds in a private and professional manner, we have contracted with Nexcheck, LLC, for collection of returned checks.

Nexcheck 2416 Green Springs Hwy. Birmingham, AL 35209

Telephone: 800-639-2435 Website: www.nexcheck.com

Each person writing a check should write the check on a commercially printed check with your name, address and one phone number on it.

When a check is written payable to “Gilbert Public Schools”, the check writer is giving authorization to electronically debit the check writer’s account in the event the check is unpaid and returned. The amount debited shall be the amount of the returned check plus a \$25 fee, as allowed by law.

State of Arizona Tax Credit for Public Schools

Taxpayers filing an Arizona Tax Return, have a unique opportunity to redirect a portion of state tax dollars they already pay, to public education. The credit allows an Arizona taxpayer to contribute up to \$200 per individual or \$400 per joint tax return to a public school. This is an excellent way to support your local school with dollars you would otherwise pay in income taxes.

If you are interested, please contact your school for additional information, or visit the Gilbert Public School website a www.gilbertschools.net. Credit card payments are accepted.

Child Abuse Reporting

GPS personnel must comply with Arizona’s mandatory child abuse reports statute. Arizona Revised Statute 13-3620 states, “Any person who reasonably believes that a minor is or has been the victim of physical injury, abuse, child abuse, a reportable offense or neglect that appears to have been inflicted on the minor by other than accidental means or that is not explained by the available medical history as being accidental in nature or who reasonably believes there has been a denial or deprivation of necessary medical treatment or surgical care or nourishment with the intent to cause or allow the death of an infant who is protected under section 36-2281 shall immediately report or cause reports to be made of this information to a peace officer or to the department of child safety, except if the report concerns a person who does not have care, custody or control of the minor, the report shall be made to a peace officer only.”

Health Information

- Health offices are staffed by health assistants and/or registered nurses. The health office deals with illness and accidents that occur at school. Parents are requested to notify the health office if a student has a health problem.
- For the protection of all students, please do not send your child to school when ill.
- Any student with a temperature of 101.0 degrees or more must not attend school. When a student is sent home from school with a fever, the student will not be allowed to return to school until the student is fever-free 24 hours without the aid of fever reducing medication. If your child is sent home with diarrhea or vomiting, he/she may return to school only if symptom free for a minimum of 24 hours.
- Parents are requested to keep students home if the following symptoms are present: nausea and vomiting, diarrhea, elevated temperature, yellow or green nasal discharge, red or inflamed eyes, cold symptoms, and skin rash unless it has been diagnosed by a physician as noninfectious, headache or other pain. If any of these symptoms occur while at school, the parent will be contacted and be required to take the student home.
- State law requires that students be excluded from school if they are suspected of having a communicable disease.
- Students who have had surgery or recent hospitalization should have a doctor's note to return the student to school and participate in PE. Contact the health office for further information.
- Repairs are not made on broken flip-flops shoes by the Health Office staff. Parents will be contacted to provide other footwear in those cases.

Screenings

Screenings for vision, hearing, and/or scoliosis are performed by the Health Services staff on scheduled grade levels during the school year. If you choose to not have your student screened please provide a statement in writing to your campus Health Office staff.

Immunizations

- No student will be allowed to enroll in school without submitting documentary proof of receipt of vaccinations as prescribed by A.R.S. 36-672 unless the student is exempted under A.R.S. 15-873. A student may be admitted if the student has received at least one dose of each of the required immunizations and has established a schedule for completion of required immunizations. See A.R.S. 15-872 for more information.

Medication

- Health office personnel may administer over-the-counter and prescription medication in the school setting in accordance with specific regulations from the Arizona State Board of Pharmacy and Governing Board Policy.
- **All medication must be brought to the health office by a parent and picked up from the health office by a parent, not by a student. No student may carry any medication on campus. The only exceptions would be in the case of inhalers and emergency epinephrine but ONLY with appropriate paperwork on file with the school nurse and a proper pharmacy label attached to medication pursuant to Policy [JLCD](#). Special clearance must be given prior to the student carrying medication on their person.**
- Medication must be in the original prescription container labeled by the pharmacist or in the original factory container with all warnings and directions intact. **Medications in envelopes, foil, or baggies will not be accepted or administered.** Only medications needed to treat an existing ailment are stored in the health office. District Policy does not allow for students to be given/administered prescribed narcotic containing medication. Please see District Policy [JLCD-R](#) for further information.
- The school must have written permission from the parent for the medication to be administered at school.
- Specific permission forms are available through the health office and found in Policy [JLCD-EC](#) and [JLCD-ED](#).
- If a student requires medication on a field trip, the procedures for taking medication on a field trip must be followed.

Emergency Cards:

- Parents must make arrangements for an adult to pick up a child who is ill. For your child's protection, please update your child's emergency card as soon as changes occur. In this way, we are assured that your child is safely released to the person(s) you designate.

Academic Services

Curriculum

GPS has designed curriculum based upon the Arizona Academic Standards , which identify specific objectives in the following subject areas: reading, written communication, social studies, mathematics, science, health, music, physical education, and art. Curriculum Guides, and the Curriculum Standards brochure for each grade are available at www.gilbertschools.net (click on the Parent Zone, then on Elementary Curriculum).

Neely Traditional Academy

Neely Traditional Academy offers a curriculum that may deviate from the regular elementary curriculum but is still aligned to the Arizona Academic Standards.

Assessment of Learning

It is the belief of the GPS that an open line of communication between home and school should be maintained to increase the likelihood of student growth and success. In order to ensure that students are being challenged academically, their performance is assessed continuously using a variety of measures:

- Students in kindergarten will be assessed quarterly in English language arts.
- Students in grades K through 3 will be assessed multiple times per year in reading using DIBELS.
- Students in grades 1 and 2 will be assessed twice per year in Science at the district level, and students in grades 3 through 6 will be assessed three time per year in Science.
- Students in grades 1 through 6 will be assessed three times per year (beginning, mid-, and end of year) in English language arts and mathematics at the district-level.
- Students in grades 3 through 6 will be assessed each spring in the areas of English language arts and mathematics at the state level.
- Students in grade 4 will be assessed each spring in Science at the state level.

Grades and Report Cards

- Parents have access to their child's grades via an online grade reporting system. Teachers update grades on a every other week basis. Parents are encouraged to check their child's progress regularly, through the parent portal or through an application for a smart phone.
- A report card's primary function is to communicate information to parents about their child's current achievement status in regard to learning objectives and standards in each curriculum area. Progress indicators or grades represent the degree of progress toward learning objectives rather than a comparison of achievement to other students.
- Grades and report card information can be found through the District website, [Infinite Campus Parent Portal](#) website link.

Parent Conferences

- Parent/teacher conferences are a time to talk about areas that are strengths for the student as well as the areas in which improvement is needed. The conference time allows parents and educators an opportunity to plan and work together so that the child can benefit the most from his or her educational experience. It will help the teacher if parents come to the conference prepared with a list of questions/comments/concerns regarding their child's progress. By doing this, the teacher can specially address areas of concern.
- Parents who would like to talk with their child's teacher during non-scheduled conference times should call to schedule a conference.
- Conference dates can be found on the District calendar.
- **Concerns are best addressed at school with the teacher and principal.**

Promotion and Retention

All students are promoted based upon successful completion of prescribed curriculum and adherence to the 90% District attendance policy. See GPS Policies [IKE](#).

The District standards that students must achieve in reading, written communication, and mathematics for promotion are identified in Arizona's Measurement of Educational Readiness to Inform Teaching (AzMERIT). In addition to these standards, test scores, grades, teacher-principal recommendations, attendance, 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. 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.

If a parent chooses not to accept a decision of the teacher, in accordance with A.R.S. 15-342(11), the parent may request in writing that the Governing Board review the teacher's decision. The Governing Board may review the teacher's decision and may decide to overrule that decision. 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 student's individualized education plan.

Pursuant to A.R.S. 15-701, a student may not be promoted to the fourth grade if the pupil falls into the bottom 3% of minimally proficient on the reading portion of AzMERIT or another reading assessment designated by Academic Services. A student may not be retained if data regarding the student's performance on the AzMERIT or a successor test is not available prior to the following academic year. If a student is not retained due to the unavailability of the test data and is later shown that the student's reading performance falls in the bottom 3% of Minimally Proficient, the student must receive intensive reading intervention during the student's fourth grade year. A student may be promoted if one of the following exemptions exist: (1) students who are English learners or limited English proficiency as defined in section 15-751 and has had fewer than two years of English language instruction; (2) a student with a disability if the IEP team and the parent agree that promotion is appropriate based on the student's IEP; (3) a student who is in the process of a special education referral or evaluation for placement in special education; or (4) a student who has been diagnosed as having a significant reading impairment, including dyslexia.

Classroom Teacher Assignment

GPS wants to provide the optimum learning environment for your child. Classroom teacher assignments are the responsibility of the principal.

Students with Disabilities

Special Education is available to students who are identified with a disability as indicated under the Individuals with Disabilities Education Act (IDEA) and require specially designed instruction. The Individualized Education Program (IEP) is a written program that outlines the special education services the student will receive. A continuum of services is available based on the needs of the student.

CHILD FIND

Child Find is a component of the IDEA. Child Find is the District's ongoing obligation to locate, identify, and evaluate all children with disabilities, aged birth through twenty-one (21), who are located within the District's geographical boundaries who are in need of early intervention or special education services.

- Early intervention support and services assist families of eligible children by providing children ages birth to three (3) years the supports and services to achieve desired outcomes related to the children's needs. In Arizona, early intervention services are provided through the Arizona Early Intervention Program (or AzEIP). Contact AzEIP at 602-532-9960 or complete an online referral at www.azdes.gov/azeip if you have a child 0-3 years of age that you suspect may have a disability. You may also contact the Special Education Preschool Office (480-497-3461) for further assistance.
- Contact Amanecer Developmental Preschool at 480-497-3461 if you have a child 3-5 years of age that you suspect may have a disability. Child Find screenings are provided for District preschoolers.
- Special education services for school-age children in Kindergarten through the age of 21 provide specialized instruction and services to assist children in the education environment. Contact your local school if you have a school age student that you suspect may have a disability.
- More information regarding the special education services that are available to students with disabilities can be found in GPS Board Policy [IHB](#) and its related Regulation and Exhibits.

STUDENTS WITH DISABILITIES COVERED BY SECTION 504

- Section 504 of the Rehabilitation Act is a civil rights statute that prohibits discrimination against students with disabilities in any of the District's programs or activities.
- A student is protected by Section 504 if he/she has or has had a physical or mental impairment that substantially limits a major life activity, has a record of such impairment or is regarded as disabled by others.
- The District will identify, evaluate, and provide a free appropriate public education to all qualifying students with disabilities under Section 504. The District will also ensure that no otherwise qualified individual with disabilities, shall solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any District program or activity.
- If you believe that your child has a disability that would qualify him or her for Section 504 protections, contact the Section 504 coordinator on your child's campus.
- More information about Section 504 can be found in Policy [IHBA](#) and its related Regulation and Exhibits.

Compliance Officer for Section 504

Director of Special Education 480-497-3300 ext 377

NON-DISCRIMINATION AND NON-RETALIATION

The District prohibits unlawful discrimination and harassment. The District will promptly investigate allegations of discrimination and discipline individuals involved in incidents of harassing or discriminatory conduct as violations of its Harassment and Equal Opportunities Policies.

The District prohibits unlawful retaliation against any individual on the basis that the individual opposed any act or practice that is unlawful under non-discrimination laws or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding or hearing relating to non-discrimination laws.

More information can be found in GPS Board Policy [JB](#) and its related Regulations and Exhibits. If you believe your child has been discriminated against or harassed, please contact the designated administrator at your child's school or the District's Compliance Officer at 480-497-3421.

Additional Programs for Students

Amanecer Developmental Preschool

Amanecer Developmental Preschool is a preschool program in which three-to-five year old preschoolers with and without special needs learn together. The curriculum is developmentally-appropriate, focusing on hands-on learning in all areas of development. Special needs students may enroll following a determination of their eligibility for special education services, and attend four days per week, at no cost to the parents. Typically, non-special need students pay tuition to participate and attend three or four days per week.

For additional information regarding enrollment, please visit at www.gilbertschools.net (click on Parent Zone, then Preschool and Early Childhood Programs) or call the District Preschool Office at 480-497-3461.

Gilbert Public Schools Community Education

Community Education offers programs and classes for all children preschool through high school including programs for before and after school and summer school. For tuition, information and registration for all programs go to www.gilbertschools.net and choose the Community Education link under Departments.

During the school year programs: VIK, Club Discovery, Kindergarten Prep and Kindercamp
Summer programs: Club Discovery, VIK Club, Kindercamp, and the Zone Summer Camps

VIK (Very Important Kids)

The VIK Club is Gilbert Public School's Before and After school child care program that is offered at 26 of the 27 elementary locations. VIK is licensed, safe, fun-filled extended learning program for children in kindergarten through 6th grade.

We are proud to offer enrichment opportunities that accomplish two major goals: reinforcing the excellent educational programming at Gilbert Public Schools and encouraging personal growth by cultivating life skills, strong relationships and a sense of self worth.

Kindergarten Prep

Kindergarten Prep is designed to give your child a jumpstart on becoming a prepared and eager learner ready for the rigors of Kindergarten! Due to the length of the sessions, and amount of days per week, a four year old child that is ready to focus and sit a little longer than average, is a student that would be the most successful. Kindergarten Prep teachings are aligned with the Arizona Department of Education Early Learning Standards, and supplemented with Handwriting Without Tears.

For more information and to register, please visit www.gilbertschools.net (click on Parent Zone, then Preschool and Early Childhood Programs) or call 480-497-3461.

Kindergarten Camp (Building Blocks)

GPS Community Education to offers Kindercamp, a full day preschool program. A focus on building a foundation for academic success, the Kindergarten Camp (Building Blocks) programs provide an extraordinary opportunity for 3, 4, and young 5 year olds to get a jump start on learning and developing a love for school. The curriculum uses a thematic based approach, introducing letters and numbers each week. The students engage, discover, and experience what it means to be a student in GPS.

Kindercamp 3's

This program is the first block in building a foundation of academic success. Students will engage in a specifically designed curriculum based program. Utilizing circle time, students will be introduced to letters, numbers, colors, days of the week, months, and weather. Using the small group setting, 3 year olds will complete four learning center in art, science, cooking, writing, and fine motor skills before attending recess, lunch and rest time. After rest time, students will engage in four more centers before concluding the school day with snack time and entering into structured based play with a focus on socialization.

Kindercamp 4's

In this second building block for academic success, 4 and young 5 year olds will continue where the 3 year olds left off. Ramping up the curriculum, students continue to master letters, numbers, colors, calendar, writing names, addresses, phone numbers, and begin preparation for reading readiness. Socialization and building friendships will also continue during the before and after school day schedule. Upon completion of the Kindercamp Program, students will have the foundation in place to enter Kindergarten with the tools, experiences, and passion for learning to have academic success now and well into the future.

For tuition cost and additional information please go to www.gilbertschools.net (click on Parent Zone, then Early Childhood Ed)

Accelerated Learning Program (ALP)

Gifted services for Kindergarten through sixth grade students include ALP pullout, the Gifted Cluster Model and Self-contained Gifted.

ALP Pullout

ALP pullout is an enriched and accelerated program to service the needs of academically gifted students. It provides pullout classes in math and ELA at 15 elementary campuses. ALP pullout is designed for gifted students to incorporate both cognitive and affective gifted strategies with full inclusion of the state standards. The pace of instruction is quick, with discussions probing for breadth and depth as well as precision and clarity. Students are encouraged to problem solve, think critically and creatively so learners can reach their potential for achievement

The Gifted Cluster Model

The gifted cluster is a model in which several students with similar exceptional learning needs are placed in the same mixed-ability classrooms. One or two teachers per grade level have a group of gifted students in their classrooms, and those teachers are responsible for providing appropriate differentiation opportunities for their gifted students. Each school is assigned a gifted coach to assist the cluster teachers with training, planning, and resources.

Self-contained Gifted Program, 4th, 5th and 6th Grade

The Self-contained Gifted Program provides an all-day differentiated learning experience addressing the individual needs of highly gifted students. Students will be with other highly gifted peers for all core content areas (math, reading, writing, social studies and science). They will participate in special area instruction and are included in all grade level activities, field trips and lunch.

The Self-contained Gifted Program currently has a 4th, 5th, and 6th grade classroom at Towne Meadows Elementary School.

Qualifications for all Gifted Program:

Scores (on a state-approved gifted test) of 97+ in two of the three areas: verbal, quantitative, and/or nonverbal area(s), with the third score being 85 or higher or an IQ score of 130+

Highlights of Self-Contained Gifted Program:

- Project-based
- Problem-based
- STEM
- Lego Robotics
- Socratic Questioning
- Social Emotional Curriculum
- Cross-curricular
- Technology based
- Enrichment and Acceleration
- Language Arts (instruction is offered using College of William & Mary curriculum from the Center For Gifted Education and Michael Clay Thompson)

Referral for gifted evaluation can be made by parents and/or classroom teachers. Students are identified for gifted services by achieving at a certain level on the Cognitive Abilities Test. For further information regarding ALP/Gifted, please view the Gifted Education website at <http://www.gilbertschools.net> (click on Parent Zone and Gifted Education) or contact Educational Services at 480-497-3347.

English Language Learning Program (E.L.L.)

The English Language Learning Program serves children who need assistance in learning English. Arizona law requires that children with a home language other than English be assessed for proficiency in oral language, reading comprehension, and written communication. Following parent notification, students who are identified as limited English proficient may receive various forms of instructional support in English acquisition. For more information, please contact your campus.

Dual Language Program

Gilbert Elementary School offers parents the unique opportunity to enroll their children in a dual language program in Kindergarten through 5th Grade. This program allows students the advantage of learning their grade level content in two languages, English and Spanish. The focus of the program is to develop culturally responsive, active learners who are intellectually challenged and engaged.

Program Structure:

Participants in this program include both English native speakers and Spanish native speakers. The goal is for all students to learn both languages with native-like fluency. Instruction is presented 50% of the time in English and 50% of the time in Spanish.

Students in Kindergarten and 1st Grade do a morning and afternoon language rotation with an English and Spanish teacher. They begin with one language in the morning and switch to the second language in the afternoon. The next day, they begin the day with the second language and switch back to the first language in the afternoon and so forth.

Students in 2nd through 5th Grades have one teacher who teaches both languages.

Program Goals:

- Cognitive - DL students will perform as well or better than their non-DL peers on English and Math standardized tests.
- Cultural Competence - DL students will gain a deeper awareness and appreciation for other cultures and people.
- Linguistic - DL students will develop high levels of proficiency in a 2nd language (listening, speaking, reading and writing)
- Economic Access - DL students will be prepared for full participation in the global economy

For more information on the Dual Language Program, please contact Gilbert Elementary School at (480) 892-8624

Student Code of Conduct

Behavior Philosophy

- Good conduct in the school is of primary importance to both school staff members and parents. The maintenance of orderly conduct of students is necessary in every school situation to ensure health and safety of all and to maximize learning.
- The District's fundamental philosophical basis of good conduct is that students are responsible for their own actions and are expected to show respect and consideration for the rights of others. These expectations are the basis upon which our conduct codes are formulated.
- Arizona law authorizes school employees to act "in loco parentis" (in place of parents). Therefore, all students are subject to the authority of all faculty and staff members during the regular school day and while attending any school function. The regular school day includes the time of travel to and from the student's residence. Any student who is insubordinate or disrespectful to any faculty or staff member or who violates generally accepted rules of good citizenship and behavior will be referred to the office. **Students must comply with reasonable requests made by faculty, staff and administration.**
- Students who do not adhere to appropriate behavior are subject to both District and school discipline policies.

Scope of the District's Authority

Policies and regulations pertaining to student code of conduct are extended to include, but not limited to:

- District property
- School campuses
- Going to and from school
- At or near school bus stops and in District vehicles
- Off campus during the normal school day, including release periods
- At school events, whether held on or off campus
- Any other circumstances where the District may lawfully exercise jurisdiction over student conduct.

Discipline Procedures

The Governing Board is authorized to discipline students, and impose suspensions or expulsions upon students who engage in conduct that interferes with the District's responsibility to educate students. For further information, please refer to Policy [JKD](#) at www.gilbertschools.net.

To ensure fairness, a student whose conduct may warrant suspension or expulsion shall be provided with appropriate due process. Appropriate due process shall include notice and an opportunity to be heard. The particular form of due process required shall depend upon the gravity of the situation and the type of discipline invoked. Unless an emergency situation exists, due process shall be provided prior to the imposition of a suspension or expulsion.

School Officials are not required to initiate or complete due process procedures prior to notifying law enforcement officers. If law enforcement officers are notified, parents will be contacted by administration, unless the police direct otherwise. **Any action taken by law enforcement officers will be separate from disciplinary action taken by the District.**

It is the responsibility of the school administration to make an effort to act on behalf of parents in their absence with respect to interrogations by law enforcement officials, except in cases of suspected child abuse/neglect or as otherwise limited by order of law enforcement officials.

If a law enforcement officer requests to interview a student, the school administrator shall be notified and an attempt will be made to contact the student's parent(s). If the interview is held at the school, a school administrator will be present unless the law enforcement officer does not want the school administrator to be present. In these cases, the law enforcement officer should complete the Form for Signature of Interviewing Authority. If the parent(s) cannot be reached, the law enforcement officer will be requested to contact the parent(s) following the interview.

For more information please refer to GPS Policy [JIH](#).

There may be times when a law enforcement officer or a CPS caseworker does not want the school administrator to contact the parent. In these cases, the law enforcement officer or CPS caseworker should complete the Form for Signature of Interviewing Authority. In all other cases, a parent, with the law enforcement officer's permission, may be present during the interview except when interviews are conducted by a Child Protective Services' worker pursuant to ARS 8-224 and 8-546.01. See Policy [JIH](#). If a student is taken into custody (arrested), the arresting officer shall be requested to notify the student's parents. The arresting officer will be asked to complete and sign a "Form for Signature of Arresting Officer." School personnel shall make every reasonable effort to make sure parents have been notified that a student has been taken into custody. The personnel of the District shall cooperate fully with the police.

Short-Term Suspension

Short-term suspension means the temporary withdrawal of the privilege of attending school and school-related events in the District for a period of ten consecutive school days or less. There is no right to appeal a short-term suspension. A school administrator has the authority to suspend a student for ten school days or less.

Long-Term Suspension

Long-term suspension means the temporary withdrawal of the privilege of attending school and school-related functions in the District for a period of 11 consecutive school days or more. The Superintendent, District Hearing Officer or Governing Board has the authority to impose a long-term suspension following appropriate due process.

Expulsion

Expulsion means the permanent withdrawal of the privilege of attending a school or any function in the District unless the Governing Board reinstates the privilege. Only the Governing Board can expel a student.

Search and Seizure of Student Property

School personnel may lawfully conduct searches and seize related property when they have reasonable grounds to believe that the search will reveal a violation of school rules or produce evidence of unlawful activity. Items provided by the District for storage (e.g., lockers, desks) of personal items are provided as a courtesy to the student, but remain the property of the school and are subject to its control and supervision. Therefore, students have no reasonable expectation of privacy in relation to those items. Furthermore, lockers, desks, storage areas, backpacks, vehicles, etc. may be inspected at any time without notice by school personnel. Searches conducted by school personnel shall be reasonable in scope and related to the objective of the search. If a search is conducted, it shall be confined to outer clothing, purses, book bags, electronic devices, including cell phones, and the information contained therein, etc. Any other body search is inappropriate in the school settings. See policy [JIH](#) for more information.

Discipline Policies Students Must Follow

GPS Students are responsible for following all policies and regulations related to proper behavior.

The following policies and regulations are of particular importance and are outlined below. For more specifics and complete details associated with all policies and regulations, please visit: www.gilbertschools.net

Information on specific policies and regulations:

- Policy [IJNDB](#) and Regulation [IJNDB-R](#) **(Use of technology)**

Those who access the District's electronic information services (EIS) are required to sign an EIS Agreement or, under certain conditions, accept the Terms of Use prior to accessing EIS. While accessing the District's EIS, users are expected to respect and protect the rights of other users in the community and on the Internet. Users are expected to act in a responsible, ethical, and legal manner.

Users shall act in accordance with this policy, its accompanying administrative procedure and agreements, as well as all applicable state and federal laws. Use of EIS is a privilege, not a right. Those who abuse this privilege may be denied access to EIS and may be subject to other appropriate disciplinary or legal action.

- Policy [JB](#) and Regulation [JB-R](#) **(Discrimination and Harassment)**

The District recognizes its responsibility and is committed to maintaining an educational environment for its students that is free from unlawful discrimination and harassment. Students are entitled to participate fully in the educational opportunities offered by the District and shall not be excluded from such participation, denied the benefits of, or otherwise be subjected to discrimination or harassment in any District program or activity on the basis of race, color, ethnicity, national origin, sex, disability or religion. The District's prohibition of discrimination and harassment encompasses all discriminatory and harassing conduct, regardless of the severity of pervasiveness. The District will discipline individuals involved in incidents of harassing or discriminatory conduct as violations of its Harassment and Equal Opportunities policies.

Any person who believes he/she has been the subject of or is a witness to discrimination or harassment shall immediately notify any teacher, counselor, school nurse, school administrator or any other District employee (e.g., bus driver, security officers, food service employees) of the belief. Complaints that cannot be reported immediately should be reported within 30 calendar days of the incident.

- Policy [JE](#) and Regulation [JE-R](#) **(Student Attendance)**

Since consistent attendance is essential to academic success, students must attend school regularly, arrive on time, and not leave during the school day for unnecessary business. State law charges the parent with the responsibility for the student's consistent school attendance. A student must be in attendance a minimum of 90 percent of each semester. Excessive absences may result in the withholding of credit for grades seven through twelve, and withholding of promotion for grades one through six. An absence is defined as all or part of a school day, excused or unexcused. An excused absence is one in which the parent has notified the school within 24 hours of the student's absence and the school administrator has approved the absence. When a parent knows that the student will be absent for more than one day, one phone call to the school will be sufficient. School administrators may require verification of an absence due to illness or injuries.

- Policy [JIC](#), and Regulations [JIC-RA](#), and [JIC-RB](#) **(Student Conduct)**

Students in school buildings, on school grounds, using District property for any purpose, or attending a District-sanctioned event shall not engage in improper behavior including, but not limited to, the following:

- Any conduct intended to obstruct, disrupt or interfere with the educational process.
- Physical/verbal abuse or threat of harm to any person.
- Damage to property.
- Unauthorized entry or use of District facilities.
- Unlawful use, possession, distribution or sale of tobacco, alcohol or drugs, or other illegal contraband.
- Conduct or speech that violates commonly accepted standards of the District and that, under the circumstances, has no redeeming social value; e.g., profanity or vulgarity.
- Defiance of authority involving failure to comply with the directions from District employees or law enforcement officers acting in performance of their duties.
- Defiance of authority involving failure to identify themselves to officials or law enforcement officers when requested to do so.
- Carrying or possessing a weapon or dangerous instrument.

The District reserves the right to take disciplinary measures including, but not limited to, reprimand, detention, suspension or expulsion against students who violate student conduct as defined by this policy.

- Policy [JICA](#) (**Dress Code**)

School administrators will make the final decision regarding the appropriateness of any student's appearance in compliance with Policy JICA. To create the safest possible environment for students and to guarantee that the students' focus is to receive a quality education, GPS finds it necessary to outline expectations regarding student dress code. Questions regarding clothing/appearance issues should be directed to the school administrator.

- Policy [JICC](#), [JICC-EA](#), and Regulation [JICC-R](#) (**Conduct on District Vehicles**)

Students who ride the bus are subject to policies and regulations designed to provide safe transportation. Any behavior that distracts the driver is considered a serious hazard to the safe operation of the bus and jeopardizes the safety of all passengers, the driver and others. Riding the bus is a privilege, not a right, and the consequences of misconduct could result in the student being denied transportation. Suspension of bus privileges does not negate state mandated attendance requirements.

- Policy [JICF](#) (**Negative School Group/Gang Activity**)

Student groups that initiate, advocate, or promote activities that threaten the safety or well-being of persons or property in the school community, or that disrupt the school environment, are harmful to the educational process. The use of hand signals, graffiti, clothing or any representation that indicates or implies membership or affiliation with a group presents a clear and present danger to the educational process. This affiliation is contrary to the school environment and educational objectives and creates an atmosphere where unlawful acts or violations of school policies may occur.

- Policy [JICFA](#) and Regulation [JICFA-R](#) (**Hazing**)

"Hazing" means any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student, and in which both of the following apply:

- The act was committed in connection with an initiation into, an affiliation with, or the maintenance of membership in any organization that is affiliated with an educational institution.
- The act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation.
- "Organization" means an athletic team, association, order, society, corps, cooperative, club, or similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.

- Policy [JICFB](#) and Regulation [JICFB-R](#) (**Bullying**)

Bullying is the repeated act of intentionally inflicting physical harm and/or psychological distress on others (to include, but not limited to, fear, anxiety, psychological and emotional harm). Intimidation is intentional behavior which causes fear of injury or harm.

Gilbert Public Schools is committed to providing all students with a safe school environment where everyone is treated with respect. Students have a right to be free from any form of bullying and intimidation (including cyber bullying). A student who believes he/she has been the subject of, or is a witness to, bullying or intimidation should immediately notify any district employee. See Policy [JIC-EG](#) for Bullying, Intimidation, Discrimination, Harassment, and Hazing Notification Posting.

- Policy [JICG](#) and Regulation [JICG-R](#) (**Tobacco Use By Students**)

Students are prohibited from possessing, using, distributing or selling tobacco, tobacco substitutes, electronic cigarettes, or other chemical inhalation devices or vapor products in any form while on school premises or at any school-sponsored function.

- Policy [JICH](#) and Regulation [JICH-R](#) (**Drug and Alcohol Use By Students**)

The nonmedical use, possession, sale, or distribution of drugs, being under the influence of drugs or possession of drug paraphernalia is prohibited. Nonmedical is defined as "a purpose other than the prevention, treatment, or cure of a diagnosed medical condition" consistent with accepted practices of the medical profession.

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

- Controlled substances prohibited by law
 - Alcoholic beverages
 - Substance used to alter a psychological or physiological state
 - Prescription or over-the-counter medication, except those for which permission to use in school has been granted pursuant to Board policy and regulation [JLCD](#) and [JLCD-R](#), *Administering Medicines to Students*
 - Hallucinogenic substances
 - Inhalant
-
- Policy [JICI](#) (**Weapons in School**)

Students are prohibited from carrying, possessing, using or threatening to use a weapon, simulated weapon, or dangerous device on school premises.

Notification

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

Every homeless student shall have access to the same educational opportunities as students who are not homeless. The Superintendent has designated a liaison for homeless students to carry out duties per the McKinney-Vento Homeless Assistance Act. A student identified as homeless has the following rights: immediate enrollment, school selection, the opportunity to remain enrolled in their school of origin, participation in programs for which they are eligible, transportation assistance and dispute resolution.

For homeless status qualification or more information, refer to: <http://www.azed.gov/homeless/>, GPS Board Policy **JFABD** and its Regulation and Exhibits, or contact the GPS homeless student liaison, at (480) 276-2799 or your school counselor, social worker or the Administrative Services Department.

PROHIBITED DISCRIMINATION AND HARASSMENT AND NON-RETALIATION

The District recognizes its responsibility and is committed to maintaining an educational environment for its students that is free from unlawful discrimination and harassment. Students are entitled to participate fully in the educational opportunities offered by the District and shall not be excluded from such participation, denied the benefits of, or otherwise be subjected to discrimination or harassment in any District program or activity on the basis of race, color, ethnicity, national origin, sex, gender, sexual orientation, disability or religion. See More information can be found in GPS Board Policy **JB** and its Regulations and Exhibits, as well as Policies JBA (Nondiscrimination/Anti Harassment Equal Educational Opportunity Race/Color/National Origin/Cultural/Ethnicity), Policy JBC (Nondiscrimination/Anti-Harassment Equal Educational Opportunity Sexual Discrimination/Harassment, Policy JBC (Nondiscrimination/Anti-Harassment Equal Educational Opportunity Disability, and Policy JBD (Nondiscrimination/Anti-Harassment Equal Educational Opportunity Religion).

If you believe your child has been subjected to unlawful discrimination or harassment please contact the designated administrator at your child's school or the District's Compliance Officer at 480-497-3421.

Asbestos Hazard Emergency Response Act

The District has developed an Asbestos Management Plan in accordance to regulations established in the Asbestos Hazard Emergency Response Act (AHERA). A copy of this plan, which is located in the main office of each site, gives information regarding inspections and any response actions taken or planned regarding asbestos in the schools. All plans are to remain in the designated locations but are available for public review. Any individual and/or organization requiring further information about the Asbestos Management Plan should contact the District's Operations Department.

Annual Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) –

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

Receive notice and an opportunity to opt a student out of –

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

Inspect, upon request and before administration or use –

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

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and will be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

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

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

ANNUAL NOTIFICATION OF (A.R.S.) §15-117- SURVEYS; PARENTAL PERMISSION AND INFORMED CONSENT

At the beginning of every school year, the District will comply with all statutes pertaining to surveys including the requirement that the District shall obtain written informed consent from the parent of a student or a student who is at least eighteen years of age, before administering any survey that is retained by the District or the Department of Education for longer than one (1) year and that solicits personal information about the student regarding any of the following which are listed in A.R.S. 15-117.

1. Critical appraisals of another person with whom a pupil has a close relationship.
2. Gun or ammunition ownership.
3. Illegal, antisocial or self-incriminating behavior.
4. Income or other financial information.
5. Legally recognized privileged or analogous relationships, such as relationships with a lawyer, physician or member of the clergy.
6. Medical history or medical information.
7. Mental health history or mental health information.
8. Political affiliations, opinions or beliefs.
9. Pupil biometric information.
10. The quality of home interpersonal relationships.
11. Religious practices, affiliations or beliefs.
12. Self-sufficiency as it pertains to emergency, disaster and essential services interruption planning.
13. Sexual behavior or attitudes.
14. Voting history.

A parent of a student or a student who is eighteen years of age, may at any time revoke consent for the student to participate in any survey. A teacher or other school employee may not administer a survey pursuant A.R.S. 15-117 (A) without written authorization from the District.

If a parent of a student or a student who is at least eighteen years of age has reasonable belief that the District has violated this section may file a complaint with the Attorney General or the Maricopa County Attorney.

Annual Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records.

These rights are:

1. The right to inspect and review the student's education records within a reasonable time and no more than 45 days after the day the District receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal a written request that identifies the records they wish to inspect. The school official will arrange for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the District to amend their child's or their education record should write the

school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. After the hearing, if the District still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

3. The right to provide written consent before the District discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Gilbert Public Schools to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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

See the list below of the disclosures that elementary and secondary schools may make without consent.

See the list below of the disclosures that elementary and secondary schools may make without consent.

- FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –
- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(I) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorize representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with

Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9)) The parent or eligible student must be notified of judicial order or subpoena in advance of compliance except when a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of that proceeding. (20 U.S.C. § 1232g (b)(2)(B)).
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

ANNUAL NOTICE FOR DIRECTORY INFORMATION-FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

FERPA, requires that the District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information (PII) from your child's education records. However, the District may disclose appropriately designated "directory information" without written consent, unless you have advised the District Gilbert Public Schools to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the District to include information from your child's education records in certain school publications. Examples include, but are not limited to the following:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).

The District has designated the following information as directory information:

- The student's name.
- The names of the student's parents.
- The student's address.
- The student's date of birth.
- The student's class designation (i.e., 1st grade, 8th grade, etc.).
- The student's extracurricular participation.
- The student's achievement awards or honors.
- The student's weight and height if a member of an athletic team.
- The student's photograph.
- The school or school district the student attended before enrollment in the District.

If you do not want the District to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing. GPS Board Policy JR-EB provides the required form to refuse consent to release any or all of your student's directory information.

Gilbert Public Schools



2017-2018

Secondary Student Handbook



Mission: Ensure exemplary education that inspires excellence and success within every learner.

Vision: World-Class Teachers • World-Class Education • World-Class Graduates

Notice of Nondiscrimination

Gilbert Public Schools does not discriminate on the basis of race, color, ethnicity, national origin, religion, sex or gender, sexual orientation, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the nondiscrimination policies:

Compliance Officer for Title IX

Director of Athletics 480-497-3300, ext. 363

Compliance Officer for Section 504

Director of Special Education 480-497-3300, ext. 377

District Compliance Officer

Dr. Jim Lockwood 480-497-3421

Aviso de no discriminación

Las Escuelas Públicas de Gilbert no discriminan basándose en la raza, color, etnia, origen nacional, religión, sexo o género, orientación sexual, discapacidad o edad en sus programas y actividades, y proporcionan acceso en condiciones de igualdad a los Boy Scouts y otros grupos de jóvenes. Las siguientes personas han sido designadas para tratar preguntas en cuanto a las políticas de no discriminación:

Funcionario de Cumplimiento de Título IX

Director de Deportes/Atletismo 4804973300, ext. 363

Funcionario de Cumplimiento para la Sección 504

Directora de Educación Especial 4804973300, ext. 377

Oficial de Cumplimiento del Distrito

Dr. Jim Lockwood 480-497-3421

A Spanish version of the Student Handbook is available upon request at your school and on the District's website.

Una versión del Manual del Estudiante está disponible en español a petición en su escuela y en la página web del Distrito.



Welcome Letter from the Executive Director of Secondary Education

Dear Parent/Guardian,

Welcome to Gilbert Public Schools!

We are excited that you have selected our District as the school choice for your children. Our goal is to provide you and your family with the best educational experience possible and work together to ensure a safe, healthy, and engaging learning environment.

We have created this Student Handbook in order to provide valuable information that will assist you in your educational journey this year. We want to partner with you in creating a safe and exciting place to learn and grow, and have set high behavioral expectations for all our students to follow. Please read and discuss this Student Handbook with your child and return the “Awareness Contract” to your child’s school. By completing this contract, we know that you and your child understand what is expected, so that time can be spent at school focused on teaching and learning.

Please visit our District website, www.gilbertschools.net for additional information.

The start of the school year is an exciting opportunity for all of us to work together. We look forward to a fantastic year!

Sincerely,

Marcie Taylor
Executive Director of Secondary Education

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**AWARENESS CONTRACT
AND
STUDENT CONDUCT POLICIES FOR THE GILBERT PUBLIC SCHOOLS (GPS)
2017-2018**

This “Awareness Contract” has been created in order to increase the safety and well-being of all students in the GPS. It confirms that all students and parents/guardians have received information regarding behavioral expectations (Student Handbook) as well as knowledge of access to all related policies via the GPS Website.

All Governing Board Policies and Administrative Regulations and the Student Handbook may be accessed at: www.gilbertschools.net Policies specific to “students” are primarily located in Sections I and J of the GPS Policy Manual. An “Awareness Video” is also located at each school website which further outlines student behavioral expectations.

The Student Handbook contains required disclosure of information and highlights many other important components of being a successful student in our schools. Please pay particular attention to the following policies and regulations:

- Policy [IJNDB](#), [IJNDB-R](#) and [IJNDB-EA](#) regarding use of technology resources and the Student Acceptable Use Agreement
- Policy [JB](#) and [JB-R](#) regarding discrimination and harassment
- Policy [JE](#) and [JE-R](#) regarding student attendance
- Policy [JIC](#), [JIC-RA](#), and [JIC-RB](#) regarding student conduct
- Policy [JICA](#) regarding student dress
- Policy [JICC](#), [JICC-EA](#), and [JICC-R](#) regarding student conduct on District vehicles
- Policy [JICF](#) regarding negative student group or gang affiliation
- Policy [JICFA](#) and [JICFA-R](#) regarding hazing
- Policy [JICFB](#) and [JICFB-R](#) regarding bullying
- Policy [JICG](#) and [JICG-R](#) regarding tobacco use by students
- Policy [JICH](#) and [JICH-R](#) regarding drug/alcohol use by students
- Policy [JICI](#) regarding dangerous instruments and deadly weapons in school
- Policy [JKD](#) regarding student suspension/expulsion/due-process rights

By your signatures below, you are affirming that:

- You are aware of and will abide by GPS Policies and Regulations related to appropriate student behavior and expectations.
- You are in receipt of and/or have been notified of electronic access to the [GPS Student Handbook](#). The Handbook can be accessed at www.gilbertschools.net via each of the school’s websites.
- You will abide by the [GPS Use of Technology Resources Student Acceptable Use Agreement \(IJNDB-EA\)](#)
- If the student is found in violation of GPS Policies, he/she may be disciplined, which could include being suspended or expelled from school.
- If further clarification is needed, you should contact the school principal.

Student Printed Name _____ I.D. # _____

Student Signature _____ Date _____

Grade _____

Parent Printed Name _____ Date _____

Parent/Legal Guardian Signature _____

Gilbert Public Schools 2017-18 Calendar

JULY 2017						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST 2017						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		22

SEPTEMBER 2017						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
						20

OCTOBER 2017						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
						15

NOVEMBER 2017						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		18

DECEMBER 2017						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						15

4	Fourth of July (Holiday)
31	Convocation / PD
AUGUST 2017	
1	PD / Teacher Prep
2	First Day of School
9,16,23,30	Early Release (1 hour)

SEPTEMBER 2017	
4	Labor Day (Holiday)
6,13,20,27	Early Release (1 hour)
OCTOBER 2017	
6	Grading Day / Early Release K-12
9 - 17	Fall Break (No School for Students)
17	Professional Development for All Staff
18	School Resumes
26,27	Parent Teacher Conferences (K-8)/Early Release K-8
25	Early Release (1 hour)

NOVEMBER 2017	
10	Veteran's Day Observed (Holiday)
22 - 24	Thanksgiving (Holiday)
1,8,15,29	Early Release (1 hour)
DECEMBER 2017	
21	End of Semester & Early Release K-12
22 - 31	Winter Break (No School)
6,13	Early Release (1 hour)

JANUARY 2018	
1	New Year's Day
2 - 5	Winter Break (No School)
8	School Resumes
15	Martin Luther King Day (Holiday)
10,17,24,31	Early Release (1 hour)

FEBRUARY 2018	
19	President's Day (Holiday)
7,14,21,28	Early Release (1 hour)

MARCH 2018	
9	Grading Day / Early Release K-12
12 - 16	Spring Break (No School)
19	School Resumes
30	Spring Holiday (No School)
21,28	Early Release (1 hour)

APRIL 2018	
4,11,18,25	Early Release (1 hour)

MAY 2018	
23	Last Day for Students & Early Release K-12
24	Last Day for Teachers
28	Memorial Day (Holiday for Staff)
2,9,16	Early Release (1 hour)

1st Semester	90 Days
2nd Semester	90 Days
Total	180 Days

JANUARY 2018						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

17

FEBRUARY 2018						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			19

MARCH 2018						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						16

APRIL 2018						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
						21

MAY 2018						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		17

JUNE 2018						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Approved 8/25/2015

Secondary School Information

HIGH SCHOOLS:

[Campo Verde High](#)

3870 Quartz St. Gilbert, AZ 85297
Mr. Mike De La Torre, Principal (480) 545-3100

[Desert Ridge High](#)

10045 E. Madero Ave. Mesa, AZ 85209
Mr. Mike Deignan (480) 984-8947

[Gilbert High](#)

1101 E. Elliot Rd. Gilbert, AZ 85234
Mr. Christopher Stroud, Principal (480) 497-0177

[Highland High](#)

4301 E. Guadalupe Rd. Gilbert, AZ 85234
Ms. Melinda Murphy, Principal (480) 813-0051

[Mesquite High](#)

500 S. McQueen Rd. Gilbert, AZ 85233
Mr. Ken Fetter, Principal (480) 632-4750

JUNIOR HIGH SCHOOLS:

[Desert Ridge Junior High](#)

10211 E. Madero Ave. Mesa, AZ 85209
Ms. Jean Woods, Principal (480) 635-2025

[Greenfield Junior High](#)

101 S. Greenfield Rd. Gilbert, AZ 85296
Brian Yee, Principal (480) 813-1770

[Highland Junior High](#)

6915 E. Guadalupe Rd. Mesa, AZ 85212
Ms. Lisa Creaser, Principal (480) 632-4739

ALTERNATIVE EDUCATION:

[Canyon Valley School](#)

7007 E. Guadalupe Rd. Mesa, AZ 85212
Mr. Chad Fitzgerald, Principal (480) 507-0519

ACADEMIES:

[Gilbert Classical Academy](#)

1016 N. Burk St. Gilbert, AZ. 85234
Mr. Dan Hood, Principal (480) 497-4034

[Global Academy](#)

500 S. McQueen Rd. Gilbert, AZ 85233
An office is also at each traditional Jr/High School
Peter Bartanen, Coordinator (480) 507-1476

[Mesquite Junior High](#)

130 W. Mesquite St. Gilbert, AZ
Mr. Dan Johnson, Principal (480) 926-1433

[South Valley Junior High](#)

2034 S. Lindsay Rd. Gilbert, AZ 85295
Mr. Tim Cannon, Principal (480) 855-0015

Other Important Contact Information

Dr. Suzanne Zentner, Interim Superintendent (480) 497-3342
Ms. Marcie Taylor-Executive-Director of Secondary (480) 497-3344

Getting To and From School

District Policy [JIC-RA](#) speaks of student conduct before, after and during school.

Closed Campus

Per GPS Policy IP, all GPS schools are closed campuses. Students are to remain on campus during the school day, including lunch, unless they are signed out by a parent/guardian in person or have approved release time. Students found to have been off campus during school hours may be subject to a search by school personnel.

Student Arrival and Departure

Students are not to be at school until prior to 30 minutes before the start of the school day, unless they are participating in a school sponsored program. They are also to return home immediately after the school day unless they are participating in a school sponsored activity. For safety reasons, Gilbert Public Schools recommends that your student travel in groups when walking or biking to school.

Release Time

For specific reasons, students may be granted release time by the school administration. Typically, release time is granted only to seniors for attendance at college, work, or other indicated needs and those students who are enrolled in the GPS Online Learning Program. Any student may be granted release time for off-campus religious instruction per GPS Policy [JHCB](#). All release time requests require the completion of a Consent of Release Time including a parent's signature. During release time, students are subject to discipline under the scope of the school's authority ([JIC-Student Conduct](#)). ***Students on release time MAY NOT loiter on campus and are to leave immediately following their final class of the day. Student abuse of this benefit will result in loss of release time privileges.***

Skateboards, Rollerblades, Scooters, Bicycles

Students may use the above listed modes of transportation to ride to school. Motorized devices/scooters or hoverboards are **not** allowed. Once at school, these items are either to be stored by the student or placed in a designated place (bike racks). Students are not to use any of the above items on the school campus, except with the permission of the school administration. Other forms of transportation need to have prior administrative approval.

Student Drop Off and Pick Up

- Parents should drop off and pick up their children in the designated area on the campus.
- Vehicles must not block driveways, student crosswalks, or parking places.
- Parents should be orderly and mannerly when dropping off and picking up their children.

Bus Transportation

- Transportation provided by the District is a privilege. Inappropriate conduct at bus stops, on district vehicles, or in the process of boarding or exiting from a vehicle may result in student disciplinary action including, but not limited to denial of transportation privileges. See GPS Policies [JICC](#), [JICC-EA](#), and [JICC-R](#) for further information.
- GPS provides bus transportation for students in grades 7 and 8 who live one mile or more from school. Bus transportation is provided for students in grades 9-12 who live 1.5 miles or more from school. Students with disabilities, if indicated in their respective Individual Education Program (IEP), will be provided transportation.
- Drivers are not permitted to drop students at any stop other than the regularly assigned stop unless the principal has given written approval. Students are not allowed without a written request from a parent and approval from the principal or principal designee approval to ride a bus other than their assigned bus. The school needs a note of the alternative form of transportation with a parent signature. Most buses cannot accommodate additional riders.
- It is expected that students attend field trips and athletic events with their team/group using transportation provided by GPS. Exceptions to this rule must receive prior approval from school administration.

High School Parking

Parking is a privilege, not a right. Students who drive vehicles to school, park at their own risk and must understand that neither the school nor the District can be held responsible for the vehicle or its contents. In order to park on campus, a student must purchase a parking permit in the bookstore for \$60 (\$30 per semester). Parking privileges will be revoked for violations of the parking guidelines. Replacements for lost or stolen permits are available in the bookstore for a fee of \$30 per semester. Refunded fees are by semester only and are not prorated. To receive a refund, the student must surrender his/her parking permit. When applying for a permit, provide driver's license, license plate number and the make and model of the vehicle. Parking space is limited on campus. Each campus may limit parking permits to specific grade levels.

Students who drive to school should be aware of the following guidelines and procedures as stated in Governing Board Policy [JLIE](#) and its related Regulation and Exhibit.

- **Parking on campus will be limited to the designated student lot on a first-come, first-serve basis. Students may not park in the faculty parking lot.**
- **Parking permits must be in the designated location on the vehicle.**
- **The permit may not be altered.**
- **Sale or transfer of permits between students is prohibited and will result in loss of parking privileges by every student involved.**
- **Students are not to go to their vehicles during school hours without administrator approval.**
- **Students who leave campus without the proper authorization will be subject to disciplinary action including potential loss of parking privileges.**
- **Vehicles may be searched if reasonable suspicion of a violation of District policy or law exists.**
- **Vehicles without permits will be towed at the owner's expense after the second violation.**
- **Neither the school nor any staff member will be responsible for any damages to vehicle locks if a request for assistance is made by a student or parent.**
- **A 15 MPH speed limit will be strictly enforced on campus.**
- **Reckless driving will result in the loss of parking privileges and no warnings will be issued.**

Student Registration

Regular attendance and punctual arrival at school are two habits that dramatically improve student achievement.

Enrollment in School

New students must provide proper documentation when enrolling. The following documents shall be presented by the student and parent to the school's registrar.

- birth certificate (or other reliable proof of the student's identity and age, including the student's baptismal certificate, an application for a Social Security number, or original school registration records, *and* an affidavit explaining the inability to provide a copy of the birth certificate or a letter from the authorized representative of an agency having custody of the student [pursuant to statute] certifying that the student has been placed in the custody of the agency as prescribed by law)
- an immunization record
- verification of domicile with a completed Arizona Residency Documentation Form or an Affidavit of Shared Residence

Any change of a student's address or telephone number requires that the school office be notified in writing. Parents should provide updated work numbers and emergency telephone numbers whenever a change occurs. If the new address changes to outside the school boundaries an [open-enrollment form](#) must be completed within ten school days of the move.

Identification/Activity Card

All students are required to have a photo ID card issued by the school. Students must be in possession of their student identification card at all times and must present it at the request of any faculty or staff member. If the student fails to do so, he/she is subject to disciplinary action. **Students are required to have their ID card in their possession at all activities, athletic events and student dances. If a student's ID card is lost or stolen, a replacement ID will be issued at a cost of \$5.00.**

Students are encouraged to voluntarily purchase an activity pass. This pass will entitle the high school student to free admission to all school home athletic competitions (excluding tournaments and AIA play-offs). In addition, some designated student council dances may be free or discounted. No discount will be offered at the door. Junior high school students will receive free admission to the school dances.

Schedule Change Procedure

Once the school year begins, only the following schedule changes will be made:

- A. Missing a period in schedule, incorrect placement, lacking prerequisite, course needed for graduation, missing a lunch period or completed summer school work or enrollment/completion in Online Learning Program;
- B. Parent, teacher, counselor and /or administrator may initiate a level change within the department prior to the end of the first nine (9) weeks of each semester (e.g. honor class to regular class). Lower level requests may be granted only if the student is experiencing academic difficulty;
- C. Request for a teacher change may be considered if the following conditions are met: parent and teacher communication has occurred and an administrator's approval has been obtained.
- D. High school students choosing to withdraw from a class before the end of the first nine (9) weeks of the semester will not receive a W/F (Withdrawal/Failure) grade. A student choosing to withdraw from a class after the first nine (9) weeks of the semester will receive a W/F grade.

High School Schedule Change Timelines

1st Semester 8/2/17 to 10/6/17

2nd Semester 1/8/18 to 3/9/18

No schedule changes will be allowed after the first nine (9) weeks of each semester. Classes may be dropped and the student may be enrolled in a Global Academy School Distance Learning course or be assigned release time, which may include a schedule change. In addition, all classes dropped after the first nine (9) weeks of each semester will receive a grade of W/F.

Notwithstanding the above, the school's administration may have to change a student's schedule due to extenuating circumstances (e.g. addition of teaching staff.)

Attendance

Absences

Students who are not in school 90% of the school days may lead to the withholding of credit and/or reported to the county as truant. Prearranged school-related activities shall not be counted as absences in implementing this policy. Cases involving extenuating circumstances may be appealed to school administration (See Policy [JE](#), [JE-R](#) and [JHB](#)).

There are two types of absences: **excused and unexcused**. Excused and unexcused absences will carry the same weight in implementing the policy. An **excused absence** only means that a student has the right to receive credit for make-up work.

- **Excused Absences** (may be one of the following)
 - **School related:** If a student misses a class for a school activity (i.e. field trip, counselor, etc.) he/she is not reported absent to the office, but is responsible for making up all missed work.
 - **Other excused absences:** An excused absence is one in which the parent has notified the school within 24 hours of the student's absence and the school administrator has approved the absence. When a parent knows that the student will be absent for more than one day, one phone call to the school will be sufficient.

Make-Up Work: When an absence is excused, students are allowed one day for each day absent to submit make-up work.

Homework Requests: Homework requests for students who are absent from school for more than three (3) days are made through the attendance office. Teachers must be given one (1) school day advance notice when requesting homework assignments. Homework assignments may be picked up from the office at 3:00 p.m. the following day.

- **Unexcused Absences:** An absence is considered unexcused if the school has not been notified within 24 hours of the student's absence. ***Any student who has 10 consecutive unexcused absences from school may be withdrawn.*** The parent will be informed, in writing, when this happens. It is required that the parent accompany the student for re-admittance.

Tardiness: Any student entering the classroom AFTER the bell has rung, and who does NOT have a written excuse from a staff member or the administration, will be considered tardy. If a student arrives after 10 minutes, it will be recorded as an absence. A tardy may result in 9th hour (junior high only), parent conference or any other consequence deemed necessary by the administration.

Check-In/Check-Out Procedures: Students arriving late to, returning to/departing from campus during the regular day must check in and out through the attendance office. Students who do not comply with this procedure will not be excused from classes.

- **Lunch Sign-In/Sign-Out Procedures:** All District schools are closed campuses. **A parent must sign the student out, in person, in order for the student to leave for any reason.** Self-excusers (18 year old students with parental permission) are not allowed to sign themselves off campus during lunch without parental permission. Self-excusing is a privilege, not a right, therefore this privilege may be revoked at any time.
- **Hall Passes:** Students are to remain in the classrooms for the entire class period. Student business is not to be conducted during class time. Teachers should issue hall passes when a student needs to leave the room. Any student who loiters will be escorted to the appropriate class. A student sent from class for unsatisfactory conduct must report to the appropriate grade level administrator. Failure to do so will result in further disciplinary action.
- **Junior High Student Re-admittance:** The student should report to attendance office after any absence. An absence may not be changed from unexcused to excused in the office after the 24-hour period has lapsed.

Withdrawal and Transfer from School

If you plan to move, please let the school know at least three days in advance. The school will prepare a withdrawal form and other transfer materials to help the student get started at the new school. To withdraw a student, a parent must report to the Attendance Office for instructions and procedures to be followed. Upon withdrawal, the student shall check in all books and other District property through the office of the school that was attended.

Educational Records

Student Records

Parents/guardians have access to their children's school records. School employees observe confidentiality of student records and recognize that only important, factual information should be in permanent records. FERPA regulations broadly define a "record" as "information recorded in any way, including but not limited to, handwriting, print, computer, media, video or audio tape, film, microfilm and microfiche." The term "educational record" is defined as "those records, files, documents, and other materials which...contain information directly related to a student; ...and are maintained by an educational agency or institution or by a person acting for such agency or institution."

More information can be found in GPS Board Policy [JR](#) and related Regulations and Exhibits.

Custody Orders and Parenting Plans

Unless otherwise provided by a court order or law, on reasonable request, both parents are entitled to equal access to information concerning the child's education including school records provided directly by the custodian of the records or from the other parent. A.R.S. 25-403.06(A). **It shall be the responsibility of the parents to provide school officials with a current copy of any custody orders and/or parenting plans. The school will follow the most current valid documents on file.**

In cases in which a person other than the parent has been granted guardianship, the legal guardian shall be responsible for notifying school officials of the conditions of the guardianship and for providing school officials with all pertinent written documentation.

Student Services and Operations

Parents may access information regarding the District or the school their student attends from the District website:

www.gilbertschools.net

STUDENT SERVICES

Library/Media Services

The Media Center offers many resources to patrons: books, periodicals and reference works. Access to online sources is also available to students.

- ***Using the Library***

Library hours allow students to use the facilities before and after school. During release time, students may check in for study purposes only. Any student assigned to a class must have a pass from that teacher in order to be admitted. Access may be limited during class research periods.

- ***Checking Out Materials***

If students desire to check out any items or materials (maximum three at one time), they must present their school I.D. Most materials are checked out for a period of two weeks, after which time a fine of \$.05 a day for materials and \$.10 a day per book with a maximum of a \$5.00 charge. Materials checked out overnight are due before the beginning of the first period of the next day; fines are \$.35 per period. Fines and overdue materials must be cleared before students may check out any other materials, receive yearbooks, and participate in graduation exercises.

- ***Services***

Students may use computers on a first-come, first-served basis. Students may be required to purchase their own materials at the circulation desk. A copy machine and printer are available at \$.10 per copy. Requests for special size should be brought to the circulation desk. Periodicals (magazines) and textbooks are available for pleasure reading and study. Please note that these materials may only be used in the library.

Guidance Counseling

Services are provided to assist the students in course selection, schedule adjustments, vocational and career planning, scholarship applications, personal and social counseling, group counseling, and peer mediation.

Career centers are at each high school to assist students in post-secondary training and career planning.

Scholarship information regarding local, state, and national scholarships is available in the high school counseling office. Financial assistance for post-secondary education include: academic achievement; need-based grants; performance or talent awards; work study programs and loans. Students and parents are advised to begin their plans early for financing college.

Cafeteria

The cafeteria serves breakfast, hot lunches, a la carte, and prepared salads and cold lunch choices for all students who wish to buy food at the school. Breakfast items are available before school. Breakfast combo meals cost \$2.00. Lunch prices vary from \$3.10-\$3.35. Students may also bring their lunch from home.

Students who choose to purchase school meals may set up an account and pay online at: www.myschoolbucks.com or they may buy their lunch on a daily basis. Deposits online to cafeteria accounts may take about 24 hours to be recorded. The student I.D. card is the student's cafeteria meal card. Students cannot use another student's account to buy food. If this occurs the students may be disciplined. Cash and personal checks will be accepted at the register. Debit and credit card transactions can only be accepted online at www.myschoolbucks.com.

GPS participates in a federally subsidized program, which offers free and reduced prices for breakfast and lunch to students who qualify based on family income. To apply online, please visit <https://www.schoollunchapp.com>. We encourage all qualifying families to participate in this program.

Students are asked to cooperate with the cafeteria staff by displaying good manners and keeping the dining area clean. No lunches may be consumed outside the designated area. No food or drink will be allowed within the halls and classrooms, unless prior arrangements have been made with the administration. At the discretion of the administration, backpacks are to be left in designated areas before buying food.

There are vending machines located on the campus. Please note that the vending machines are used at one's own risk. **Money will not be refunded.**

For information regarding the Gilbert Public Schools Nutrition Program, please visit www.gilbertschools.net and click on Parent Zone, then choose Nutrition Services from the categories listed or contact us at 480-497-3370.

OPERATIONS

Emergency Response

The District has procedures in place to handle emergency and crisis situations. All schools conduct regular exercises and drills to practice lockdown and evacuation procedures. In the event of a civil emergency, the District works closely with the Town of Gilbert and the City of Mesa police and fire departments and emergency managers to assist staff, students and parents in preparing for, responding to or recovering from a crisis. During a crisis situation, the District will provide updated information on the District's website home page, www.gilbertschools.net and by phone @ 480-497-3333.

Student Injuries

Even with the greatest precautions and the closest supervision, accidents can and do happen at school. Parents should be aware of this and be prepared for possible medical expenses that may arise should their child be injured at school.

GPS does not provide medical insurance to automatically pay for medical expenses when students are injured at school. This is the responsibility of the parents or legal guardians. GPS does make student medical insurance available to families for individual purchase. Upon request, brochures outlining the coverage and premiums are available at the beginning of the school year in the school office.

Returned Check Policy

Checks are accepted at all school. We recognize that occasionally a parent may inadvertently overdraw a checking account and a check may be returned by your bank. In order to recover these funds in a private and professional manner, we have contracted with Nexcheck, LLC, for collection of returned checks.

Nexcheck 2416 Green Springs Hwy. Birmingham, AL 35209

Telephone: 800-639-2435 Website: www.nexcheck.com

Each person writing a check should write the check on a commercially printed check with your name, address and one phone number on it.

When a check is written payable to "Gilbert Public Schools", the check writer is giving authorization to electronically debit the check writer's account in the event the check is unpaid and returned. The amount debited shall be the amount of the returned check plus a \$25 fee, as allowed by law.

School Visits and Volunteers

- **Parents who wish to schedule classroom observations should make an appointment at least one school day in advance. All non-parent or non-guardian classroom observations must be approved through the District office.** The principal or designated staff member may accompany the classroom observer.
- All visitors to the school campus are required to first sign in at the office and receive and wear a visitor's badge. Unauthorized visitors are prohibited and may be arrested.
- In order to preserve the educational process, visitations will be limited, as determined by the principal.
- Volunteers in the classroom or in the school are not allowed to have children accompany them. This policy ensures safety, minimizes classroom interruptions, and promotes full concentration of both students and volunteers/visitors on learning activities.
- *Student guests are not allowed to visit or attend school with Gilbert students during school hours.*
- See Policy [KI-R](#), Visitors To School, for more information.

Messages

Office personnel will not disrupt class to deliver messages to students. Only in cases of EXTREME EMERGENCY will a student message be delivered or a student called from class.

Technology

- All students are discouraged from bringing electronic devices to school (i.e., iPods, MP3 players, cameras, digital recording devices, electronic games, etc.)
- The use of cell phones during instructional time is prohibited without specific permission given by a staff member. Students are to keep their electronic devices in backpacks, purses, or pockets during each instructional period. Electronic devices will be confiscated from any student found to be out of compliance with this policy, and returned at school's discretion. Non-Instructional times are a campus based decision. Please refer to school policy.
- Videotapes, computer software, DVD's, and other media used in classrooms must comply with Federal regulations. Any media brought to school by students must comply with copyright laws, licensing agreements, and off-air broadcast/taping agreements.
- Any inappropriate use of electronic devices, including, but not limited to, inappropriate photographs, text messaging, audio or video recordings, may result in the **confiscation** of the device until the completion of the disciplinary investigation and consequences, including possible police involvement.
- GPS and its employees are not responsible for any damage, loss, or stolen electronic devices.

Email users are expected to use Netiquette.

- Email accounts will be made available to students while they are enrolled in GPS.
 - High School students will be able to use their GPS e-mail account to email within and outside of the GPS e-mail domain.
 - Jr. High students will ONLY be able to email within the district GPS e-mail domain.
 - Elementary students will be given email account to ONLY log into their Google for Education accounts. They will NOT be able to send or receive emails.

Refer to Use of Technology Resources and Student Acceptable Use Policy: [IJNDB](#), [IJNDB-R](#), and [IJNDB-EA](#) for further details.

Jr. High & High Schools – Digital Learning Program

Please refer to the Student Device Handbook for specific policies regarding Chromebook use and care.

Chromebooks:

- Students in grades 7-12 will be issued one Chromebook and one power cord.
- If the device and/or power cord is lost or damaged, the student will be required to create a Chromebook Service request form. Parents can purchase a \$25 **Device Protection Plan** for the year to minimize the potential repair and/or replacement costs associated with the device.
- Parents and students who choose NOT to purchase the **Device Protection Plan** are responsible for 100% of all repair and replacement cost for the device. Repair prices are estimates, as exact cost for each repair will be made upon further inspection of the damaged device. Damage levels and costs can be found in the **Student Device Handbook**.
- If the Chromebook has been stolen, a police report must be filed by the parent/guardian within 24 hours upon discovery of the theft. A copy of the police report needs to be turned into the school. The student will not be issued another Chromebook until the issue has been resolved.

It is possible that students may find material on the Internet that parents consider objectionable. Although students may be supervised when they use the Internet, this does not guarantee that students will not access inappropriate materials. GPS guidelines for accessing the Internet prohibit access to material that is inappropriate in the school environment. Students should report inappropriate access of material to a teacher, other staff persons, or their parents. Parents are encouraged to discuss responsible use of the Internet with their children and how this responsibility includes using the Internet at school, as well as from home.

Digital Citizenship Curriculum

GPS has adopted the [Common Sense Education's K-12 Digital Citizenship Curriculum](#) to be taught at all of our campuses in order to build a positive school culture that supports the safe and responsible use of technology.

State of Arizona Tax Credit for Public Schools

Taxpayers filing an Arizona Tax Return, have a unique opportunity to redirect a portion of state tax dollars they already pay, to public education. The credit allows an Arizona taxpayer to contribute up to \$200 per individual or \$400 per joint tax return to a public school. This is an excellent way to support your local school with dollars you would have paid in income taxes anyway.

If you are interested, please contact your school for additional information, or visit the GPS website at www.gilbertschools.net. Credit card payments are accepted.

For the State of Arizona School Tax Credit to be applied to an extracurricular activity, per Arizona Revised Statute 43-1089.01, students are charged the rate determined by the Governing Board. \$1.00 fee for participation in the activity.

Lost and Found

GPS and its employees are not responsible for lost, damaged, stolen, or unclaimed property. It is recommended that all books and valuable items, such as calculators, purses, wallets, instruments, electronic devices, yearbooks, etc., be carried in a backpack and remain in student's possession at all times. Lost and found items are kept in a designated area on campus. Lockers are available in Physical Education, Fine Arts and other areas. When lockers are utilized, it is highly recommended not to share it with anyone, and make sure it is locked at all times. It is the responsibility of the student or parent to claim all personal items within 15 days.

Photographs and Videotaping Students

On occasion throughout the school year, photographs and/or videotapes may be made of your student for use in District publications, including the District website, and/or an outside media service. In addition, creative and authored works of your student may be displayed or shared with the public. If you **do not** wish your student to be photographed and/or videotaped or have student works displayed please contact the principal for an *Out of Photograph/Videotape Student and Use of Student Works form*.

Service Animals/Animals in Schools

The District complies with all state and federal laws and regulations regarding the use of service animals by individuals with disabilities. See Policies [IMG](#), [IMG-R](#), and [IMG-E](#). Animals that are not services animals may only be brought to school and the classroom for educational purposes if students have permission from school administrator. Animals brought to school for educational purposes that are not services animals will not be transported in school buses.

Spirit Store Items

School items with the school logo can be purchased at any time throughout the school year. T-shirts, notebooks, pencils, etc., are available for students to purchase.

Extra-Curricular Activities

Students participating in extracurricular activities (clubs, dances, assemblies, and athletics) represent the GPS, and are expected to conduct themselves in a manner that will reflect the highest credit to themselves and the District. Students participating in or attending athletic events or school activities are expected to follow school district discipline guidelines at all times.

School sponsored student activities/dances are provided for responsible students who display positive and appropriate behavior. **Activities are viewed as a school privilege and participation may be revoked.** To participate in extracurricular activities (practice, rehearsal, performance, competition), the student is required to attend of his/her classes. Exception will have prior approval by the administration. **Any student who has received an out-of school suspension is ineligible to practice/participate/compete for the duration of the suspension.**

Clubs

Clubs are sponsored by GPS and each individual school campus. Their purpose is to enrich the student's educational experiences and to support the educational goals of the district. Each school is home to many clubs and student organizations. A detailed list of clubs and the process for chartering a club is available in the Activities Office at each school campus. All students are encouraged to become involved, and make a positive contribution to their home campus and the District.

No one, including teachers and students, is allowed to sell any items at school that are not school sponsored, that are not approved by the student council, and/or approved by the administration. Only authorized and chartered clubs have the authority to sell items on campus.

Dances

Student I.D.s must be presented at the door. Students not properly identified, will not be admitted to the dance. If student(s) are not appropriately dressed (refer to dress code), they will be denied admittance. Students who leave a dance will not be readmitted. Students may not loiter near the door or on the grounds during school dances. Students should dance in an appropriate manner. Students who dance inappropriately may be asked to leave and their entrance fee will not be refunded.

Guests are allowed at select high school dances only; e.g. Prom or Homecoming. Guests must have a pass signed in advance by the Activity Administrator. Guests will only be allowed at the administration's discretion. Guest must be enrolled in grades 9 or higher and may not have reached their 21st birthday. Dance guidelines will be announced prior to the date of the dance.

Junior High (JH) students should arrive within the first hour of the dance, and once having been admitted, the students may not leave early unless they are accompanied by a parent. Activities/dances are approximately two (2) hours in duration. **Parents are responsible to pick up students within 15 minutes after the dance. If parents do not assume this responsibility, the student will not be permitted to attend the next dance. JH dances are open only to students attending at their home school and admission must include the presentation of the student ID card.** Students who do not purchase an activity fee will be charged \$5.00 for each dance at the door. **Gilbert Public School does not encourage or promote the use of limousines or formal attire at any JH function.** Junior high students may be omitted from the scheduled activities if a referral or library fine is submitted to the administration.

Assemblies

Assemblies are a regular part of the school program. Appropriate student conduct is the most significant contributor to the success of the assembly program.

Student Government

The school provides an opportunity for students to participate in the decision making process through student government. Students are encouraged to participate in the student government organization and to make recommendations for the improvement of the school through their student body officers. The constitution and code of ethics will be used for all procedures involving our student government.

Athletics

Students are encouraged to participate in athletic programs as an important component of their education. To this end, junior high and high schools in the District shall offer a range of options in which students can participate. Eligibility of participation shall be governed by Policy [JJJ](#) and Regulation [JJJ-R](#). Some of guidelines are listed below:

1. Students must meet the state requirements of passing all **classes**. An “F” grade, an “I”, or a “U” grade will constitute a failure to pass a course.
2. Students must meet the District requirement of a 2.0 G.P.A. carry over from the previous grading period.
3. Students must have a physical examination completed per the Gilbert Public Schools Athletic Clearance Packet.
4. For information regarding NCAA Clearing House Eligibility refer to the GPS High School Course Description Book.

Rules of Eligibility for JH and HS Athletic Participation can be found under the athletics link at www.gilbertschools.net under the “*GPS Athletic Clearance Eligibility Packet*”.

All high schools in the District shall be members of the Arizona Interscholastic Association and will comply with the Association bylaws. All junior high schools in the District shall comply with the Superstition Conference constitution. Teams representing GPS shall adhere to the principles of the Pursuing Victory With Honor program. This philosophy promotes the development of good character embodied in good sportsmanship and the Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.

Athletic participation is much more than mere competition between two schools. There are valuable, rich experiences to be gained from team play and good competition. Togetherness, unity, fair play and the strong desire to win for our school, team and self are some of the rewards student athletes reap. More importantly, student athletes will gain a sincere understanding of personal sacrifice, commitment, and dedication to goals and ideals that will be a part of them throughout their lifetime.

Athletic Fees

All student athletes, who are on a team roster, will pay a fee (\$100 per sport at the HS and \$75 per sport at the JH) *on a per season basis*. Cheerleaders will pay for two seasons at the high school level. Tax credit donations may be used to pay student athletic fees.

For additional information on GPS athletics, please visit: www.gilbertschools.net under the athletics link_of the “Departments” heading.

Health Information

- Health offices are staffed by health assistants and/or registered nurses. The health office deals with illness and accidents that occur at school. Parents are requested to notify the health office if a student has a health problem.
- For the protection of all students, please do not send your child to school when ill.
- Any student with a temperature of 101.0 degrees or more must not attend school. When a student is sent home from school with a fever, the student will not be allowed to return to school until the student is fever-free 24 hours without the aid of fever reducing medication. If your child is sent home with diarrhea or vomiting, he/she may return to school only if symptom free for a minimum of 24 hours.
- Parents are requested to keep students home if the following symptoms are present: nausea and vomiting, diarrhea, elevated temperature, yellow or green nasal discharge, red or inflamed eyes, cold symptoms, and skin rash unless it has been diagnosed by a physician as noninfectious, headache or other pain. If any of these symptoms occur while at school, the parent will be contacted and be required to take the student home.
- If a student should feel ill or become injured during school hours, it is important that the student go immediately to the office with a pass to be seen by the Health Office staff. .
- State law requires that students be excluded from school if they are suspected of having a communicable disease.
- Students who have had surgery or recent hospitalization should have a doctor's note to return the student to school and participate in PE. Contact the health office for further information.

Immunizations

- No student will be allowed to enroll in school without submitting documentary proof of receipt of vaccinations as prescribed by A.R.S. 36-672 unless the student is exempted under A.R.S. 15-873. A student may be admitted if the student has received at least one dose of each of the required immunizations and has established a schedule for completion of required immunizations. See A.R.S. 15-872 for more information.

Medication

- Health office personnel may administer over-the-counter and prescription medication in the school setting in accordance with specific regulations from the Arizona State Board of Pharmacy and Governing Board Policy.
- **All medication must be brought to the health office by a parent or an adult and picked up from the health office by a parent, not by a student. No student may carry any medication on campus.** The only exceptions would be in the case of inhalers and emergency auto injector epinephrine however **ONLY** with appropriate paperwork on file with the school nurse and a proper pharmacy label attached to medication pursuant to Policy [JLCD](#). Special clearance must be given prior to the student carrying any medication on their person.
- Medication must be in the original prescription container labeled by the pharmacist or in the original factory container with all warnings and directions intact. **Medications in envelopes, foil, or baggies will not be accepted or administered.** Only medications needed to treat an existing ailment are stored in the health office. District Policy does not allow for any students to be given/administered prescribed narcotic containing medication. Please see District Policy [JLCD-R](#) for further information.
- The school must have written permission from the parent for the medication to be administered at school. Specific permission forms are available through the health office and found in Policy [JLCD-EC](#) and [JLCD-ED](#).
- Parent may approve for their child to receive Acetaminophen (generic for Tylenol) or Ibuprofen at school when it is appropriate for pain by initialing and signing the bottom statement regarding this on the emergency card. Acetaminophen is dispensed only after first period and up to the last class period of the school day.
- If a student requires medication on a field trip, the procedures for taking medication on a field trip must be followed.

Emergency Cards:

- Parents must make arrangements for an adult to pick up a child who is ill. For your child's protection, please update your child's emergency card as soon as changes occur. In this way, we are assured that your child is safely released to the person(s) you designate.

Academic Services

Curriculum

GPS has designed curriculum based upon State Standards, which identifies specific objectives in the following subject areas: reading, written communication, social studies, mathematics, science, health, music, physical education, and art. Copies of the Curriculum Guides, as well as the Curriculum Standards brochure for each grade are available on the district website and at each school office.

Textbooks

GPS shall furnish free required textbooks and related printed subject matter materials for students in grades 7 through 12. Students and their parents shall be held responsible for proper care of books and school property. Books must be kept clean and unmarked. Each student will be charged the full price of the book that has been lost or stolen and \$35.00 minimum for a damaged book.

Assessment of Learning

It is the belief of the Gilbert School District that an open line of communication between home and school should be maintained at all times to increase the likelihood of student growth and success. In order to ensure that Gilbert Public School students are being challenged academically, their performance is assessed continuously using a variety of measures:

State Mandated Assessments:

- Students in grades 7 and 8 will take AzMERIT in English language arts and mathematics at their grade level.
- In high school, students will take AzMERIT End of Course assessments in English language arts and mathematics. AzMERIT will be administered to high school students enrolled in English classes in 9th through 11th grade, and Algebra I, Geometry, and Algebra II.
- AIMS Science will be administered to students in 8th grade and once in high school—typically in grade 9.
- The American Civics Act requires high school students to correctly answer at least 60 out of 100 questions on a test identical to the civics component of the naturalization test used by U.S. Citizenship and Immigration Services (USCIS). Beginning with 2016-2017 school year, students will be blanket tested in grade 8 during the Spring.
- In order to be eligible to graduate from a Gilbert Public High School, students must earn the high school course credit requirements.

District-level Assessments:

- Secondary students are expected to take District-level Assessments in the core content-areas three times per year.. Students who do not take their District-level Assessments during the scheduled time of December and/or May will be given an *Incomplete* in the course and will need to make special arrangements through school administration in order to complete the District-level Assessment within the next 9- week grading period. **District-level Assessments focus on mastery of standards in the content-area and are intended to measure growth.**

Homework:

- Homework will be assigned at the discretion of the teacher and is considered a part of the total school curriculum.

Homework activities may include, but is not limited to:

1. Unfinished class assignments or make up due to absences;
2. Reinforcement of skills learned in the classroom;
3. Projects with supplement materials studied in the classroom;
4. Written work which permits the application of skills being developed.

Students should expect to have at least one hour of homework or study time each night.

Extra Study Opportunities

Teachers are available to help with assignments before and after school. When help is needed, students should contact teachers for a specific time to meet.

Academic Work During Disciplinary Periods

Students who are assigned to an alternate learning setting will receive credit for work completed. A student who has been suspended for ten (10) days or less will have school work provided. The student shall be responsible for making such arrangements and to have the completed assignments returned to the school for grading and credit. Students who successfully complete such assignments shall be given a reasonable time to make up tests upon returning to school.

Grading

Students attending Gilbert Public Schools will be assessed using the following grading scale:

Grading Scale	GPA	Weighted GPA
90-100 = A	A = 4.0	A = 5.0
80-89 = B	B = 3.0	B = 4.0
70-79 = C	C = 2.0 / P = 2.0	C = 3.0
60-69 = D	D = 1.0	D = 1.0
59-0 = F	F = No credit	F = No Credit

An “I”, Incomplete, may be granted for extenuating circumstances. Incomplete grades will result in a failing grade if coursework is not completed within the following 9 week grading period. For more grading options refer to the Course Description Book. Gilbert Public Schools maintain a continuous system for informing parents of the status of student progress in class. Student progress reports are issued at 4.5, 9, and 13.5 weeks. A final semester grade will be issued and mailed at the end of each semester and posted to the student’s permanent transcript. Grades and progress reports will be emailed. Grades and progress reports will be given to the student or mailed home for those households that do not have email addresses on file. Parents may view student grades online at ic.gilbertschools.net. Students receive one-half credit per class per semester for each course successfully completed.

Progress Reports and Report Cards

Progress reports will be available online, emailed, or mailed home approximately on the following dates:

9/6/17, 10/6/17, 11/15/17, 2/7/18, 3/9/18, 4/18/18

Semester grades will be mailed home approximately on the following dates:

12/21/17, and 5/23/18

For High Schools please refer to the Gilbert Public Schools High School Course Description Book.

The Junior High School P.R.I.D.E. Program

The P.R.I.D.E. (Personal Responsibility in Daily Effort) program is an extension of the school day. The eighth hour lasts approximately 30 minutes, which is added to the school dismissal time. Eighth hour will be used for study-hall purposes including tutoring, study skills, and special lessons. We recommend that all students use a 3-ring notebook with pockets and index dividers to keep organized in the P.R.I.D.E. Program. Bus transportation will be provided for students who have attended the eighth period. Please refer to GPS Governing Board Policy IHE for more information. Students may earn an early dismissal by arriving on time to each of their classes, being prepared with completed homework, notebook, textbook, pen or pencil and other required classroom materials. Responsibility checks are made by each teacher every hour of the day to see that all students are ready to learn. If a student has been ready to learn throughout the day, he/she will earn an early release and may be eligible for special drawings and assemblies. Only students who earn the P.R.I.D.E. reward are allowed to participate in reward activities

Gilbert Golden Scholars Recognition Program

High Schools refer to the High School campus administration for information.
Junior High Schools refer to the course description book.

Junior High Renaissance Program (Campus Discretion)

Renaissance is a recognition and incentive program with three major goals:

- To focus on academic excellence
- To recognize and stimulate student achievement
- To encourage superior education practices

National Honor Society (NHS)

Students who earn a 3.80 cumulative grade point average are eligible to be considered for NHS. A student's character, leadership and service will also be included in the criteria for selection. Applications will be distributed to eligible students based on campus selection procedures.

National Junior Honor Society (NJHS)

Membership in the National Junior Honor Society (NJHS) is one of the highest honors that can be awarded to full-time secondary school students. An overall grade point average of 3.80 for the first three grading periods (1st nine weeks, semester, 3rd nine weeks) will be considered for NJHS membership. Leadership, service, character, citizenship and discipline issues will be evaluated. Membership requirements are the same for all candidates in each grade level.

Gifted Program, 7th and 8th Grade

The Junior High Gifted Program provides an all-day differentiated learning experience addressing the individual needs of highly gifted students. Students will be with other highly gifted peers for the core subjects of language arts, social studies, math, and science.

The Junior High Gifted classrooms offer enrichment experiences and a more rapid learning pace in an environment that offers curricula that matches the gifted child's unique learning style. Their curiosity, creativity, intensities, sensitivities, and advanced learning styles will be embraced and appreciated by their teachers. A classroom of like-minded peers with teachers who understand and enjoy the gifted learner will result in a healthy atmosphere where a child can flourish intellectually, socially, and emotionally.

Highlights of the Junior High Gifted Program:

- Acceleration and Enrichment
- Project-based
- Problem-based
- Socratic Questioning

- Depth and Complexity
- Cross-curricular: social studies/ELA and science/math
- Technology Based: each student will have a Chromebook
- Community Speakers and Mentors
- Social Emotional Curriculum (Think Social) and Executive Function Skills
- Students may choose their elective classes

For additional information on the Self Contained Program, 7th and 8th Grade, please visit: www.gilbertschools.net and click on Parent Zone, then on Gifted Education.

English Language Learning Program (E.L.L.)

The English Language Learning Program serves children who need assistance in learning English. Arizona law requires that children with a home language other than English be assessed for proficiency in oral language, reading comprehension, and written communication. Following parent notification, students who are identified as limited English proficient may receive various forms of instructional support in English acquisition. For more information, please contact your campus.

Students with Disabilities

Special Education is available to students who are identified with a disability as indicated under the Individuals with Disabilities Education Act (IDEA) and require specially designed instruction. The Individualized Education Program (IEP) is a written program that outlines the special education services the student will receive. A continuum of services is available based on the needs of the student.

CHILD FIND

Child Find is a component of the IDEA. Child Find is the District's ongoing obligation to locate, identify, and evaluate all children with disabilities, aged birth through twenty-one (21), who are located within the District's geographical boundaries who are in need of early intervention or special education services.

- Early intervention support and services assist families of eligible children by providing children ages birth to three (3) years the supports and services to achieve desired outcomes related to the children's needs. In Arizona, early intervention services are provided through the Arizona Early Intervention Program (or AzeIP). Contact AzeIP at 602-532-9960 or complete an online referral at www.azdes.gov/azeip if you have a child 0-3 years of age that you suspect may have a disability. You may also contact the Special Education Preschool Office (480-497-3461) for further assistance.
- Contact Amanecer Developmental Preschool at 480-497-3461 if you have a child 3-5 years of age that you suspect may have a disability. Child Find screenings are provided for District preschoolers.
- Special education services for school-age children in Kindergarten through the age of 21 provide specialized instruction and services to assist children in the education environment. Contact your local school if you have a school age student that you suspect may have a disability.
- More information regarding the special education services that are available to students with disabilities can be found in GPS Board Policy [IHB](#) and its related Regulation and Exhibits.

STUDENTS WITH DISABILITIES COVERED BY SECTION 504

- Section 504 of the Rehabilitation Act is a civil rights statute that prohibits discrimination against students with disabilities in any of the District's programs or activities.
- A student is protected by Section 504 if he/she has or has had a physical or mental impairment that substantially limits a major life activity, has a record of such impairment or is regarded as disabled by others.
- The District will identify, evaluate, and provide a free appropriate public education to all qualifying students with disabilities under Section 504. The District will also ensure that no otherwise qualified individual with disabilities, shall solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any District program or activity.
- If you believe that your child has a disability that would qualify him or her for Section 504 protections, contact the Section 504 coordinator on your child's campus.
- More information about Section 504 can be found in Policy [IHBA](#) and its related Regulation and Exhibits.

Compliance Officer for Section 504

Director of Special Education 480-497-3300 ext 377

NON-DISCRIMINATION AND NON-RETALIATION

The District prohibits unlawful discrimination and harassment. The District will promptly investigate allegations of discrimination and discipline individuals involved in incidents of harassing or discriminatory conduct as violations of its Harassment and Equal Opportunities Policies.

The District prohibits unlawful retaliation against any individual on the basis that the individual opposed any act or practice that is unlawful under non-discrimination laws or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding or hearing relating to non-discrimination laws.

More information can be found in GPS Board Policy [JB](#) and its related Regulations and Exhibits. If you believe your child has been discriminated against or harassed, please contact the designated administrator at your child's school or the District's Compliance Officer at 480-497-3421.

Student Code of Conduct

Behavior Philosophy

- Good conduct in the school is of primary importance to both school staff members and parents. The maintenance of orderly conduct of students is necessary in every school situation to ensure health and safety of all and to maximize learning.
- The District's fundamental philosophical basis of good conduct is that students are responsible for their own actions and are expected to show respect and consideration for the rights of others. These expectations are the basis upon which our conduct codes are formulated.
- Arizona law authorizes school employees to act "in loco parentis" (in place of parents). Therefore, all students are subject to the authority of all faculty and staff members during the regular school day and while attending any school function. The regular school day includes the time of travel to and from the student's residence. Any student who is insubordinate or disrespectful to any faculty or staff member or who violates generally accepted rules of good citizenship and behavior will be referred to the office. **Students must comply with reasonable requests made by faculty, staff and administration.**
- Students who do not adhere to appropriate behavior are subject to both District and school discipline policies.

Scope of the District's Authority

Policies and regulations pertaining to student code of conduct are extended to include, but not limited to:

- District property
- School campuses
- Going to and from school
- At or near school bus stops and in District vehicles
- Off campus during the normal school day, including release periods
- At school events, whether held on or off campus
- Any other circumstances where the District may lawfully exercise jurisdiction over student conduct.

Discipline Procedures

The Governing Board is authorized to discipline students, and impose suspensions or expulsions upon students who engage in conduct that interferes with the District's responsibility to educate students. For further information, please refer to Policy [JKD](#) at www.gilbertschools.net.

To ensure fairness, a student whose conduct may warrant suspension or expulsion shall be provided with appropriate due process. Appropriate due process shall include notice and an opportunity to be heard. The particular form of due process required shall depend upon the gravity of the situation and the type of discipline invoked. Unless an emergency situation exists, due process shall be provided prior to the imposition of a suspension or expulsion.

School Officials are not required to initiate or complete due process procedures prior to notifying law enforcement officers. If law enforcement officers are notified, parents will be contacted by administration, unless the police direct otherwise. **Any action taken by law enforcement officers will be separate from disciplinary action taken by the District.**

It is the responsibility of the school administration to make an effort to act on behalf of parents in their absence with respect to interrogations by law enforcement officials, except in cases of suspected child abuse/neglect or as otherwise limited by order of law enforcement officials.

If a law enforcement officer requests to interview a student, the school administrator shall be notified and an attempt will be made to contact the student's parent(s). If the interview is held at the school, a school administrator will be present unless the law enforcement officer does not want the school administrator to be present. In these cases, the law enforcement officer should complete the Form for Signature of Interviewing Authority. If the parent(s) cannot be reached, the law enforcement officer will be requested to contact the parent(s) following the interview.

There may be times when a law enforcement officer or a CPS caseworker does not want the school administrator to contact the parent. In these cases, the law enforcement officer or CPS caseworker should complete the Form for Signature of Interviewing Authority. In all other cases, a parent, with the law enforcement officer's permission, may be present during the interview except when interviews are conducted by a Child Protective Services' worker pursuant to ARS 8-224 and 8-546.01. See Policy [JIH](#). If a student is taken into custody (arrested), the arresting officer shall be requested to notify the student's parents. The arresting officer will be asked to complete and sign a "Form for Signature of Arresting Officer." School personnel shall make every reasonable effort to make sure parents have been notified that a student has been taken into custody. The personnel of the District shall cooperate fully with the police.

Short-Term Suspension

Short-term suspension means the temporary withdrawal of the privilege of attending school and school-related events in the District for a period of ten consecutive school days or less. There is no right to appeal a short-term suspension. A school administrator has the authority to suspend a student for ten school days or less.

Long-Term Suspension

Long-term suspension means the temporary withdrawal of the privilege of attending school and school-related functions in the District for a period of 11 consecutive school days or more. The Superintendent, District Hearing Officer or Governing Board has the authority to impose a long-term suspension following appropriate due process.

Expulsion

Expulsion means the permanent withdrawal of the privilege of attending a school or any function in the District unless the Governing Board reinstates the privilege. Only the Governing Board can expel a student.

Search and Seizure of Student Property

School personnel may lawfully conduct searches and seize related property when they have reasonable grounds to believe that the search will reveal a violation of school rules or produce evidence of unlawful activity. Items provided by the District for storage (e.g., lockers, desks) of personal items are provided as a courtesy to the student, but remain the property of the school and are subject to its control and supervision. Therefore, students have no reasonable expectation of privacy in relation to those items. Furthermore, lockers, desks, storage areas, backpacks, vehicles, etc. may be inspected at any time without notice by school personnel. Searches conducted by school personnel shall be reasonable in scope and related to the objective of the search. If a search is conducted, it shall be confined to outer clothing, purses, book bags, electronic devices, including cell phones, and the information contained therein, etc. Any other body search is inappropriate in the school settings. See policy [JIH](#) for more information.

Discipline Policies Students Must Follow

GPS Students are responsible for following all policies and regulations related to proper behavior.

The following policies and regulations are of particular importance and are outlined below. For more specifics and complete details associated with all policies and regulations, please visit: www.gilbertschools.net

Information on specific policies and regulations

- Policy [IJNDB](#) and Regulation [IJNDB-R](#) **(Use of technology)**

Those who access the District's electronic information services (EIS) are required to sign an EIS Agreement or, under certain conditions, accept the Terms of Use prior to accessing EIS. While accessing the District's EIS, users are expected to respect and protect the rights of other users in the community and on the Internet. Users are expected to act in a responsible, ethical, and legal manner.

Users shall act in accordance with this policy, its accompanying administrative procedure and agreements, as well as all applicable state and federal laws. Use of EIS is a privilege, not a right. Those who abuse this privilege may be denied access to EIS and may be subject to other appropriate disciplinary or legal action.

- Policy [JB](#) and Regulation [JB-R](#) **(Discrimination and Harassment)**

The District recognizes its responsibility and is committed to maintaining an educational environment for its students that is free from unlawful discrimination and harassment. Students are entitled to participate fully in the educational opportunities offered by the District and shall not be excluded from such participation, denied the benefits of, or otherwise be subjected to discrimination or harassment in any District program or activity on the basis of race, color, ethnicity, national origin, sex, disability or religion. The District's prohibition of discrimination and harassment encompasses all discriminatory and harassing conduct, regardless of the severity of pervasiveness. The District will discipline individuals involved in incidents of harassing or discriminatory conduct as violations of its Harassment and Equal Opportunities policies.

Any person who believes he/she has been the subject of or is a witness to discrimination or harassment shall immediately notify any teacher, counselor, school nurse, school administrator or any other District employee (e.g., bus driver, security officers, food service employees) of the belief. Complaints that cannot be reported immediately should be reported within 30 calendar days of the incident.

- Policy [JE](#) and Regulation [JE-R](#) **(Student Attendance)**

Since consistent attendance is essential to academic success, students must attend school regularly, arrive on time, and not leave during the school day for unnecessary business. State law charges the parent with the responsibility for the student's consistent school attendance. A student must be in attendance a minimum of 90 percent of each semester. Excessive absences may result in the withholding of credit for grades seven through twelve, and withholding of promotion for grades one through six. An absence is defined as all or part of a school day, excused or unexcused. An excused absence is one in which the parent has notified the school within 24 hours of the student's absence and the school administrator has approved the absence. When a parent knows that the student will be absent for more than one day, one phone call to the school will be sufficient. School administrators may require verification of an absence due to illness or injuries.

- Policy [JIC](#), and Regulations [JIC-RA](#), and [JIC-RB](#) **(Student Conduct)**

Students in school buildings, on school grounds, using District property for any purpose, or attending a District-sanctioned event shall not engage in improper behavior including, but not limited to, the following:

- Any conduct intended to obstruct, disrupt or interfere with the educational process.
- Physical/verbal abuse or threat of harm to any person.
- Damage to property.
- Unauthorized entry or use of District facilities.
- Unlawful use, possession, distribution or sale of tobacco, alcohol or drugs, or other illegal contraband.
- Conduct or speech that violates commonly accepted standards of the District and that, under the circumstances, has no redeeming social value; e.g., profanity or vulgarity.
- Defiance of authority involving failure to comply with the directions from District employees or law enforcement officers acting in performance of their duties.
- Defiance of authority involving failure to identify themselves to officials or law enforcement officers when requested to do so.
- Carrying or possessing a weapon or dangerous instrument.

The District reserves the right to take disciplinary measures including, but not limited to, reprimand, detention, suspension or expulsion against students who violate student conduct as defined by this policy.

- Policy [JICA](#) (**Dress Code**)

School administrators will make the final decision regarding the appropriateness of any student's appearance in compliance with Policy JICA. To create the safest possible environment for students and to guarantee that the students' focus is to receive a quality education, GPS finds it necessary to outline expectations regarding student dress code. Questions regarding clothing/appearance issues should be directed to the school administrator.

- Policy [JICC](#), [JICC-EA](#), and Regulation [JICC-R](#) (**Conduct on District Vehicles**)

Students who ride the bus are subject to policies and regulations designed to provide safe transportation. Any behavior that distracts the driver is considered a serious hazard to the safe operation of the bus and jeopardizes the safety of all passengers, the driver and others. Riding the bus is a privilege, not a right, and the consequences of misconduct could result in the student being denied transportation. Suspension of bus privileges does not negate state mandated attendance requirements.

- Policy [JICF](#) (**Negative School Group/Gang Activity**)

Student groups that initiate, advocate, or promote activities that threaten the safety or well-being of persons or property in the school community, or that disrupt the school environment, are harmful to the educational process. The use of hand signals, graffiti, clothing or any representation that indicates or implies membership or affiliation with a group presents a clear and present danger to the educational process. This affiliation is contrary to the school environment and educational objectives and creates an atmosphere where unlawful acts or violations of school policies may occur.

- Policy [JICFA](#) and Regulation [JICFA-R](#) (**Hazing**)

"Hazing" means any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student, and in which both of the following apply:

- The act was committed in connection with an initiation into, an affiliation with, or the maintenance of membership in any organization that is affiliated with an educational institution.
- The act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation.
- "Organization" means an athletic team, association, order, society, corps, cooperative, club, or similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.

- Policy [JICFB](#) and Regulation [JICFB-R](#) (**Bullying**)

Bullying is the repeated act of intentionally inflicting physical harm and/or psychological distress on others (to include, but not limited to, fear, anxiety, psychological and emotional harm). Intimidation is intentional behavior which causes fear of injury or harm.

Gilbert Public Schools is committed to providing all students with a safe school environment where everyone is treated with respect. Students have a right to be free from any form of bullying and intimidation (including cyber bullying). A student who believes he/she has been the subject of, or is a witness to, bullying or intimidation should immediately notify any district employee. See Policy [JIC-EG](#) for Bullying, Intimidation, Discrimination, Harassment, and Hazing Notification Posting.

- Policy [JICG](#) and Regulation [JICG-R](#) (**Tobacco Use By Students**)

Students are prohibited from possessing, using, distributing or selling tobacco, tobacco substitutes, electronic cigarettes, or other chemical inhalation devices or vapor products in any form while on school premises or at any school-sponsored function.

Notification

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

Every homeless student shall have access to the same educational opportunities as students who are not homeless. The Superintendent has designated a liaison for homeless students to carry out duties per the McKinney-Vento Homeless Assistance Act. A student identified as homeless has the following rights: immediate enrollment, school selection, the opportunity to remain enrolled in their school of origin, participation in programs for which they are eligible, transportation assistance and dispute resolution.

For homeless status qualification or more information, refer to: <http://www.azed.gov/homeless/>, GPS Board Policy **JFABD** and its Regulation and Exhibits, or contact the GPS homeless student liaison, at (480) 507-1481 ext 305 or your school counselor, social worker or the Administrative Services Department.

PROHIBITED DISCRIMINATION AND HARASSMENT AND NON-RETALIATION

The District recognizes its responsibility and is committed to maintaining an educational environment for its students that is free from unlawful discrimination and harassment. Students are entitled to participate fully in the educational opportunities offered by the District and shall not be excluded from such participation, denied the benefits of, or otherwise be subjected to discrimination or harassment in any District program or activity on the basis of race, color, ethnicity, national origin, sex, gender, sexual orientation, disability or religion. See More information can be found in GPS Board Policy **JB** and its Regulations and Exhibits, as well as Policies JBA (Nondiscrimination/Anti Harassment Equal Educational Opportunity Race/Color/National Origin/Cultural/Ethnicity), Policy JBC (Nondiscrimination/Anti-Harassment Equal Educational Opportunity Sexual Discrimination/Harassment, Policy JBC (Nondiscrimination/Anti-Harassment Equal Educational Opportunity Disability, and Policy JBD (Nondiscrimination/Anti-Harassment Equal Educational Opportunity Religion).

If you believe your child has been subjected to unlawful discrimination or harassment please contact the designated administrator at your child's school or the District's Compliance Officer at 480-497-3421.

Child Abuse Reporting

GPS personnel must comply with Arizona's mandatory child abuse reports statute. Arizona Revised Statute 13-3620 states, "Any person who reasonably believes that a minor is or has been the victim of physical injury, abuse, child abuse, a reportable offense or neglect that appears to have been inflicted on the minor by other than accidental means or that is not explained by the available medical history as being accidental in nature or who reasonably believes there has been a denial or deprivation of necessary medical treatment or surgical care or nourishment with the intent to cause or allow the death of an infant who is protected under section 36-2281 shall immediately report or cause reports to be made of this information to a peace officer or to the department of child safety, except if the report concerns a person who does not have care, custody or control of the minor, the report shall be made to a peace officer only."

Asbestos Hazard Emergency Response Act

The District has developed an Asbestos Management Plan in accordance to regulations established in the Asbestos Hazard Emergency Response Act (AHERA). A copy of this plan, which is located in the main office of each site, gives information regarding inspections and any response actions taken or planned regarding asbestos in the schools. All plans are to remain in the designated locations but are available for public review. Any individual and/or organization requiring further information about the Asbestos Management Plan should contact the District's Operations Department.

Annual Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) –

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

Receive notice and an opportunity to opt a student out of –

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

Inspect, upon request and before administration or use –

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

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and will be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

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

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

ANNUAL NOTIFICATION OF A.R.S. §15-117- SURVEYS; PARENTAL PERMISSION AND INFORMED CONSENT

At the beginning of every school year, the District will comply with all statutes pertaining to surveys including the requirement that the District shall obtain written informed consent from the parent of a student or a student who is at least eighteen years of age, before administering any survey that is retained by the District or the Department of Education for longer than one (1) year and that solicits personal information about the student regarding any of the following which are listed in A.R.S. 15-117.

1. Critical appraisals of another person with whom a pupil has a close relationship.
2. Gun or ammunition ownership.
3. Illegal, antisocial or self-incriminating behavior.
4. Income or other financial information.
5. Legally recognized privileged or analogous relationships, such as relationships with a lawyer, physician or member of the clergy.
6. Medical history or medical information.
7. Mental health history or mental health information.
8. Political affiliations, opinions or beliefs.
9. Pupil biometric information.
10. The quality of home interpersonal relationships.
11. Religious practices, affiliations or beliefs.
12. Self-sufficiency as it pertains to emergency, disaster and essential services interruption planning.
13. Sexual behavior or attitudes.
14. Voting history.

A parent of a student or a student who is eighteen years of age, may at any time revoke consent for the student to participate in any survey. A teacher or other school employee may not administer a survey pursuant A.R.S. 15-117 (A) without written authorization from the District.

If a parent of a student or a student who is at least eighteen years of age has reasonable belief that the District has violated this section may file a complaint with the Attorney General or the Maricopa County Attorney.

Annual Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records.

These rights are:

1. The right to inspect and review the student's education records within a reasonable time and no more than 45 days after the day the District receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal a written request that identifies the records they wish to inspect. The school official will arrange for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the District to amend their child's or their education record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. After the hearing, if the District still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

3. The right to provide written consent before the District discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Gilbert Public Schools to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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

See the list below of the disclosures that elementary and secondary schools may make without consent.

- FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –
- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(I) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorize representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9)) The parent or eligible student must be notified of judicial order or subpoena in advance of compliance except when a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of that proceeding. (20 U.S.C. § 1232g (b)(2)(B)).
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as “directory information” if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

ANNUAL NOTICE FOR DIRECTORY INFORMATION-FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

FERPA, requires that the District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information (PII) from your child’s education records. However, the District may disclose appropriately designated “directory information” without written consent, unless you have advised the District Gilbert Public Schools to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the District to include information from your child’s education records in certain school publications. Examples include, but are not limited to the following:

- A playbill, showing your student’s role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies

(LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent. These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).

The District has designated the following information as directory information:

- The student's name.
- The names of the student's parents.
- The student's address.
- The student's date of birth.
- The student's class designation (i.e., 1st grade, 8th grade, etc.).
- The student's extracurricular participation.
- The student's achievement awards or honors.
- The student's weight and height if a member of an athletic team.
- The student's photograph.
- The school or school district the student attended before enrollment in the District.

If you do not want the District to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing. GPS Board Policy JR-EB provides the required form to refuse consent to release any or all of your student's directory information.

2017-18 Elementary Students



Information & Guidelines

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Welcome to

MESA PUBLIC SCHOOLS

OUR VISION

Mesa Public Schools
Unprecedented Excellence in Education

OUR MISSION

The mission of Mesa Public Schools is to develop a highly educated and productive community, one student at a time.

OUR CORE VALUES

In Mesa Public Schools, we believe...

- ...each child is important.
- ...learning is our focus.
- ...collaboration and innovation are indispensable.
- ...sound fiscal stewardship is essential.
- ...diversity increases our opportunities.
- ...success is expected and celebrated.

This districtwide handbook contains a wealth of information parents need to help their children succeed in Mesa Public Schools. For details on any topic, parents may:

- Contact their children's teachers, school secretaries or school administrators
- Visit www.mpsaz.org/parents for an online version of *Information and Guidelines* and links to all policies, programs and services featured in this handbook
- Call 480-472-0223 for policy information over the phone, or visit www.mpsaz.org/parents to view an online version of the district policy manual
- Send an email to info@mpsaz.org

DEFINITION OF TERMS THROUGHOUT THIS HANDBOOK

"Parent" means a parent (*unless parental rights have been judicially limited or severed*), a legal guardian or an individual acting as a parent in the absence of a parent or guardian.

"Policy" refers to a district Governing Board policy and administrative regulation.

"School administrator" means a school principal, principal's designee, assistant principal, team leader, dean, school coordinator or district administrator.

"Assistant superintendent" means an assistant superintendent or an assistant superintendent's designee.

Information and Guidelines and the district policy manual may not cover every situation. In the absence of specific direction, school administrators have the authority to use their discretion.

Una versión en español de este documento está disponible en la oficina de la escuela o llamando la Línea de Ayuda, al 480-472-9832.

MESA PUBLIC SCHOOLS
ADMINISTRATIVE SERVICES CENTER • 63 EAST MAIN STREET #101 • MESA, ARIZONA 85201-7422
480-472-0000



STUDENT RESPONSIBILITIES

All students have the responsibility to:

Respect the rights of others to study and learn.

Students come to school for an education. No one has the right to interfere with the education of others.

Attend school daily unless ill or excused by the school.

Students have a responsibility to take advantage of every opportunity to learn so they can function effectively in society. Students who maximize their opportunities to learn are more successful in school and later in life.

Be on time for all classes.

Students who enter a classroom after a class has begun are interfering with the rights of others to learn and study.

Complete all in-class and homework assignments, and meet deadlines.

The primary responsibility for learning belongs to the student. Since everything that must be learned cannot be accomplished during the school day, there will be homework assignments. Education is an ongoing process that doesn't stop when the school day ends.

Come to class with necessary books and materials.

A teacher should not have to delay class because a student has come unprepared to begin work. This interferes with the rights of others to learn and study. Getting an education requires more than merely being in class; students are expected to actively participate in their learning.

Respect public property, and carefully use and return all materials and equipment.

Schools are a community's gift to its young people. It is wrong to abuse that gift. Responsible use of materials and equipment will preserve them for future students.

Obey school rules.

Rules are designed to ensure schools and classrooms are learning environments where students are safe and successful. Students have a responsibility to obey these rules so each student has the proper environment in which to learn.

Volunteer information, and cooperate with school staff in disciplinary cases.

Every community depends upon the willingness of citizens to play a part in upholding the rules by which everyone has agreed to live. To volunteer information and cooperate with school staff members are the obligations of a good school citizen.

See that school documents and correspondence to parents reach home.

Education requires a partnership between the home and the school. For the partnership to work, those involved must know what is happening. Teachers regularly offer documents, for parents to review, that outline the academic progress of their children. Students, parents and teachers should work together to maximize learning.

Comply with legal responsibilities.

Students are to comply with policies and regulations, pursue the required course of study and respond appropriately to the authority of the teachers, administrators and Governing Board members.

Elementary Students **2017-18** INFORMATION & GUIDELINES

ARRIVAL AND DISMISSAL

For safety's sake, students are not allowed on campus in the morning until staff supervision is provided. Call the office if you are unsure of the time.

When classes are dismissed, students who do not ride the bus or walk home must be picked up promptly. Unless students are in after-school programs, supervision is not provided.

ATTENDANCE

We count on parents to ensure that children attend school and arrive on time.

Absences

Parents are expected to inform the school when their children will be absent. If children are absent without prior notice, the school will make reasonable efforts to notify parents within the applicable time periods prescribed by law.

It is important that parents let the school know right away if their phone numbers change.

Please provide notes from doctors and dentists to excuse children for appointments, illnesses or injuries.

If parents do not authorize absences within one day after their children return to school, absences are unexcused.

Parents are responsible for providing advance notice when a child must leave during the school day for an appointment or other circumstances, and they must indicate who will pick up the child from school.

Parents who anticipate extended absences should contact the school. If they do not, children are withdrawn from school after missing 10 days in a row.

Tardiness

Students are tardy if they are not seated when the bell signals the start of class.

Truancy

Attendance officers may talk to parents or students about the legal consequences of truancy. The district also sends parents warning letters. If students are habitually truant or excessively absent, parents and students may be cited and referred to the court.

Students are habitually truant if they have five or more unexcused absences. They are excessively absent if they have 18 or more excused or unexcused absences.

BICYCLE AND WALKING SAFETY

Students must obey traffic laws, and they should wear helmets when riding to and from school. Suspicious behavior observed along the way should be reported to a school administrator or police officer.

Bicycles should be locked when parked at school. Mesa Public Schools is not responsible for loss, theft or damage.

CAFETERIA

Our nutritious, affordable meals follow Policy JL and the U.S. Department of Agriculture's Dietary Guidelines for Americans.

Parents may place money in their children's accounts by check or cash at school, or by credit or debit card at www.myschoolbucks.com.

Free and reduced-price meal applications are available at school and online.

For applications, menus, prices, and information on nutrition, allergies and student accounts, visit www.mpsaz.org/food.

CHILD ABUSE

To ensure student safety, school employees must report suspected physical abuse, neglect and sexual abuse to the Department of Child Safety (DCS) or the police. All reports are confidential records. Requests for information should be directed to DCS or the appropriate law enforcement agency.

The reporting law applies most often to adults abusing children. When students are accused of sexual harassment, fighting or bullying, we review each incident carefully for indications of abuse. The accusations may be investigated by the police for possible criminal charges — regardless of the age and maturity of the alleged abuser.

COMMUNICATION WITH PARENTS

We share news of personal and schoolwide interest and importance via the website, parent newsletters and U.S. mail. We also communicate through telephone, email and text-messaging notification systems.

Please help us stay in touch with you by updating your mailing addresses, email addresses and phone numbers. We also invite you to join our followers on Facebook, Twitter and Instagram.

CUSTODY AND VISITATION

We do our best to respect the child-custody and visitation rights of separated or divorced parents, as prescribed in state laws and valid court orders.

Custodial parents or parents with joint custody are responsible for providing the district the most recent court order if child custody or visitation issues affect the school. See Policy JH.

DRESS AND GROOMING

Dress and grooming standards promote school pride, self-esteem, the safety and welfare of students and staff, and the achievement of curriculum goals and educational objectives.

Clothing, accessories and visible tattoos must not convey a message that:

- relates to tobacco, alcohol or illegal drugs
- expresses gang membership, affiliation or support
- appears sexually suggestive, vulgar, obscene or offensive
- causes a reasonable person to feel threatened, intimidated or harassed because of the person's race, color, national origin, religion, sex (including gender identity and sexual orientation) or disability
- advocates or promotes violence or terror

The district's minimum dress and grooming expectations are available in the school office and in Policy JFCA. Schools may adopt additional standards based on School Improvement Advisory Council recommendations. See your school handbook.

EMERGENCY RESPONSE

School emergencies, such as power outages, threats or neighborhood incidents, may require precautionary lockdowns or evacuations. Schools practice emergency response procedures regularly.

Our first concern is always the safety of students and staff. Parents can count on Mesa Public Schools to provide resources, such as security, transportation, food, water, and the added protection of police and fire officials.

The first information parents hear from the media or others may be inaccurate. Please do not contact the school. We will provide parents information via the district's communication system as quickly as possible.

Do not call or send text messages to your children. If they contact you, direct them to follow instructions from school officials.

Lockdowns

Lockdowns take place when there are safety concerns on campus or in the vicinity. During a lockdown, students and staff are secure in their classrooms. Do not go to the school. Office and classroom doors are locked, and no one is allowed in or out.

Children are not released from school without the authorization of police and/or fire officials. Please be patient, and follow directions from the staff.

Reunification

The school cares for students in lockdowns or evacuations during the school day and beyond, if necessary. But there may be times when parents are contacted and asked to pick up their children.

In a reunification, students are released to parents or other adults designated on emergency contact forms. Photo identification is required.

Evacuations

If emergency responders believe students and staff would be safer off campus, school officials follow established evacuation procedures for relocation to a predetermined site. The district provides additional supervision, and students remain with their classes.

Sometimes, evacuations are brief, and students quickly return to the normal school schedule. Parents should not go to the evacuation site. Additional individuals add confusion to the emergency situation and take the staff's attention away from students.

EQUAL OPPORTUNITY

Policy prohibits discrimination based on race, color, national origin, religion, sex (including gender identity and sexual orientation) or disability, and provides equal access to the Boy Scouts and other designated youth groups.

Under certain conditions, such discrimination can include harassment by students or staff if the conduct creates a hostile learning environment under the law.

Lack of English language skills is not a barrier to admission and participation in district programs and activities.

See Policies JB and JFD for details on discrimination, complaint procedures and resolutions. Students may report discrimination to teachers, counselors or school administrators.

The associate superintendent is the district's compliance officer for:

- Title IX (*gender-based discrimination*)
- Title VI (*discrimination based on race, ethnicity, national origin and religion*)

For assistance, call 480-472-0205. Or write to Associate Superintendent, Mesa Public Schools, 63 E. Main St. #101, Mesa, AZ 85201.

The executive director of special education is the district's compliance officer for disability-based discrimination:

- Section 504 of the Rehabilitation Act
- Americans With Disabilities Act
- Individuals With Disabilities Education Act

For assistance, call 480-472-0702. Or write to Executive Director of Special Education, Mesa Public Schools, 1025 N. Country Club Drive, Mesa, AZ 85201.

Any student who knowingly makes false accusations of discrimination may be subject to disciplinary action.

FEES AND DEBTS FOR STUDENTS

Schools charge fees for extracurricular activities, field trips and community education programs. Students and their parents must meet their financial obligations to the district. The district may use reasonable and cost-effective methods to obtain payment of a delinquent debt, or establish a payment plan.

School administrators may waive or reduce fees for economic hardship. A student with delinquent debt will not be denied education services or access to education records. For fee schedules and information on tax credits for extracurricular activities, see "Fees for students" at mpsaz.org/ parents.

FIELD TRIPS

Only students who are approved for a particular activity, and their assigned sponsors, teachers, coaches and school- or district-approved chaperones may participate in field trips.

FOOD SAFETY

All food brought onto campus for students to share at classroom celebrations or other group activities must originate from stores or commercial kitchens certified to comply with Maricopa County Environmental Services regulations.

County regulations also apply to school-sponsored functions, such as barbecues, pancake breakfasts and carnivals. See Policy JL.

GANG ACTIVITY

Students may not engage in any gang activity, no matter where or how it occurs, if it has a substantially detrimental impact on school activities, students or staff in relation to school attendance, school operations or the school environment.

Students who engage in gang activity are subject to disciplinary action. See Policy JFCE

GRADING PROCESS

The following scale is used to evaluate skill performance and effort in kindergarten through sixth grade:

SKILL PERFORMANCE		EFFORT	
4	Proficient in concepts/skills; complete understanding; strong performance	4	Outstanding
3	Developing Proficiency in concepts/skills; consisting understanding	3	Satisfactory/Consistent
2	Limited Proficiency in concepts/skills; beginning to grasp concepts/skills	2	Improving/Not Consistent
1	Does not yet understand concepts/skills that have been introduced	1	Area of Concern
A blank indicates the skill was not emphasized this grading period.			
Z	Individual Program*		

The following scale ensures common, consistent reporting in fourth- through sixth-grade subjects assigned achievement grades:

ACHIEVEMENT GRADE %	
A	Consistently meets curriculum standards at an outstanding level (90-100)
B	Generally meets curriculum standards at a high level (80-89)
C	Meets curriculum standards at a satisfactory level (70-79)
D	Meets some curriculum standards (60-69)
F	Fails to meet curriculum standards (≤ 59)
Z	Individual Program*

* Z's indicate students are graded a different way

HARASSMENT, BULLYING AND HAZING

Harassment, bullying and hazing are prohibited at school, in school vehicles, at school bus stops, during school-sponsored activities and while students are traveling to or from school.

Harassment means any abusive conduct that is directed at one or more students because of the student's actual or perceived race, color, national origin, religion, sex (including gender identity or sexual orientation) or disability and that is sufficiently severe, pervasive or persistent so as to interfere with or limit the student's ability to participate in or benefit from the services, activities or opportunities offered by the school. It includes retaliation and sexual harassment. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature may constitute sexual harassment.

Bullying means any aggressive, intentional behavior carried out by a person or group repeatedly and over time against a victim who cannot easily defend himself or herself. It may be verbal, physical or relational; and it requires an observed or perceived imbalance of power— such as physical strength, access to embarrassing information or popularity – between the bully and victim.

Bullying includes cyberbullying, which means any act of bullying committed by use of electronic technology or communication devices, including social networking and other internet communications, that occurs on school property or at a school-sponsored event; substantially interferes with a student's education; threatens the overall educational environment; or substantially disrupts the operation of a school.

Hazing means forcing a student to risk or suffer physical or mental harm or degradation to join, participate in or remain in a school-affiliated organization or activity.

Students who believe they have been harassed, bullied or hazed should report the behavior to a teacher, counselor, nurse, health assistant or school administrator. All school employees must report such incidents. All reports are investigated and confidential.

Students who engage in harassment, bullying or hazing are subject to disciplinary action. See Policies JFD and JFCM.

HOMWORK

School Improvement Advisory Council members — including parents, teachers and the school administrator — develop a plan at each campus.

Homework time varies depending on study habits and academic skills. Generally homework time will increase 10 minutes per grade level, resulting in a range from 10 to 60 minutes per night.

More homework may be assigned if students need to make up or complete classroom work.

Homework is not given as a penalty. Children who master regular classroom lessons need not make up work missed while they are in special classes for gifted students.

Exceptions to the guidelines are worked out with parents at each school

ILLNESS

Sick children should stay home to rest, recover and minimize the spread of disease.

Students should not attend school if they have a fever, diarrhea, vomiting, a severe sore throat or a draining wound. Students should be fever free without medication before returning to school.

Parents are notified and asked to pick up children who become ill at school.

If you detect head lice, treat the condition with head lice shampoo, and remove the nits (*egg sacks on hair shafts*) with a fine-tooth comb. Children may return to school after treatment. Contact the health office for more information.

IMMUNIZATIONS

Arizona law requires children to be up to date on their immunizations to attend school. Documented proof is required for students entering Mesa Public Schools.

Medical, Personal and Religious Exemption Forms are available in the school health office. Exempt students are excluded from school if there is an outbreak for which they have not been immunized.

INSURANCE

The district does not carry medical or dental insurance for students who become ill or are injured during school activities. Parents are responsible for their children's insurance and related expenses.

An optional school-day accident and health policy is available for purchase through a private agency. See "Insurance" at www.mpsaz.org/parents.

LANGUAGE LINE

Over-the-phone interpretation enhances home-school communication with parents. Language Line features three-way interpreter conversations from English into more than 170 languages. All calls are confidential. This service is free for parents and schools.

Call your school secretary to request Language Line interpretation. Or contact the district's English Language Acquisition Department, 480-308-7512.

LIABILITY FOR VANDALISM

If students damage or destroy school property, they may be suspended or expelled. Parents may be liable for their children's vandalism.

MEDICATION AND DIETARY SUPPLEMENTS

School personnel may administer medication to students during school hours if:

- A Parent/Physician Consent for School to Administer Medication form is completed at the beginning of each school year and when the medication or dosage changes
- There is an unaltered, current pharmaceutical label attached to prescription medication
- Over-the-counter and dietary supplement medication are in its original container and will only be administered according to appropriate age/weight dosages
- Medication is administered and stored in the health office

Over-the-counter medication and dietary supplements may not be given for longer than five consecutive days without a medical provider's prescription order.

Parents are notified when more medication is needed and when unused or discontinued medication is to be picked up from school.

Students may carry and self-administer prescribed emergency medication or inhalers if they are properly labeled and if parents provide written consent to the health office.

No other medication, including over-the-counter medications and dietary supplements, may be carried by the student unless the school nurse and administrator have signed an Individualized Health Care Plan. Self-administer medication plans may be developed for diabetic students with physician approval. See Policy JHCD.

NEWS MEDIA AND DISTRICT COVERAGE

Students may be interviewed, photographed or recorded by the news media or district employees for print, radio, television or online content.

Media Opt Out Form

Parents may submit Media Opt Out Forms to the office within the first two weeks of school or enrollment, whichever is later. The form is available at school and under "Opt Out" at www.mpsaz.org/parents. **A new Opt Out form must be submitted each year.** Parents should also share their opt out decisions with their children's teachers.

OPEN ENROLLMENT

Our schools welcome open-enrollment students from other district attendance zones and other Arizona districts. Applications are available at all schools and online. See “Open Enrollment” at www.mpsaz.org/parents.

Applications for enrollment the next school year are due before March 1 for notification of the acceptance decision by April 1. If applications are returned on or after March 1, parents will be notified as soon as possible.

Parents and students must agree that students will honor all school rules and regulations, including standards for academic effort, conduct and attendance.

Failure to comply with school rules may result in reassignment to another school.

PARENT INVOLVEMENT

Parent participation shows children that education is a family priority:

- Read to or with your children.
- Check their backpacks, and read all communications from the school.
- Talk with them about homework assignments.
- Make sure they come to school each day and arrive on time.
- Attend school events with them, such as field trips, concerts and parent-teacher meetings.

PARENT RIGHTS

Policy KBAA explains a variety of rights on a range of educational issues. The information is available at schools and www.mpsaz.org/rights.

PERSONAL PROPERTY

Students should not bring valuable personal property to school unless it's necessary for school activities.

Protection of personal property is the responsibility of students and parents. The district is not responsible for loss, theft or damage.

PHYSICAL EDUCATION EXCUSES

All students are expected to participate in PE. Parents may write notes to excuse children briefly. Doctors' notes are required for extended excuses and may be required to resume participation in PE.

POLICE VISITS

Police may ask to interview students at school. If parents are being investigated for suspected child abuse or other criminal activity, we cannot notify parents without police approval.

In all other cases, we make reasonable efforts to notify parents in a timely manner unless directed otherwise by police. If we cannot reach parents, we allow the interviews unless students refuse to be interviewed or wish to speak with parents first.

If police want to take students into custody, the school must comply. We notify parents unless the police direct otherwise.

PRIVACY AND SURVEYS

The Protection of Pupil Rights Amendment gives parents and eligible students (*emancipated minors or students who are 18 or older*) rights regarding protected personal information, instructional materials, physical exams and health screenings:

1. To provide written consent before students participate in any survey funded by the U.S. Department of Education that requests protected information:
 - Political affiliations
 - Family, mental or psychological problems
 - Sexual behavior or attitudes
 - Illegal, anti-social, self-incriminating or demeaning behavior
 - Critical appraisals of family members
 - Privileged relationships recognized by law, such as with attorneys, doctors and ministers
 - Family religious practices, affiliations or beliefs
 - Income, unless required by law to determine program eligibility
2. To be notified and choose to opt out of certain activities, surveys and exams, including:
 - Activities involving collection, disclosure or use of personal information obtained from students to market, sell or otherwise distribute information to others
 - Surveys requesting protected information, regardless of funding
 - Any nonemergency, invasive physical exam or screening required for attendance, administered by the school and not necessary to protect students' health and safety — except for hearing, vision or scoliosis screenings, or any exam or screening permitted or required by state law
3. To inspect the following material, upon request, before the district administers or uses:
 - Surveys and instructional material involving protected information
 - Instructional material in the educational curriculum
 - Documents to collect students' personal information for marketing, sales or other distribution purposes
4. To receive notification at the start of each school year, and after substantive changes are made, about the district's policy for complying with the Protection of Pupil Rights Amendment
5. To report any violation of rights by filing a claim with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202

PRODUCT SALES

Official school organizations may conduct sales on campus with the approval of the Student Council and/or the school administrator. All proceeds must be deposited in the student funds account.

No other sales are permitted on school property without the district's prior authorization.

REPORT CARDS AND CONFERENCES

Report cards are issued four times a year, after each nine-week grading period.

Conferences are scheduled twice a year. All parents are encouraged to attend. This is the time to discuss children's progress and special needs.

Parents and school personnel may request additional conferences at any time.

SPECIAL EDUCATION

Public schools must provide a free, appropriate education to eligible disabled children. Special education and related services are described in Individualized Education Programs (IEPs) and are provided in the least restrictive environment.

Children with disabilities from age 3 to 22, and their parents, are guaranteed certain educational rights, known as procedural safeguards. Children who are being provided special education services at the time they reach age 22 will continue to receive special education services from the school district until the end of the school year. The law and its implementing regulations also provide methods to assure that your input is considered.

For the procedural safeguards, see "Special Education" at www.mpsaz.org/parents. Or call the Special Education Department at 480-472-0710 to receive a copy.

If children are having difficulty in school, parents should check with teachers to discuss interventions that may help their children succeed. If the interventions are unsuccessful or if a disability is suspected, parents may request a referral for special education evaluation. Contact the school administrator, school psychologist or area special education director.

Child Find

Public schools are required to identify, locate and evaluate all children with disabilities who need early intervention or special education services and who reside within its geographic boundaries.

Parents of children under age 3 are referred to the Arizona Early Intervention Program, 602-532-9960.

Parents of children age 3 through 5 are referred to the district's Special Education Department, 480-472-0703.

Children as young as 2 years 9 months may benefit from speech, hearing, vision and developmental screening to determine if further evaluation is necessary. Mesa Public Schools offers eligible children with significant delays enrollment in free special education programs.

Parents of children in kindergarten through 12th grade should contact their school.

Special Education Evaluation

If special education disabilities are suspected, children are evaluated to identify and document any disabilities that affect learning.

SCHOOL AGE

Kindergartners must be 5 years old by Aug. 31. If they reach age 5 before Jan. 1, parents may request testing for early admission. See "Kindergarten" at www.mpsaz.org/parents.

To enter first grade, children must be 6 years old by Aug. 31. Children who reach 6 years of age before Jan. 1 may be admitted if it's in their best interest. Contact school administrators for more information.

SILENT WITNESS

Students are encouraged to report anything that threatens the safety or security of people or property at school or school-sponsored activities:

- In an emergency, call 911.
- Talk to any school staff member.
- Leave a message on the Silent Witness line. Call 480-472-STOP (7867).

Parents and educators begin by reviewing existing information. If the team needs additional data, the assessments are completed within 60 calendar days of parents' written consent. The team reviews and discusses all the information.

If the team determines children are eligible, parents and educators meet to develop an Individualized Education Program (IEP). Parents may ask others to be present at the meeting.

Parent Rights and Responsibilities

STUDENT EDUCATION RECORDS

Parents have the right to inspect and review all education records and all other rights guaranteed by the Family Educational Rights and Privacy Act.

DESTRUCTION OF EDUCATION RECORDS

The district destroys all special education records five years after students leave special education, withdraw from the district or graduate. Parents who prefer to obtain the records may write to Mesa Public Schools, Special Education Records, 1025 N. Country Club Drive, Mesa, AZ 85201.

PRIOR NOTICE OF UNILATERAL PRIVATE PLACEMENT

Parents who disagree with the district must provide written notification 10 business days before enrolling children in private special education schools. The notice must indicate rejection of the placement offered, concerns about the offered placement, and the intent to enroll a child in a private school at public expense.

CONSENT TO SERVICES

Parents may withhold or withdraw consent for special education services, which cease once parents have withdrawn consent and received notice of their procedural rights. Thereafter, children have the same rights and responsibilities as students without disabilities.

MORE INFORMATION

For more information about special education programs and procedures, contact:

- your school, or the Special Education Department, 480-472-0710
- Raising Special Kids, 602-242-4366, raisingspecialkids.org
- the Arizona Department of Education's Exceptional Student Services Division, 602-542-4013

STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) affords parents, and students over 18 years of age, certain rights regarding education records:

1. The right to inspect and review education records within 45 days after schools receive requests for access:
 - The parent or student writes to the school administrator and asks to inspect the record. The school administrator arranges for access and notifies the parent or student of the time and place.
2. The right to request the amendment of an education record that a parent or student believes is inaccurate, misleading or otherwise in violation of privacy rights under FERPA:
 - A student or parent who is concerned about the accuracy of grades, attendance records or other school records talks to the teacher first. If the matter is not resolved, the parent or student speaks to the school administrator.
 - If the matter remains unresolved, the student or parent writes to the school administrator, specifies what should be changed and explains why.
 - If the school administrator decides not to amend the record, the parent or student is notified and advised of the right to a hearing. The notification includes information on hearing procedures.
3. The right to privacy of personally identifiable information in education records, except to the extent that FERPA authorizes disclosure without consent:

One exception is disclosure without consent to school officials, with legitimate educational interests, who are fulfilling their professional responsibilities. School officials are:

 - District administrators, supervisors, instructors or support staff members (including health or security personnel)
 - Governing Board members
 - People or companies with whom the district outsources services or functions it would otherwise use its own employees to perform (such as attorneys, auditors or therapists)
 - Parents or students serving on official committees
 - Parents, students or other volunteers assisting school officials in performing their tasks
4. The right to file a complaint with the U.S. Department of Education about the district's alleged failure to comply with FERPA requirements:
 - Write to Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202.

Education records, located in student files, consist of two major areas:

- (1) permanent records, such as grades, attendance reports and health records, and
- (2) discipline records.

Noncustodial and divorced parents have equal rights relating to student records unless the school has been provided a court order to the contrary.

Upon request, education records are forwarded without consent to officials in another school or another district if a student seeks or intends to enroll there. Only discipline records regarding any out-of-school suspension or expulsion will be sent to a school in another district, as required by state and federal law.

Directory Information

In limited situations, the district may disclose directory information, which is the student's name, address, email address and telephone number; the parents' names, addresses and phone numbers; the student's photograph; date and place of birth; class/grade level; enrollment dates; weight and height if the student is a member of an athletic team; awards received; and extracurricular participation.

Unless the parent opts out of directory information releases, the district will disclose such information only if the request is from a post-secondary institution (such as a college or university); a law enforcement agency or the Department of Child Safety; or a vendor selected by the school to provide a school-related service, such as class photos and yearbooks. Under no circumstance will the district provide directory information to a person or entity for a mass-marketing purpose.

Directory Information Opt Out Form

Parents and eligible students may submit Directory Information Opt Out Forms to the school office within the first two weeks of school or enrollment, whichever is later.

A new Opt Out Form must be submitted each year. The form is available in the school office and at www.mpsaz.org/parents.

Student Name

The district must record the student's legal name in its electronic Student Information System (SIS) and use the legal name in its permanent records. Upon request, a preferred name will be included in the SIS and used by staff members in communications with the student and family.

STUDENT RETENTION

Governing Board standards comply with state guidelines. Contact school administrators for the essential skills required for promotion from grade to grade.

If teachers think children will benefit from retention, they meet individually with parents, school administrators and other appropriate staff members.

State law provides that classroom teachers make final decisions. If parents do not agree, they may write to the Governing Board and request a review.

STUDENT SPEECH

Students have certain free-speech rights at school. They are not automatically the same as the rights of adults in other settings, due to the special characteristics of the school environment. See Policy JFH.

Prohibited student speech includes, among other things:

- Speech that causes a material and substantial disruption
- Speech that is vulgar, lewd, obscene or plainly offensive
- Speech that harasses, bullies or otherwise substantially interferes with another student's right to attend school or participate in school activities
- Speech that advertises or promotes alcohol, tobacco or illegal drugs
- Fighting words, threats of violence
- Racial, ethnic, sexual or religious slurs

TEACHER RÉSUMÉS

Contact your school office to request the educational background and teaching experience of our instructional personnel.

TECHNOLOGY DEVICE AND INTERNET USE

The district provides student access to technology devices, such as laptops and tablets, and internet service for educational purposes.

Students may also bring personal devices, such as cellphones, smartphones, audio or video recorders, readers, tablets and laptops. Unless being used for acceptable educational purposes, all devices must be turned off and out of sight.

In all cases, the following guidelines apply:

Devices may not be used to violate the privacy of others or disrupt the learning environment.

If students violate the rules, devices may be confiscated and personal ones held for parent pickup from the school administrator.

The district makes reasonable efforts to manage appropriate use of the internet. Our efforts include the use of a content filter on district-provided internet access, and guided supervision, in compliance with the federal Child Internet Protection Act.

The district cannot prevent access to all inappropriate content. We cannot filter content accessed via third-party services.

The district does not provide technical support for personal electronic devices. For district-provided one-to-one devices, please refer to the student device handbook for repair/replacement information.

The district is not liable for data-plan charges students may incur while using personal devices and is not responsible for loss, theft or damage.

Internet opt out form

Parents may deny internet access for their children at any time by submitting an Opt Out Form to the office. The form is available at school and under "Opt Out" at www.mpsaz.org/parents. A new Opt Out Form must be submitted each year.

Acceptable uses

The same rules and expectations that govern student conduct and communication apply to student use of technology and the internet. Students must follow network etiquette rules, internet guidelines and district policies during school and school-related activities.

Students who have questions about appropriate uses should ask the teacher. For complete information, see Policy JFCH.

Prohibited uses

Students are responsible for any misuse of school or personal devices, internet access, electronic files, passwords and accounts.

Failure to comply may result in loss of internet-access privileges, device-use privileges or other disciplinary actions. Unacceptable uses include illegal activities, violating copyright and plagiarism. Other examples of unacceptable uses are:

INAPPROPRIATE MATERIALS:

accessing, displaying, transmitting or posting materials, including imagery or language that is defamatory, abusive, obscene, vulgar, sexually explicit or suggestive, threatening, discriminatory, harassing and/or illegal

COPYING SOFTWARE:

unauthorized copying, downloading or installing of software, including VPNs

MISUSE OF PASSWORDS/UNAUTHORIZED ACCESS:

sharing passwords, using other users' passwords and/or accessing other users' accounts

MALICIOUS USE/VANDALISM:

any malicious use, disruption or harm to the school's computers, networks and internet services

UNAUTHORIZED COMMUNICATIONS:

unauthorized accessing of communication tools, such as chat rooms, forums and social networks

No expectation of privacy

The district retains control and custody of all computers and other devices, accounts, networks and internet services owned or leased by the school. We reserve the right to monitor all internet activity by students.

Student security

Students should not reveal their full names, addresses or phone numbers on the internet. Students should never meet anyone they contact through the internet without parent permission. Students should inform their teachers if they access information or messages that may seem dangerous or inappropriate.

Viruses and malicious software

The district is not responsible for any virus or malicious software transmitted from its computer system.

TESTING

The district uses criterion-referenced tests to monitor achievement at student, class, school and district levels.

Criterion-referenced tests, end-of-year reading or math exams or AzMERIT, show us if students have mastered classroom material.

Tests Administered by Mesa Public Schools

**Required by the state of Arizona*

TEST	GRADES	WHEN TESTED
MPS tests in reading, math, writing	K-6	Students are tested several times each year.
AIMS science*	4	April
National Assessment of Educational Progress*	Varies	January-March (<i>small sample of students</i>)
DIBELS*	K-3	Students are tested several times each year.
AzMERIT (ELA and Math)*	3-6	April

Copying answers, stealing tests and other activities that would result in inaccurate scores can lead to penalties imposed by the district and the Arizona Department of Education.

VISITING SCHOOL

Parents are encouraged to visit their children's schools. Please observe the following guidelines while school is in session:

- Parents must check in with the front office staff and receive a personalized badge to be worn while on campus. At the end of the visit, visitors must check out and return their badge to front office staff.
- Complete the log in the lobby before taking children off campus.
- Make appointments with teachers and school administrators to avoid conflicting schedules.
- Drive and park vehicles in a safe manner in compliance with all school safety rules when in a school parking facility or student drop-off/pickup areas.
- With the exception of public events, such as plays and concerts, do not photograph, or make video or audio recordings of students or teachers without prior approval from teachers or school administrators.
- Comply with staff members' requests and instructions.

All visitors must conduct themselves in a civil and respectful manner.

Visitors may not possess, consume or be under the influence of alcoholic beverages or illegal drugs; and they may not use or display tobacco products, e-cigarettes or vaporizers on school property.

Possession of a firearm or other deadly weapon is prohibited, unless possession is expressly authorized by the school principal or by state law.

Students from other schools are not allowed on our campus during the school day, unless the school invites them to participate in a school-sponsored activity.

Except in unique circumstances or isolated instances, school facilities are not available for private-service providers, such as psychologists and therapists, to meet with students. Please schedule private services outside the school day.

VOLUNTEERS

Parents may volunteer at the schools their children attend. All others must contact the school of their choice for a referral to the Volunteer Services Office.

Non-parent volunteers complete application packets and undergo background investigations. See "Volunteer Services" at www.mpsaz.org/parents.

School administrators have the authority to determine the suitability of all prospective volunteers, including parents. Volunteer service is governed by Policy GEA.

Guidelines for Student Behavior

To protect the rights of all children, it is important that parents and students understand the consequences of misbehavior. Mesa Public Schools guidelines promote consistency in discipline at all schools and provide a safe and pleasant environment for all students.

Please understand that Arizona law allows the district to hold students accountable for their behavior on school property at any time, at school-sponsored activities, at school bus stops, on the way to and from school, and in other locations off school grounds if their behavior has a negative impact on other students, teachers or school activities.

First, in all student discipline matters, the school administrator speaks with students to gather information about what happened and whether the district's Guidelines for Student Behavior were violated.

This discussion may occur without parent participation or consent. The parent is notified if the school takes any disciplinary action other than an informal talk or conference with the student.

When an eligible student with disabilities engages in misconduct that could result in suspension or expulsion, the district follows state and federal laws governing suspension and expulsion of such students.

Procedures are set forth in Policy JGD.

DISCIPLINARY ACTIONS

Students involved in inappropriate behavior are subject to certain disciplinary actions. Depending upon the behavior problem of the student, one or more of the following actions may be taken by school officials. Misconduct may also result in suspension or loss of the privilege of participation in extracurricular activities. Please note that "assistant superintendent" means an assistant superintendent or assistant superintendent's designee.

ACTIONS USUALLY INVOLVING THE TEACHER

Informal Talk

A teacher or school administrator talks with the student, describing the inappropriate behavior and informing the student of acceptable behavior. The parent may be notified.

Discipline Conference With Student

A conference is conducted with the student, the school administrator and/or the teacher to discuss the inappropriate behavior and discuss/develop a plan for changing the student's behavior. The parent may be notified.

Conference With Parent

The parent is asked to attend a conference with the student, school administrator and other school officials to develop a plan for changing the student's inappropriate behavior. The parent and student receive a written copy of the plan.

Timeout

Classroom teachers may use a technique similar to the alternative learning classroom imposed by the school administrator. In timeout, the student is assigned by the teacher to a location isolated from his or her classmates. This is usually another classroom.

Restriction of Privileges

Inappropriate behavior may result in the restriction of a student's privilege to participate in playground, cafeteria or specific special activities. The parent is notified.

Detention

A student may be detained after school to make up work or for disciplinary reasons. The parent is notified about a student's detention, and arrangements for travel from school to home are discussed with the parent before a student is placed in detention.

Removal From Classroom

State law allows a classroom teacher to remove a disruptive student from the classroom and request that a staff committee determine whether the student should return or be reassigned to another classroom. The placement of a disabled student is not affected by this procedure.

ACTIONS USUALLY INVOLVING SCHOOL AND/OR DISTRICT ADMINISTRATORS

Denial of Bus-Riding Privileges

A school administrator may deny bus-riding privileges for inappropriate/disruptive behavior. The parent is notified prior to the denial taking place.

Restitution (Liability)

Under Arizona law, parents may be liable for damage to school property done by their children.

Alternative Learning Classroom

Temporary assignment to an alternative learning classroom (ALC) is an alternative to off-campus suspension.

An ALC may be imposed for part of a day or for one or more days. The student is removed from the regular classroom setting and is assigned to a location isolated from classmates. This may be another location on campus or another campus.

Class assignments are given to a student placed in an ALC. The parent is notified.

Remainder-of-Day Release to Parent

The student is released to the custody of the parent for the duration of the school day.

Short Suspension

School administrators may suspend a student for 10 school days or less. The student is informed of the alleged violation of school rules and is given an opportunity to respond. There is no right to appeal a short suspension to any person other than the school administrator.

When the student's behavior causes a danger to self or to others, an out-of-school suspension may be immediate. During any off-campus suspension, a student is not permitted on district property or at district functions.

Long Suspension

In addition to a short suspension, the school administrator may recommend to district-level administration that a long suspension be imposed. Suspensions exceeding 10 school days may be imposed by the assistant superintendent.

The student and parent are informed of the district's due process procedures. During any off-campus suspension, a student is not permitted on district property or at district functions.

Alternative School Assignment

Under certain circumstances, the district may reassign the student to an alternative school in place of a long suspension, with or without the agreement of the student or parent.

If a student is assigned to an alternative school in place of a long suspension, there is no right to a formal hearing on the incident.

Additionally, under Arizona law, the district may reassign to an alternative school any student who refuses to comply with rules, refuses to pursue the required course of study, or refuses to submit to the authority of teachers, administrators or the Governing Board.

Expulsion

Expulsion means the permanent withdrawal of the privilege of attending any school in the district, unless the Governing Board reinstates that privilege. Only the Governing Board can expel a student.

The student's parent is notified in writing that expulsion is recommended. Notification includes instructions regarding due process procedures. Expulsion does not become effective until due process procedures have been completed. If expelled, a student is not permitted on district property or at district functions.

Your Due Process Rights

Relative to student discipline, due process means that students are entitled to certain notice and hearing procedures before they can be suspended or expelled. In some situations, there are also procedures that students may follow if they do not agree with the school's actions.

If a student faces possible suspension or expulsion, the appropriate due process procedure is implemented. The following summary provides an overview to acquaint students and parents with the existing procedures.

Short Suspension

A short suspension is 10 school days or less. The notice and hearing required for a short suspension are more informal and abbreviated than for a long suspension or expulsion. There is no legal right to appeal a short suspension to any person other than the school administrator.

The school administrator has the authority to suspend a student for 10 school days or less. When a short suspension is the anticipated disciplinary action, the school administrator provides the student the opportunity to participate in an informal hearing between the school administrator and student, which may include other people associated with the incident.

The school administrator verbally informs the student of the alleged behavior that is considered a violation of the rules. The student is given an opportunity to respond and present his or her version of the situation. If, after these procedures are completed,

the school administrator decides that a short suspension is appropriate, the suspension begins, and the parent is notified.

The school administrator may, in addition to imposing a short suspension, recommend to the assistant superintendent that a long suspension be imposed. The short suspension, nevertheless, takes place.

The school administrator may immediately suspend a student when the student's presence creates a danger to any student or school personnel. As soon as the danger subsides, the due process procedures for a short suspension are initiated.

A parent/student may appeal, to the school administrator, the disciplinary action taken by an administrative designee within two school days of its imposition. The school administrator acts upon the appeal within two school days of its receipt.

During the appeal process, suspended students are assigned to an alternative learning classroom unless the offense involves assault/fighting, drug possession/ distribution, dangerous instruments/deadly weapons or any other offense that presents an immediate threat to safety. Appeals made after completion of a disciplinary action are not subject to review.

Long Suspension

A long suspension is 11 school days or more. In addition to imposing a short suspension, the school administrator may recommend that a long suspension be imposed.

The assistant superintendent has the authority to impose a long suspension following appropriate due process.

Notice is given to the student and parent that the school administrator is recommending to the assistant superintendent that the student be suspended for 11 school days or more. The student and parent are given notice of applicable due process procedures.

If the assistant superintendent believes that a long suspension may be appropriate, the student and parent are provided the opportunity to meet with the assistant superintendent to discuss the situation in an informal setting. The assistant superintendent then determines whether a long suspension should be imposed or, if good cause exists for a long

suspension, whether the student should be assigned to an alternative educational program of the district in place of a long suspension.

If a student is assigned to an alternative school in place of a long suspension, there is no right to a formal hearing. If the assistant superintendent imposes a long suspension, a formal hearing may be requested by the parent. A request for the formal hearing must be made to the assistant superintendent within two working days after notification that a long suspension has been imposed.

If a formal hearing is requested, the hearing is conducted at the district level by an appointed hearing officer.

The parent and student are given written notice of the date, time and place for the hearing at least five working days prior to the hearing.

A long suspension takes effect upon receipt of the hearing officer's decision, subject to appeal to the Governing Board. The hearing officer's decision may be appealed by sending a written notice of appeal to the board within five working days after receipt of the hearing officer's decision. The notice of appeal must be received no less than 24 hours prior to the meeting where the appeal will be heard.

Your Due Process Rights

Drug Education and Counseling Programs

Education and counseling programs are combined with a suspension for students who use or possess drugs or alcohol on campus if it is their first offense.

Expulsion

Expulsion means the permanent withdrawal of the privilege of attending any school in the district, unless the Governing Board reinstates that privilege. Only the Governing Board can expel a student. Expulsion takes effect only after a formal hearing is conducted and the Governing Board has made a decision to expel. If the assistant superintendent believes that expulsion is appropriate, the assistant superintendent gives written notice to the student and parent that expulsion is being recommended and that a hearing on expulsion will take place. The student and parent are given notice of applicable due process procedures.

The parent and any student subject to expulsion are given written notice of the date, time and place for the hearing at least five working days prior to the hearing.

All expulsion hearings are conducted by an independent hearing officer who hears the evidence, prepares a report and brings a recommendation

to the board for action. The hearing is closed to protect the privacy of the student unless the parent requests that it be open to the public.

The hearing officer's recommendation may be appealed by sending a written notice of appeal to the board within five working days after receipt of the hearing officer's recommendation.

The notice of appeal must be received no less than 24 hours prior to the board meeting or session where the hearing officer's recommendation and any appeal are considered. The board is the ultimate authority in the district and is not bound to accept the hearing officer's recommendation.

Police Involvement

School officials are not required to initiate or complete due process procedures prior to notifying law enforcement officers. If law enforcement officers are notified, parents are contacted unless otherwise directed by a law enforcement officer. Any action taken by law enforcement officers is separate from disciplinary action taken by the school district.

Problem Areas

This list is not all-inclusive. A student committing an act of misconduct not listed is, nevertheless, subject to the discretionary authority of the school administrator or assistant superintendent. Any student who attempts to commit an act of misconduct or who knowingly assists another in committing an act of misconduct may be subject to the same disciplinary action as the student who commits the act of misconduct.

Inappropriate conduct may also involve criminal violations of state or federal law. State law requires schools to report to police: (a) drug violations, (b) firearm possession, (c) sexual abuse and other forms of child abuse, and (d) other serious criminal or physical-threat incidents.

Please review the problem areas and consequences in *Guidelines for Student Behavior* with your children. Remind them to report any safety concerns to a teacher or the school administrator.

Academic Misconduct/Cheating

Cheating, plagiarism or any other type of academic misconduct that enables a student to receive a grade or score that was not or would not have been earned legitimately.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Parent involvement	Short suspension/ALC*
MAXIMUM	Long suspension	Expulsion

Alcohol Violation

Use, possession, sale, purchase or distribution of alcoholic substances. This violation includes drunkenness at a school event. An alcohol violation preceded by a drug violation is treated as a repeated occurrence for disciplinary action.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Short suspension/ALC* and intervention program	Suspension for two semesters/ASA †
MAXIMUM	Expulsion	Expulsion

Arson

Damaging or attempting to damage property by fire or incendiary device.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Short suspension/ALC*	Long suspension/ASA †
MAXIMUM	Expulsion	Expulsion

Assault

A physical attack on a person who does not wish to fight or provoke it. This violation includes a student who encourages another to commit an assault.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Short suspension/ALC*	Long suspension/ASA †
MAXIMUM	Expulsion	Expulsion

Bus Violation

Violation of bus rules.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Warning	Denial of bus-riding privileges
MAXIMUM	Denial of bus-riding privileges	Denial of bus-riding privileges

Dangerous Weapon/Instrument

Use, display or possession of a knife, ice pick, CO2- or spring-powered pellet or BB gun, laser-beam pointer, brass knuckles, nunchakus, club, fireworks, explosive ammunition or any other instrument not designed for lethal use but which may be capable of causing death or other serious physical injury. This violation also includes anything perceived by a reasonable person to be capable of causing injury, given the manner in which it is used or threatened to be used, such as a toy gun or a starter gun.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Short suspension/ALC*	Long suspension/ASA †
MAXIMUM	Expulsion	Expulsion

Deadly Weapon/Firearm

Use, display or possession of (1) any operable or inoperable, loaded or unloaded weapon that will or is designed to, or may readily be converted to, expel a projectile by the action of an explosive; (2) the frame or receiver of any such weapon; (3) a firearm muffler or firearm silencer; (4) any destructive device, including (a) any explosive, incendiary or poison gas device, (b) any weapon that will, or may readily be converted to, expel a projectile by the action of an explosive or other propellant and that has any barrel with a bore of more than one-half inch in diameter, and (c) any combination of parts either designed or intended for use in converting any device into any destructive device and from which a destructive device may readily be assembled. This violation includes handguns, pistols, rifles, shotguns and flare guns.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Expulsion	Expulsion
MAXIMUM	Expulsion	Expulsion

The Governing Board may, on a case-by-case basis, impose a lesser disciplinary action after consideration of all relevant circumstances.

Defiance of Authority/Disrespect

Failure to comply with reasonable requests of school officials or other disrespectful behavior. Physical resistance to school officials may result in expulsion, regardless if such resistance is a first occurrence.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Conference	Parent involvement
MAXIMUM	Expulsion	Expulsion

*ALC - Alternative Learning Classroom

† ASA - Alternative School Assignment

Discrimination

Mistreatment based upon race, ethnicity, gender, religion or disability. This violation includes false accusations of discrimination or harassment.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Short suspension/ALC*	Long suspension/ASA †
MAXIMUM	Expulsion	Expulsion

Disorderly Conduct

Conduct that disrupts the orderly operation, educational environment or mission of the school. This violation may include profanity, obscene gestures and excessive public displays of affection.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Informal talk	Parent involvement
MAXIMUM	Short suspension	Expulsion

Dress Standard Violation

Failure to comply with district and school dress standards.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Informal talk	Conference
MAXIMUM	Short suspension	Short suspension

Drug Violation (Distribution)

Distribution (including possession in preparation for distribution), manufacture or sale of illegal drugs, inhalants and other noxious substances. It also includes distribution, manufacture or sale of drug paraphernalia and imitations of illegal drugs and other noxious substances, including prescription medication. Distribution of a medication or a dietary supplement for recreational use is treated as a drug violation (distribution).

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Suspension for two semesters/ ASA †	Suspension for two semesters/ ASA †
MAXIMUM	Expulsion	Expulsion

Drug Violation (Possession/Use)

Use, possession or purchase of illegal drugs, inhalants and other noxious substances. This includes off-campus use and then being on district property or at a district function. It also includes use, possession or purchase of drug paraphernalia and imitations of illegal drugs and other noxious substances. Possession of medication or a dietary supplement for recreational use is treated as a drug violation (possession). A drug violation preceded by an alcohol violation is treated as a repeated occurrence for disciplinary action.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Short suspension and intervention program	Suspension for two semesters/ ASA †
MAXIMUM	Expulsion	Expulsion

Fighting

Mutual participation in physical violence against a person or persons.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Parent involvement/short suspension	Short suspension/ASA †
MAXIMUM	Short suspension	Expulsion

Forgery

Using the signature or initials of another person.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Informal talk	Short suspension/ALC*
MAXIMUM	Short suspension	Expulsion

Gambling

Participating in games of chance for money or other items of value.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Parent involvement	Parent involvement
MAXIMUM	Short suspension	Long suspension

Gang Activity/Association

Gang-related behavior that threatens the safety of persons or property, creates an atmosphere of intimidation, or substantially disrupts the educational environment or mission of the school.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Parent involvement/ALC*	Short suspension/ALC*
MAXIMUM	Expulsion	Expulsion

Harassment/Bullying/Hazing

Harassment is abusive conduct, whether physical, verbal or psychological, that is (1) directed at a student because of his or her real or perceived race, color, national origin, religion, sex (including gender identity or sexual orientation) or disability and (2) sufficiently severe, pervasive or persistent so as to interfere with or limit the student's ability to participate in or benefit from the services, activities or opportunities offered by the school. Bullying is aggressive, intentional behavior carried out by a student or students repeatedly and over time against a victim who cannot easily defend himself or herself.

Hazing is forcing a student to risk or suffer physical or mental harm or degradation to join, participate or remain in a school-affiliated organization.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Short suspension/ALC*	Long suspension/ASA †
MAXIMUM	Expulsion	Expulsion

Information Systems/Electronic Device Violation

Inappropriate use of electronic devices, such as computers, cellphones, cameras and audio/video recorders, and other information systems devices, such as the internet and email. This violation includes the use of any recording or video device in such a way that it violates the privacy of others.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Parent involvement	Short suspension/ALC*
MAXIMUM	Expulsion	Expulsion

Lying/False Accusation

Knowingly giving false or misleading information, including false accusations against others.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Informal talk	Parent involvement
MAXIMUM	Short suspension	Long suspension

*ALC - Alternative Learning Classroom

† ASA - Alternative School Assignment

**Medication or Dietary Supplement
(Unauthorized Possession)**

Unauthorized possession of a medication or dietary supplement on school grounds or while traveling between school and home. Possession or distribution of medication or a dietary supplement for recreational use is treated as a drug violation.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Parent involvement	Short suspension/ALC*
MAXIMUM	Expulsion	Expulsion

Robbery/Extortion

The solicitation of money or property in return for protection or under threat to inflict harm.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Short suspension/ALC*	Long suspension/ASA †
MAXIMUM	Long suspension	Expulsion

Sexual Abuse

Sexual contact without consent.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Short suspension/ALC*	Long suspension/ASA †
MAXIMUM	Expulsion	Expulsion

Sexual Harassment

Unwelcome conduct of a sexual nature, regardless of whether the conduct is verbal or physical. Sexual harassment may also constitute sexual abuse.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Short suspension/ALC*	Long suspension/ASA †
MAXIMUM	Expulsion	Expulsion

Sexual Offense

Sexual conduct on school property or during school-related activities that is immoral by community standards. This violation includes indecent exposure; sexual intercourse; lewd phone calls, text messages, photos or email messages; and possession of sexually explicit materials.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Short suspension/ALC*	Long suspension/ASA †
MAXIMUM	Expulsion	Expulsion

Student Speech

Prohibited speech or violation of valid school restrictions on the time, place or manner of speech or other communications. This violation includes speech that causes a material and substantial disruption; lewd, vulgar or plainly offensive speech; "fighting words;" threats of violence; and racial, ethnic, sexual or religious slurs.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Parent involvement	Short suspension/ALC*
MAXIMUM	Expulsion	Expulsion

Tardiness

Late arrival to a scheduled class or appointment.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Informal talk	Parent involvement
MAXIMUM	In-school discipline	In-school discipline

Theft

Taking or concealing property that belongs to others. This violation includes copyright violations and passing counterfeit money.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Parent involvement	Parent involvement
MAXIMUM	Long suspension	Expulsion

Threats/A.R.S. §13-2911

Threatening the safety of persons or property. This includes violations of A.R.S. §13-2911: (1) bomb threats and other actions that disrupt or interfere with normal operations through either threats of physical injury to a student, employee or other person on district property; or threats to cause damage to district property or to the property of any student or employee; (2) going on or remaining on district property for the purpose of disrupting or interfering with the use of district property by students or staff; and (3) disobeying a lawful order to leave district property.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Short suspension/ALC*	Long suspension/ASA †
MAXIMUM	Expulsion	Expulsion

Tobacco Violation

The use, distribution or possession of a tobacco product or paraphernalia including an electronic cigarette or vaporizer.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Parent involvement	Parent involvement
MAXIMUM	Short suspension	Long suspension

Trespassing

Unauthorized presence on district property.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Informal talk	In-school discipline
MAXIMUM	Short suspension	Long suspension

Truancy/Unexcused Absence

Any absence that is not excused by the student's parent and approved by the appropriate school official.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Parent involvement	Parent involvement
MAXIMUM	Short suspension	Long suspension

Vandalism

Destroying or defacing property of the district, staff or students. This violation includes graffiti.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Parent involvement	Parent involvement
MAXIMUM	Expulsion	Expulsion

*ALC - Alternative Learning Classroom

† ASA - Alternative School Assignment

Search and Seizure

Students possess the right to privacy of person, as well as the right to freedom from unreasonable search and seizure of property as guaranteed by the Fourth Amendment of the Constitution. These individual rights, however, are balanced by the school's responsibility to protect the health, safety and welfare of all students and staff.

School officials may conduct searches when they have reason to suspect that a law or school rule has been violated or that the health, safety or welfare of students or staff may be in danger.

A student's person, backpack, cellphone or other belongings may be searched if there is reasonable suspicion that the search will produce evidence that the student has violated a law, school board policy or school rule.

A desk or locker is district property and may be inspected at any time as part of a student search or to ensure that the desk or locker is in sanitary condition and proper working order.

Items searched will be promptly returned to the student, unless the school must take temporary custody of an item, such as a cellphone, to obtain evidence from it or a law enforcement officer requires possession of the item as part of a criminal investigation.

Bus Rules

Bus riders are under the authority of the school administrator and the driver. Students must observe classroom rules and dress standards while riding the bus. Video cameras may be used to monitor behavior.

Waiting for the Bus

1. Walk to the bus stop with a parent or in groups of two or more students.
2. Be at the bus stop 10 minutes before the bus is scheduled to arrive.
3. Stay out of the street and away from traffic.
4. Respect property in the neighborhood.
5. Be kind and courteous to others.
6. Form one line as the bus approaches.

Boarding the Bus

1. Let the bus come to a complete stop before boarding.
2. Enter the bus one person at a time.
3. Board quickly, but carefully, without crowding or pushing. Use the handrail. Walk, don't run, up the steps.
4. Go directly to a seat, and sit upright facing the front.

On the Bus

- Be courteous, and obey the driver's instructions.
- If seats are assigned, sit in your assigned seat.
- Keep the aisle clear. Stay seated until your stop.
- Keep your hands, arms, feet, legs and head away from others and inside the bus.
- Talk quietly. Do not yell or use vulgar or abusive language.
- Do not throw anything inside the bus or from the bus.
- Eating is not permitted on the bus. Do not drink on the bus unless the bus driver allows you to do so.
- Unless being used for acceptable educational or entertainment purposes with a headset or on silent mode, all personal electronic devices must be turned off and out of sight.
- Do not abuse or deface the bus or bus equipment.
- Keep cases, band instruments and other belongings under control at all times.
- Use of perfumes, colognes and body sprays is not permitted on the bus.

Items Banned From Buses

Prohibited items include weapons, explosive devices, harmful chemicals, tobacco, alcohol, drugs, glass objects other than eyeglasses, skateboards, scooters, insects, reptiles and other animals, with the exception of service animals.

Leaving the Bus

1. Stay seated until the bus comes to a complete stop.
2. Do not push or crowd others.
3. Walk, don't run, down the steps.

Crossing the Road

- Cross the street only when the driver has indicated the way is safe. Walk 10 feet in front of the bus so the driver can see you. Never cross behind the bus.
- Keep looking to the right and left as you walk.
- At an intersection, look in all directions.
- Do not cross the street at an angle.
- Walk briskly across the road, but do not run.

Loss of Bus-Riding Privileges for Infractions Documented in Writing

Riding the bus is a privilege, not a right. Disciplinary action may result if students misbehave or fail to respond appropriately to reasonable requests.

The driver may warn students to correct their behavior before taking disciplinary action. Infractions documented in writing may result in the loss of bus-riding privileges for:

FIRST INFRACTION	SECOND INFRACTION	THIRD INFRACTION	FOURTH INFRACTION	SERIOUS INFRACTION
at least one day	at least three days	at least five days	one month or the remainder of the semester, whichever is longer	an entire school year

Contact Us

For more information, visit www.mpsaz.org/transportation. You will find Policy JFCC, phone numbers for our regional transportation satellite centers, school bus safety tips and answers to parents' frequently asked questions.

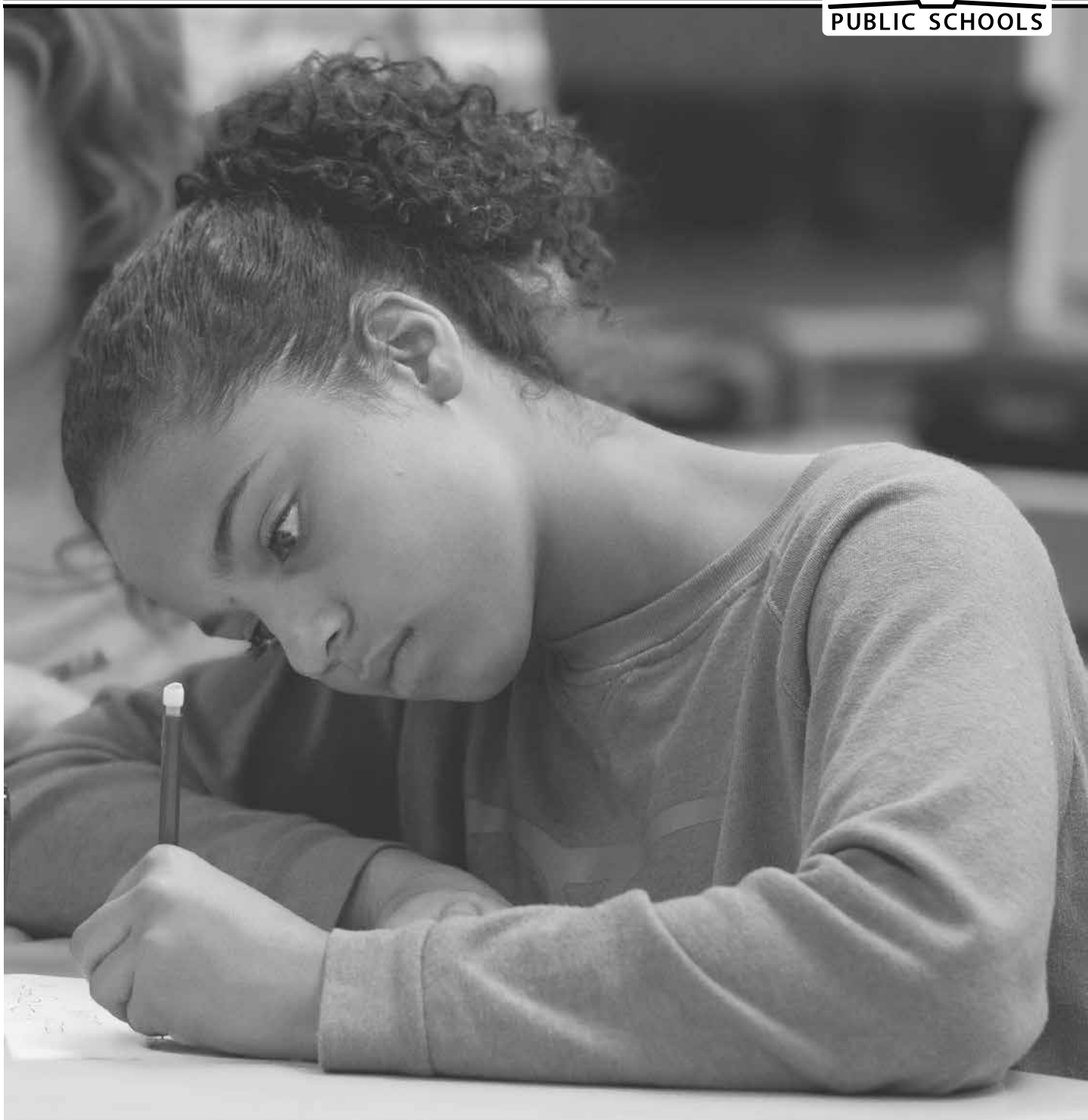
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Welcome to MESA PUBLIC SCHOOLS

OUR VISION

Mesa Public Schools
Unprecedented Excellence in Education

OUR MISSION

The mission of Mesa Public Schools is to develop a highly educated and productive community, one student at a time.

OUR CORE VALUES

In Mesa Public Schools, we believe...

- ...each child is important.
- ...learning is our focus.
- ...collaboration and innovation are indispensable.
- ...sound fiscal stewardship is essential.
- ...diversity increases our opportunities.
- ...success is expected and celebrated.

This districtwide handbook contains a wealth of information parents need to help their children succeed in Mesa Public Schools. For details on any topic, parents may:

- Contact their children's teachers, school secretaries or school administrators
- Visit www.mpsaz.org/parents for an online version of *Information and Guidelines* and links to all policies, programs and services featured in this handbook
- Call 480-472-0223 for policy information over the phone, or visit www.mpsaz.org/parents to view an online version of the district policy manual
- Send an email to info@mpsaz.org

DEFINITION OF TERMS THROUGHOUT THIS HANDBOOK

"Parent" means a parent (*unless parental rights have been judicially limited or severed*), a legal guardian or an individual acting as a parent in the absence of a parent or guardian.

"Policy" refers to a district Governing Board policy and administrative regulation.

"School administrator" means a school principal, principal's designee, assistant principal, team leader, school coordinator or district administrator.

"Assistant superintendent" means an assistant superintendent or an assistant superintendent's designee.

Information and Guidelines and the district policy manual may not cover every situation. In the absence of specific direction, school administrators have the authority to use their discretion.

Una versión en español de este documento está disponible en la oficina de la escuela o llamando la Línea de Ayuda, al 480-472-9832.

MESA PUBLIC SCHOOLS
ADMINISTRATIVE SERVICES CENTER • 63 EAST MAIN STREET #101 • MESA, ARIZONA 85201-7422
480-472-0000



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STUDENT RESPONSIBILITIES

All students have the responsibility to:

Respect the rights of others to study and learn.

Students come to school for an education. No one has the right to interfere with the education of others.

Attend school daily unless ill or excused by the school.

Students have a responsibility to take advantage of every opportunity to learn so they can function effectively in society. Students who maximize their opportunities to learn are more successful in school and later in life.

Be on time for all classes.

Students who enter a classroom after a class has begun are interfering with the rights of others to learn and study.

Complete all in-class and homework assignments, and meet deadlines.

The primary responsibility for learning belongs to the student. Since everything that must be learned cannot be accomplished during the school day, there will be homework assignments. Education is an ongoing process that doesn't stop when the school day ends.

Come to class with necessary books and materials.

A teacher should not have to delay class because a student has come unprepared to begin work. This interferes with the rights of others to learn and study. Getting an education requires more than merely being in class; students are expected to actively participate in their learning.

Respect public property, and carefully use and return all materials and equipment.

Schools are a community's gift to its young people. It is wrong to abuse that gift. Responsible use of materials and equipment will preserve them for future students.

Obey school rules.

Rules are designed to ensure schools and classrooms are learning environments where students are safe and successful. Students have a responsibility to obey these rules so each student has the proper environment in which to learn.

Volunteer information, and cooperate with school staff in disciplinary cases.

Every community depends upon the willingness of citizens to play a part in upholding the rules by which everyone has agreed to live. To volunteer information and cooperate with school staff members are the obligations of a good school citizen.

See that school documents and correspondence to parents reach home.

Education requires a partnership between the home and the school. For the partnership to work, those involved must know what is happening. Teachers regularly offer documents, for parents to review, that outline the academic progress of their children. Students, parents and teachers should work together to maximize learning.

Comply with legal responsibilities.

Students are to comply with policies and regulations, pursue the required course of study and respond appropriately to the authority of the teachers, administrators and Governing Board members.

Secondary Students

2017-18

INFORMATION & GUIDELINES

ATTENDANCE

We count on parents to ensure that children attend school and arrive on time.

Absences

Parents are expected to inform the school when their children will be absent. If children are absent without prior notice, the school will make reasonable efforts to notify parents within the applicable time periods prescribed by law.

It is important that parents let the school know right away if their phone numbers change.

Please provide notes from doctors and dentists to excuse children for appointments, illnesses or injuries.

If parents do not authorize absences within one day after their children return to school, absences are unexcused.

Parents are responsible for providing advanced notice when a child must leave during the school day for an appointment or other circumstances, and they must indicate who will pick up the child from school.

Parents who anticipate extended absences should contact the school. If they do not, children are withdrawn from school after missing 10 days in a row.

Tardiness

Students are tardy if they are not seated when the bell signals the start of class. They are considered absent if they are 10 or more minutes late.

Truancy

Students must be in school until they successfully complete 10th grade or reach age 16. State Statute A.R.S. §15-803 defines "Truant" as an unexcused absence for at least one class period during the day. For truancy purposes, one class period equals one absence.

Attendance officers may talk to students and parents about the legal consequences of truancy. The district also sends parents and students warning letters. If students are habitually truant or excessively absent, parents and students may be

cited and referred to the court.

Students are habitually truant if they have five or more unexcused absences. They are excessively absent if they have 18 or more excused or unexcused absences.

BICYCLE AND WALKING SAFETY

Students must obey traffic laws, and they should wear helmets when riding to and from school. Suspicious behavior observed along the way should be reported to a school administrator or police officer.

Bicycles should be locked when parked at school. Mesa Public Schools is not responsible for loss, theft or damage.

CAFETERIA

Our nutritious, affordable meals follow Policy JL and the U.S. Department of Agriculture's Dietary Guidelines for Americans.

Parents may place money in their children's accounts by check or cash at school, or by credit or debit card at www.myschoolbucks.com.

Free and reduced-price meal applications are available at school and online. For applications, menus, prices, and information on nutrition, allergies and student accounts, visit mpsaz.org/food.

CHILD ABUSE

To ensure student safety, school employees must report suspected physical abuse, neglect and sexual abuse to the Department of Child Safety (DCS) or the police. All reports are confidential records. Requests for information should be directed to DCS or the appropriate law enforcement agency.

The reporting law applies most often to adults abusing children. When students are accused of sexual harassment, fighting or bullying, we review each incident carefully for indications of abuse. The accusations may be investigated by the police for possible criminal charges — regardless of the age and maturity of the alleged abuser.

COMMUNICATION WITH PARENTS

We share news of personal and schoolwide interest and importance via the website, parent newsletters and U.S. mail. We also communicate through telephone, email and text-messaging notification systems.

Please help us stay in touch with you by updating your mailing addresses, email addresses and phone numbers. We also invite you to join our followers on Facebook, Twitter and Instagram.

CUSTODY AND VISITATION

We do our best to respect the child-custody and visitation rights of separated or divorced parents, as prescribed in state laws and valid court orders.

Custodial parents or parents with joint custody are responsible for providing the district the most recent court order if child custody or visitation issues affect the school. See Policy JH.

DRESS AND GROOMING

Dress and grooming standards promote school pride, self-esteem, the safety and welfare of students and staff, and the achievement of curriculum goals and educational objectives.

Clothing, accessories and visible tattoos must not convey a message that:

- Relates to tobacco, alcohol or illegal drugs
- Expresses gang membership, affiliation or support
- Appears sexually suggestive, vulgar, obscene or offensive
- Causes a reasonable person to feel threatened, intimidated or harassed because of the person's race, color, national origin, religion, sex (including gender identity and sexual orientation) or disability
- Advocates or promotes violence or terror

The district's minimum dress and grooming expectations are available in the school office and in Policy JFCA. Schools may adopt additional standards based on School Improvement Advisory Council recommendations. See your school handbook.

EMERGENCY RESPONSE

School emergencies, such as power outages, threats or neighborhood incidents, may require precautionary lockdowns or evacuations. Schools practice emergency response techniques regularly.

Our first concern is always the safety of students and staff. Parents can count on Mesa Public Schools to provide resources, such as security, transportation, food, water, and the added protection of police and fire officials.

The first information parents hear from the media or others may be inaccurate. Please do not contact the school. We will provide parents information via the district's communication system as quickly as possible.

Do not call or send text messages to your children. If they contact you, direct them to follow instructions from school officials.

Lockdowns

Lockdowns take place when there are safety concerns on campus or in the vicinity. During a lockdown, students and staff are secure in their classrooms. Do not go to the school. Office and classroom doors are locked, and no one is allowed in or out.

Children are not released from school without the authorization of police and/or fire officials. Please be patient, and follow directions from the staff.

Evacuations

If emergency responders believe students and staff would be safer off campus, school officials follow established evacuation procedures for relocation to a predetermined site. The district provides additional supervision, and students remain with their classes.

Sometimes, evacuations are brief, and students quickly return to the normal school schedule. Parents should not go to the evacuation site. Additional individuals add confusion to the emergency situation and take the staff's attention away from students.

Reunification

The school cares for students in lockdowns or evacuations during the school day and beyond, if necessary. But there may be times when parents are contacted and asked to pick up their children.

In a reunification, students are released to parents or other adults designated on emergency contact forms. Photo identification is required.

EQUAL OPPORTUNITY

Policy prohibits discrimination based on race, color, national origin, religion, sex (including gender identity and sexual orientation) or disability, and provides equal access to the Boy Scouts and other designated youth groups.

Under certain conditions, such discrimination can include harassment by students or staff if the conduct creates a hostile learning environment under the law.

Lack of English language skills is not a barrier to admission and participation in district programs and activities.

See Policies JB and JFD for details on discrimination, complaint procedures and resolutions. Students may report discrimination to teachers, counselors, student advisors or school administrators.

The associate superintendent is the district's compliance officer for:

- Title IX (*gender-based discrimination*)
- Title VI (*discrimination based on race, ethnicity, national origin and religion*)

For assistance, call 480-472-0205. Or write to Associate Superintendent, Mesa Public Schools, 63 E. Main St. #101, Mesa, AZ 85201.

The executive director of special education is the district's compliance officer for disability-based discrimination:

- Section 504 of the Rehabilitation Act
- Americans With Disabilities Act
- Individuals With Disabilities Education Act

For assistance, call 480-472-0702. Or write to Executive Director of Special Education, Mesa Public Schools, 1025 N. Country Club Drive, Mesa, AZ 85201.

Any student who knowingly makes false accusations of discrimination may be subject to disciplinary action.

EXTRACURRICULAR ACTIVITY AND INTERSCHOLASTIC ATHLETICS PARTICIPATION

Students must pass all classes to participate in junior high athletics and high school interscholastic athletics and activities.

High school interscholastic athletics participation

Ninth- through 11th-graders must take at least five courses for credit. Seniors must take at least four courses, which must be sufficient to complete all credit requirements to graduate.

Ninth-grade students' district progress report with a failing comment or the district quarter and semester report cards with a failing or incomplete or no credit grade will serve as notice to the student and the parent that the student is not passing and ineligible.

For 10th- to 12th-grade students, district quarter and semester report cards with a failing or incomplete or no credit grade will serve as notice to the student and parent that the student is not passing and ineligible.

For grades nine through twelve, the district will use the athletic academic eligibility timeline to determine the

dates when students' academic eligibility will be checked and when a previously ineligible student may resume participation. See policy IGDJ-R-E(1).

Students must comply with the coach's rules and the district's Code of Conduct for Athletic Activities and Spirit Lines. See "Athletics Code of Conduct" at mesasports.org.

Junior high athletics participation

Seventh- and eighth-grade students' grades will be checked a minimum of one time each season at progress report time. Students failing a class at this time will be ineligible for a minimum of one athletic contest. A student may regain eligibility by providing proof of a passing grade to the coach and athletic director. If the student fails to raise the failing grade to a passing grade, the student will remain ineligible for the remainder of the season.

See the Junior High Athletic Conference document at mesasports.org for additional eligibility requirements.

FEES AND DEBTS FOR STUDENTS

Schools charge fees for extracurricular activities, on-campus parking, and fine arts and career and technical education courses. Students and their parents must meet their financial obligations to the district. The district may use reasonable and cost-effective methods to obtain payment of a delinquent debt, or establish a payment plan.

School administrators may waive or reduce fees for economic hardship. A student with delinquent debt will not be denied education services or access to education records. For fee schedules and information on tax credits for extracurricular activities, see "Fees for students" at mpsaz.org/parents.

FIELD TRIPS

Only students who are approved for a particular activity, and their assigned sponsors, teachers, coaches and school- or district-approved chaperones may participate in field trips.

FOOD SAFETY

All food brought onto campus for students to share at classroom celebrations or other group activities must originate from stores or commercial kitchens certified to comply with Maricopa County Environmental Services regulations.

County regulations also apply to school-sponsored functions, such as barbecues, pancake breakfasts and carnivals. See Policy JL.

GANG ACTIVITY

Students may not engage in any gang activity, no matter where or how it occurs, if it has a substantially detrimental impact on school activities, students or staff in relation to school attendance, school operations or the school environment.

Students who engage in gang activity are subject to disciplinary action. See Policy JFCE.

GRADING PROCESS

The following scale ensures common, consistent reporting in seventh- through 12th-grade subjects assigned achievement grades:

ACHIEVEMENT GRADE %	
A	Consistently meets curriculum standards at an outstanding level (90-100)
B	Generally meets curriculum standards at a high level (80-89)
C	Meets curriculum standards at a satisfactory level (70-79)
D	Meets some curriculum standards (60-69)
D-	Minimum Progress (teacher discretion) (59-59.99)
F	Fails to meet curriculum standards. If courses are credit bearing, no credit toward graduation is granted to a student receiving a final grade of "F" in the course. (<59)

For additional and detailed information on non-letter grading, Please see the Junior High and Senior High Course Description Catalogs.

GRADUATION REQUIREMENTS AND DIPLOMA OPTIONS

Students who earn 22 required and elective credits, pass the American Civics Test and meet attendance standards are eligible for Standard Diplomas.

Students who complete more rigorous course work and maintain a high grade-point average may be eligible for additional diploma designations. See "Course Description Catalog" at www.mpsaz.org/parents.

HARASSMENT, BULLYING AND HAZING

Harassment, bullying and hazing are prohibited at school, in school vehicles, at school bus stops, during school-sponsored activities and while students are traveling to or from school.

Harassment means any abusive conduct that is directed at one or more students because of the student's actual or perceived race, color, national origin, religion, sex (including gender identity or sexual orientation) or disability and that is sufficiently severe, pervasive or persistent so as to interfere with or limit the student's ability to participate in or benefit from the services, activities or opportunities offered by the school. It includes retaliation and sexual harassment.

Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature may constitute sexual harassment.

Bullying means any aggressive, intentional behavior carried out by a person or group repeatedly and over time against a victim who cannot easily defend himself or herself. It may be verbal, physical or relational; and it requires an observed or perceived imbalance of power – such as physical strength, access to embarrassing information or popularity – between the bully and victim.

HOMEWORK

Each school's homework plan is designed to reinforce learning objectives and enhance student achievement. Homework enables students to practice, complete, make up or extend classroom work. Homework is not given as a penalty.

Depending on students' study habits, academic skills and course load, daily homework usually ranges from:

- 1 to 1 ½ hours in junior high
- 1 ½ to 2 ½ hours in senior high

ILLNESS AND INJURY

Sick children should stay home to rest, recover and minimize the spread of disease.

Students should not attend school if symptoms include fever, diarrhea, vomiting, severe sore throat or a draining wound. Students should be fever free without medication before returning to school.

Parents are notified and asked to pick up children who become ill at school.

Parents must inform the school and coaching staff of any illnesses or injuries that may affect students' health and safety during physical education and athletics. A doctor's note is required for an extended absence and may be required to resume participation in PE and athletics.

Bullying includes cyberbullying, which means any act of bullying committed by use of electronic technology or communication devices, including social networking and other internet communications, that occurs on school property or at a school-sponsored event; substantially interferes with a student's education; threatens the overall educational environment; or substantially disrupts the operation of a school.

Hazing means forcing a student to risk or suffer physical or mental harm or degradation to join, participate in or remain in a school-affiliated organization or activity.

Students who believe they have been harassed, bullied or hazed should report the behavior to a teacher, counselor, student advisor, nurse, health assistant or school administrator. All school employees must report such incidents. All reports are investigated and confidential.

Students who engage in harassment, bullying or hazing are subject to disciplinary action. See Policies JFD and JFCM.

IMMUNIZATIONS

Arizona law requires children to be up to date on their immunizations to attend school. Documented proof is required for students entering Mesa Public Schools.

Medical, Personal and Religious Exemption Forms are available in the school health office. Exempt students are excluded from school if there is an outbreak for which they have not been immunized.

INSURANCE

The district does not carry medical or dental insurance for students who become ill or are injured during school activities. Parents are responsible for their children's insurance and related expenses.

An optional school-day accident and health policy is available for purchase through a private agency. See "Insurance" at www.mpsaz.org/parents.

LANGUAGE LINE

Over-the-phone interpretation enhances home-school communication with parents. Language Line features three-way interpreter conversations from

English into more than 170 languages. All calls are confidential. This service is free for parents and schools.

Call your school secretary to request Language Line interpretation. Or contact the district's English Language Acquisition Department, 480-308-7512.

LIABILITY FOR VANDALISM

If students damage or destroy school property, they may be suspended or expelled. Parents may be liable for their children's vandalism.

MEDICATION AND DIETARY SUPPLEMENTS

School personnel may administer medication to students during school hours if:

- A Parent/Physician Consent for School to Administer Medication form is completed at the beginning of each school year and when the medication or dosage changes
- There is an unaltered, current pharmaceutical label attached to prescription medication
- Over-the-counter and dietary supplement medication are in its original container and will only be administered according to appropriate age/weight dosages
- Medication is administered and stored in the health office

Over-the-counter medication and dietary supplements may not be given for longer than five consecutive days without a medical provider's prescription order.

Parents are notified when more medication is needed and when unused or discontinued medication is to be picked up from school.

Students may carry and self-administer prescribed emergency medication or inhalers if they are properly labeled and if parents provide written consent to the health office.

No other medication, including over-the-counter medications and dietary supplements, may be carried by the student unless the school nurse and administrator have signed an Individualized Health Care Plan. Self-administer medication plans may be developed for diabetic students with physician approval. See Policy JHCD

NEWS MEDIA AND DISTRICT COVERAGE

Students may be interviewed, photographed or recorded by the news media or district employees for print, radio, television or online content.

Media Opt Out Form

Parents may submit Media Opt Out Forms to the office within the first two weeks of school or enrollment, whichever is later. The form is available at school and under "Opt Out" at www.mpsaz.org/parents. **A new Opt Out Form must be submitted each year.**

OPEN ENROLLMENT

Our schools welcome open-enrollment students from other district attendance zones and other Arizona districts. Applications are available at all schools and online. See "Open Enrollment" at www.mpsaz.org/parents.

Applications for enrollment the next school year are due before March 1 for notification of the acceptance decision by April 1. If applications are returned on or after March 1, parents will be notified as soon as possible.

Parents and students must agree that students will honor all school rules and regulations, including standards for academic effort, conduct and attendance. Failure to comply with school rules may result in reassignment to another school.

PARENT RIGHTS

Policy KBAA explains a variety of rights on a range of educational issues. The information is available at schools and www.mpsaz.org/rights.

PARKING

Parking privileges vary by high school. Please see your child's school front office to inquire about grade level, driver's license, insurance and registration requirements.

Students receive parking regulations when decals are issued. Any violation may result in penalties. Vehicles may be towed. Students may lose parking privileges and receive police citations.

Neither the school nor the district is responsible for theft or damage to any vehicle or its contents.

PAYMENT FOR OPTIONAL MATERIALS, SERVICES, LOST AND DAMAGED ITEMS

When students enroll, basic course materials, identification cards, and some lockers and locks are required. They are free.

Other lockers and locks, physical education towels, activity cards and yearbooks are optional and not free. Supplemental course materials and service fees vary. High school course fees are required. Junior high course fees are voluntary material donations.

Lost or damaged textbooks and other required materials must be replaced.

Students who do not meet their financial obligations may not be allowed to participate in extracurricular activities or graduation exercises.

PERSONAL PROPERTY

Students should not bring valuable personal property to school unless it's necessary for school activities.

Protection of personal property is the responsibility of students and parents. The district is not responsible for loss, theft or damage.

POLICE VISITS

Police may ask to interview students at school. If parents are being investigated for suspected child abuse or other criminal activity, we cannot notify parents without police approval.

In all other cases, we make reasonable efforts to notify parents in a timely manner unless directed otherwise by police. If we cannot reach parents, we allow the interviews unless students refuse to be interviewed or wish to speak with parents first.

If police want to take students into custody, the school must comply. We notify parents unless the police direct otherwise.

PRIVACY AND SURVEYS

The Protection of Pupil Rights Amendment gives parents and eligible students (emancipated minors or students who are 18 or older) rights regarding protected personal information, instructional materials, physical exams and health screenings:

1. To provide written consent before students participate in any survey funded by the U.S. Department of Education that requests protected information:
 - Political affiliations
 - Family, mental or psychological problems
 - Sexual behavior or attitudes
 - Illegal, anti-social, self-incriminating or demeaning behavior
 - Critical appraisals of family members
 - Privileged relationships recognized by law, such as with attorneys, doctors and ministers
 - Family religious practices, affiliations or beliefs
 - Income, unless required by law to determine program eligibility
2. To be notified and choose to opt out of certain activities, surveys and exams, including:
 - Activities involving collection, disclosure or use of personal information obtained from students to market, sell or otherwise distribute information to others
 - Surveys requesting protected information, regardless of funding
- Any nonemergency, invasive physical exam or screening required for attendance, administered by the school and not necessary to protect students' health and safety — except for hearing, vision or scoliosis screenings, or any exam or screening permitted or required by state law
3. To inspect the following material, upon request, before the district administers or uses:
 - Surveys and instructional material involving protected information
 - Instructional material in the educational curriculum
 - Documents to collect students' personal information for marketing, sales or other distribution purposes
4. To receive notification at the start of each school year, and after substantive changes are made, about the district's policy for complying with the Protection of Pupil Rights Amendment
5. To report any violation of rights by filing a claim with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202

PRODUCT SALES

Official school organizations may conduct sales on campus with the approval of the student council and/or the school administrator. All proceeds must be deposited in the student funds account.

No other sales are permitted on school property without the district's prior authorization.

REPORT CARDS AND CONFERENCES

Report cards are issued four times a year, after each nine-week grading period.

Parents or teachers may request a conference at any time to discuss concerns about student achievement or special needs.

SILENT WITNESS

Students are encouraged to report anything that threatens the safety or security of people or property at school or school-sponsored activities:

- In an emergency, call 911.
- Talk to any school staff member.
- Leave a message on the Silent Witness line. Call 480-472-STOP (7867).

SPECIAL EDUCATION

Public schools must provide a free, appropriate education to eligible disabled children. Special education and related services are described in Individualized Education Programs (IEPs) and are provided in the least restrictive environment.

Children with disabilities from age 3 to 22, and their parents, are guaranteed certain educational rights, known as procedural safeguards. Children who are being provided special education services at the time they reach age 22 will continue to receive special education services from the school district until the end of the school year.

The law and its implementing regulations also provide methods to assure that your input is considered.

For the procedural safeguards, see "Special Education" at www.mpsaz.org/parents. Or call the Special Education Department at 480-472-0710 to receive a copy.

If children are having difficulty in school, parents should check with teachers to discuss interventions that may help their children succeed.

If the interventions are unsuccessful or if a disability is suspected, parents may request a referral for special education evaluation. Contact the school administrator, school psychologist or area special education director.

Child Find

Public schools are required to identify, locate and evaluate all children with disabilities who need early intervention or special education services and who reside within its geographic boundaries.

Parents of children under age 3 are referred to the Arizona Early Intervention Program, 602-532-9960.

Parents of children age 3 through 5 are referred to the district's Special Education Department, 480-472-0703.

Children as young as 2 years 9 months may benefit from speech, hearing, vision and developmental screening to determine if further evaluation is necessary. Mesa Public Schools offers eligible children with significant delays enrollment in free special education programs.

Parents of children in kindergarten through 12th grade should contact their school.

Special Education Evaluation

If special education disabilities are suspected, children are evaluated to identify and document any disabilities that affect learning.

Parents and educators begin by reviewing existing information. If the team needs additional data, the assessments are completed within 60 calendar days of parents' written consent. The team reviews and discusses all the information.

If the team determines children are eligible, parents and educators meet to develop an Individualized Education Program (IEP). Parents may ask others to be present at the meeting.

Parent Rights and Responsibilities

STUDENT EDUCATION RECORDS

Parents have the right to inspect and review all education records and all other rights guaranteed by the Family Educational Rights and Privacy Act.

DESTRUCTION OF EDUCATION RECORDS

The district destroys all special education records five years after students leave special education, withdraw from the district or graduate. Parents who prefer to obtain the records may write to Mesa Public Schools, Special Education Records, 1025 N. Country Club Drive, Mesa, AZ 85201.

STUDENT GROUPS

The federal Equal Access Act prohibits secondary schools from discriminating against extracurricular student groups based on religious, political, philosophical or other speech, including groups that meet to discuss or promote controversial subjects.

Unless specifically noted, the district does not endorse, and is not to be identified with, the aims, policies and opinions of any student group or its members.

STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) affords parents, and students over 18 years of age, certain rights regarding education records:

1. The right to inspect and review education records within 45 days after schools receive requests for access:
 - The parent or student writes to the school administrator and asks to inspect the record. The school administrator arranges for access and notifies the parent or student of the time and place.
2. The right to request the amendment of an education record that a parent or student believes is inaccurate, misleading or otherwise in violation of privacy rights under FERPA:
 - A student or parent who is concerned about the accuracy of grades, attendance records or other school records talks to the teacher first. If the matter is not resolved, the parent or student speaks to the school administrator.
 - If the matter remains unresolved, the student or parent writes to the school administrator, specifies what should be changed and explains why.
3. The right to privacy of personally identifiable information in education records, except to the extent that FERPA authorizes disclosure without consent:
 - If the school administrator decides not to amend the record, the parent or student is notified and advised of the right to a hearing. The notification includes information on hearing procedures.
 - One exception is disclosure without consent to school officials, with legitimate educational interests, who are fulfilling their professional responsibilities. School officials are:
 - District administrators, supervisors, instructors or support staff members (*including health or security personnel*)
 - Governing Board members
 - People or companies with whom the district outsources services or functions it would otherwise use its own employees to perform (*such as attorneys, auditors or therapists*)
 - Parents or students serving on official committees
4. The right to file a complaint with the U.S. Department of Education about the district's alleged failure to comply with FERPA requirements:
 - Parents, students or other volunteers assisting school officials in performing their tasks
 - Write to Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202.

Education records, located in student files, consist of two major areas: (1) permanent records, such as grades, attendance reports and health records, and (2) discipline records.

Noncustodial and divorced parents have equal rights relating to student records unless the school has been provided a court order to the contrary.

Upon request, education records are forwarded without consent to officials in another school or another district if a student seeks or intends to enroll there. Only discipline records regarding any out-of-school suspension or expulsion will be sent to a school in another district, as required by state and federal law.

PRIOR NOTICE OF UNILATERAL PRIVATE PLACEMENT

Parents who disagree with the district must provide written notification 10 business days before enrolling children in private special education schools. The notice must indicate rejection of the placement offered, concerns about the offered placement, and the intent to enroll a child in a private school at public expense.

CONSENT TO SERVICES

Parents may withhold or withdraw consent for special education services, which cease once parents have withdrawn consent and received notice of their procedural rights. Thereafter, children have the same rights and responsibilities as students without disabilities.

MORE INFORMATION

For more information about special education programs and procedures, contact:

- your school, or the Special Education Department, 480-472-0710
- Raising Special Kids, 602-242-4366, raisingspecialkids.org
- the Arizona Department of Education's Exceptional Student Services Division, 602-542-4013

Directory Information

In limited situations, the district may disclose directory information, which is the student's name, address, email address and telephone number; the parents' names, addresses and phone numbers; the student's photograph; date and place of birth; class/grade level; enrollment dates; weight and height if the student is a member of an athletic team; awards received; and extracurricular participation.

Unless the parent opts out of directory information releases, the district will disclose such information only if the request is from a post-secondary institution (such as a college or university); a law enforcement agency or the Department of Child Safety; or a vendor selected by the school to provide a school-related service, such as class photos and yearbooks. Under no circumstance will the district provide directory information to a person or entity for a mass-marketing purpose.

Directory Information

Opt Out Form

Parents and eligible students may submit Directory Information Opt Out Forms to the school office within the first two weeks of school or enrollment, whichever is later.

A new Opt Out Form must be submitted each year. The form is available in the school office and at www.mpsaz.org/parents.

Military Recruiter Opt Out Form

The district must release high school students' names, addresses and telephone numbers to military recruiters unless parents and eligible students submit an Opt Out Form to the school office anytime during the school year. The form is available at school and at www.mpsaz.org/parents.

A new Opt Out Form must be submitted each year.

Student Name

The district must record the student's legal name in its electronic Student Information System (SIS) and use the legal name in its permanent records. Upon request, a preferred name will be included in the SIS and used by staff members in communications with the student and family.

STUDENT SPEECH

Students have certain free-speech rights at school. They are not automatically the same as the rights of adults in other settings, due to the special characteristics of the school environment. See Policy JFH.

Prohibited student speech includes, among other things:

- Speech that causes a material and substantial disruption
- Speech that is vulgar, lewd, obscene or plainly offensive
- Speech that harasses, bullies or otherwise substantially interferes with another student's right to attend school or participate in school activities
- Speech that advertises or promotes alcohol, tobacco or illegal drugs
- Fighting words, threats of violence
- Racial, ethnic, sexual or religious slurs

TEACHER RÉSUMÉS

Contact your school office to request the educational background and teaching experience of our instructional personnel.

TECHNOLOGY DEVICE AND INTERNET USE

The district provides student access to technology devices, such as laptops and tablets, and internet service for educational purposes.

Students may also bring personal devices, such as cellphones, smartphones, audio or video recorders, readers, tablets and laptops. Unless being used for acceptable educational purposes, all devices must be turned off and out of sight.

In all cases, the following guidelines apply:

Devices may not be used to violate the privacy of others or disrupt the learning environment.

If students violate the rules, devices may be confiscated and personal ones held for parent pickup from the school administrator.

The district makes reasonable efforts to manage appropriate use of the internet. Our efforts include the use of a content filter on district-provided internet access and guided supervision, in compliance with the federal Child Internet Protection Act.

The district cannot prevent access to all inappropriate content. We cannot filter content accessed via third-party services.

The district does not provide technical support for personal electronic devices. For district-provided one-to-one devices, please refer to the student device handbook for repair/replacement information.

The district is not liable for data-plan charges students may incur while using personal devices and is not responsible for loss, theft or damage.

Internet opt out form

Parents may deny internet access for their children at any time by submitting an Opt Out Form to the office. The form is available at school and under "Opt Out" at www.mpsaz.org/parents. A new Opt Out Form must be submitted each year.

Acceptable uses

The same rules and expectations that govern student conduct and communication apply to student use of technology and the internet. Students must follow network etiquette rules, internet guidelines and district policies during school and school-related activities.

Students who have questions about appropriate uses should ask the teacher. For complete information, see Policy JFCH.

Prohibited uses

Students are responsible for any misuse of school or personal devices, internet access, electronic files, passwords and accounts.

Failure to comply may result in loss of internet-access privileges, device-use privileges or other disciplinary actions. Unacceptable uses include illegal activities, violating copyright and plagiarism. Other examples of unacceptable uses are:

INAPPROPRIATE MATERIALS:

accessing, displaying, transmitting or posting materials, including imagery or language that is defamatory, abusive, obscene, vulgar, sexually explicit or suggestive, threatening, discriminatory, harassing and/or illegal

COPYING SOFTWARE:

unauthorized copying, downloading or installing of software, including VPNs

MISUSE OF PASSWORDS/UNAUTHORIZED ACCESS:

sharing passwords, using other users' passwords and/or accessing other users' accounts

MALICIOUS USE/VANDALISM:

any malicious use, disruption or harm to the school's computers, networks and internet services

UNAUTHORIZED COMMUNICATIONS:

unauthorized accessing of communication tools, such as chat rooms, forums and social networks

No expectation of privacy

The district retains control and custody of all computers and other devices, accounts, networks and internet services owned or leased by the school. We reserve the right to monitor all internet activity by students.

Student security

Students should not reveal their full names, addresses or phone numbers on the internet. Students should never meet anyone they contact through the internet without parent permission. Students should inform their teachers if they access information or messages that may seem dangerous or inappropriate.

Viruses and malicious software

The district is not responsible for any virus or malicious software transmitted from its computer system.

TESTING

The district uses criterion-referenced tests to monitor achievement at student, class, school and district levels.

Criterion-referenced tests, district final exams or AzMERIT show us if students have mastered classroom material.

Tests Administered by Mesa Public Schools

**Required by the state of Arizona*

TEST	GRADES	WHEN TESTED
District tests in English, math, social studies, science, CTE and world languages	7-12	Students are tested several times each year.
AIMS science*	8, 10	April
American Civics Test *	8-11	December, May
AzMERIT* (ELA and Math)	7-12	April
National Assessment of Educational Progress*	Varies	January-March (Small sample of students)

Copying answers, stealing tests and other activities that would result in inaccurate scores can lead to penalties imposed by the district and the Arizona Department of Education.

VISITING SCHOOL

The district encourages parents to visit their children's schools. Please observe the following guidelines while school is in session:

- Check in at the office for a visitor's badge. You will be asked to sign in and out.
- Complete the log in the lobby before taking children off campus.
- Make appointments with teachers and school administrators to avoid conflicting schedules.
- Drive and park vehicles in a safe manner in compliance with all school safety rules when in a school parking facility or student drop-off/pickup areas.
- With the exception of public events, such as plays and concerts, do not photograph, or make video or audio recordings of students or teachers without prior approval from teachers or school administrators.
- Comply with staff members' requests and instructions.

All visitors must conduct themselves in a civil and respectful manner.

Students from other schools are not allowed on our campus during the school day, unless the school invites them to participate in a school-sponsored activity.

Visitors may not possess, consume or be under the influence of alcoholic beverages or illegal drugs; and they may not use or display tobacco products, e-cigarettes or vaporizers on school property.

Possession of a firearm or other deadly weapon is prohibited, unless possession is expressly authorized by the school principal or by state law.

Except in unique circumstances or isolated instances, school facilities are not available for private-service providers, such as psychologists and therapists, to meet with students. Please schedule private services outside the school day.

VOLUNTEERS

Parents may volunteer at the schools their children attend. All others must contact the school of their choice for a referral to the Volunteer Services Office.

Non-parent volunteers complete application packets and undergo background investigations. See "Volunteer Services" at www.mpsaz.org/parents.

School administrators have the authority to determine the suitability of all prospective volunteers, including parents. Volunteer service is governed by Policy GEA.

Guidelines for Student Behavior

To assist you and others in the pursuit of a quality education, we have guidelines for student behavior. They are based on the district's existing policies and procedures and are designed to create a pleasant and safe environment for all students.

You must remember that you are responsible for your own actions. If your actions violate school guidelines, you must accept the consequences.

You should also understand that Arizona law allows the district to hold you accountable for your behavior on school property at any time, on the way to and from school, during any school-sponsored activity, at school bus stops, and in other locations off

school grounds if the behavior has a negative impact on other students, teachers or school activities.

First, in all student discipline matters, the school administrator speaks with students to gather information about what happened and whether the district's Guidelines for Student Behavior were violated. This discussion may occur without parent participation or consent. The

parent is notified if the school takes any disciplinary action other than an informal talk or conference with the student.

When an eligible student with disabilities engages in misconduct that could result in suspension or expulsion, the district follows state and federal laws governing suspension and expulsion of such students. Procedures are set forth in Policy JGD.

DISCIPLINARY ACTIONS

Students involved in inappropriate behavior are subject to certain disciplinary actions. Depending upon the behavior problem of the student, one or more of the following actions may be taken by school officials. Misconduct may also result in suspension or loss of the privilege of participation in extracurricular activities. Please note that "assistant superintendent" means an assistant superintendent or assistant superintendent's designee.

Informal Talk

A school official (*teacher, administrator, counselor or student advisor*) talks to the student and tries to reach an agreement on how the student should behave.

Conference

A formal conference is conducted with the student and one or more school officials.

Parent Involvement

The parent is notified by telephone, personal contact, email or letter. A conference may be conducted with the student, parent, appropriate school officials and any other individuals concerned.

In-School Discipline

The student is subject to consequences that do not require suspension from school, such as loss of privileges, detention, temporary removal from class, timeout and assignment to an alternative learning classroom (ALC).

Short Suspension

The student is subject to a suspension of 10 school days or less. A short suspension may be imposed by the school administrator.

During that suspension, the student is not permitted on district property or at district functions.

Long Suspension

The student is subject to a suspension of 11 school days or more. A long suspension may be recommended by the school administrator and imposed by the assistant superintendent. During that suspension, the student is not permitted on district property or at district functions.

Intervention Program

This may take the form of a short suspension combined with a counseling program in place of a long suspension.

Alternative Learning Classroom

Temporary assignment to an alternative learning classroom (ALC) is an alternative to off-campus suspension. An ALC may be imposed for part of a day or for one or more days. The student is removed from the regular classroom setting and is assigned to a location isolated from classmates. Class assignments are given to a student placed in an ALC. The parent is notified.

Alternative School Assignment

The assistant superintendent may assign a student to an alternative school of the district in place of a long suspension.

If the assistant superintendent believes that a long suspension may be appropriate, the student and parent are provided the opportunity to meet with the assistant superintendent to discuss the situation.

If the assistant superintendent determines that good cause exists for a long suspension, the assistant superintendent may make an alternative school assignment (ASA) in place of a long suspension, with or without the agreement of the student or parent.

If a student is assigned to an alternative school in place of a long suspension, there is no right to a formal hearing on the incident.

Additionally, under Arizona law, the district may reassign any student who refuses to comply with rules, refuses to pursue the required course of study or refuses to submit to the authority of teachers, administrators or the Governing Board.

Expulsion

The student is subject to permanent expulsion from all schools in the district. Expulsion may be recommended by a school administrator and imposed by the Governing Board following a hearing before an independent hearing officer.

Only the Governing Board can expel a student. Upon expulsion, a student is not permitted on district property or at district functions unless the student has been readmitted to school by the Governing Board.

Your Due Process Rights

Relative to student discipline, due process means that students are entitled to certain notice and hearing procedures before they can be suspended or expelled. In some situations, there are also procedures that students may follow if they do not agree with the school's actions.

If a student faces possible suspension or expulsion, the appropriate due process procedure is implemented. The following summary provides an overview of these procedures.

Short Suspension

A short suspension is 10 school days or less. The notice and hearing required for a short suspension are more informal and abbreviated than for a long suspension or expulsion. There is no legal right to appeal a short suspension to any person other than the school administrator.

The school administrator has the authority to suspend a student for 10 school days or less. When a short suspension is the anticipated disciplinary action, the school administrator provides the student the opportunity to participate in an informal hearing between the school administrator and student, which may include other people associated with the incident. The school administrator verbally informs the student of the alleged behavior that is considered a violation of the rules. The student is given an opportunity to respond and present his or her version of the situation. If, after these procedures are completed, the school administrator decides that a

short suspension is appropriate, the suspension begins, and the parent is notified.

The school administrator may, in addition to imposing a short suspension, recommend to the assistant superintendent that a long suspension be imposed. The short suspension, nevertheless, takes place.

The school administrator may immediately suspend a student when the student's presence creates a danger to any student or school personnel. As soon as the danger subsides, the due process procedures for a short suspension are initiated.

A parent/student may appeal to the

school administrator the disciplinary action taken by an assistant principal or other administrative designee within two school days of its imposition. The school administrator acts upon the appeal within two school days of its receipt.

During the appeal process, suspended students are assigned to an alternative learning classroom unless the offense involves assault/fighting, drug possession/distribution, dangerous instruments/deadly weapons or any other offense that presents an immediate threat to safety. Appeals made after completion of a disciplinary action are not subject to review.

Long Suspension

A long suspension is 11 school days or more. In addition to imposing a short suspension, the school administrator may recommend that a long suspension be imposed.

The assistant superintendent has the authority to impose a long suspension following appropriate due process.

Notice is given to the student and parent that the school administrator is recommending to the assistant superintendent that the student be suspended for 11 school days or more. The student and parent are given notice of applicable due process procedures.

If the assistant superintendent believes that a long suspension may be appropriate, the student and parent are provided the opportunity to meet with the assistant superintendent to discuss the situation in an informal setting. The assistant superintendent then determines whether a long suspension should be imposed

or, if good cause exists for a long suspension, whether the student should be assigned to an alternative educational program of the district in place of a long suspension.

If a student is assigned to an alternative school in place of a long suspension, there is no right to a formal hearing. If the assistant superintendent imposes a long suspension, a formal hearing may be requested by the parent. A request for the formal hearing must be made to the assistant superintendent within two working days after notification that a long suspension has been imposed.

If a formal hearing is requested, the

hearing is conducted at the district level by an appointed hearing officer. The parent and student are given written notice of the date, time and place for the hearing at least five working days prior to the hearing.

A long suspension takes effect upon receipt of the hearing officer's decision, subject to appeal to the Governing Board. The hearing officer's decision may be appealed by sending a written notice of appeal to the board within five working days after receipt of the hearing officer's decision. The notice of appeal must be received no less than 24 hours prior to the meeting where the appeal will be heard.

Your Due Process Rights

Drug Education and Counseling Programs

Education and counseling programs are combined with a suspension for students who use or possess drugs or alcohol on campus if it is their first offense.

Expulsion

Expulsion means the permanent withdrawal of the privilege of attending any school in the district, unless the Governing Board reinstates that privilege. Only the Governing Board can expel a student. Expulsion takes effect only after a formal hearing is conducted and the Governing Board has made a decision to expel. If the assistant superintendent believes that expulsion is appropriate, the assistant superintendent gives written notice to the student and parent that expulsion is being recommended and that a hearing on expulsion will take place. The student and parent are given notice of applicable due process procedures.

The parent and any student subject to expulsion are given written notice of the date, time and place for the hearing at least five working days prior to the hearing.

All expulsion hearings are conducted by an independent hearing officer who hears the evidence, prepares a report and brings a recommendation to the board for action. The hearing is closed to protect the privacy of the student unless the parent requests that it be open to the public.

Police Involvement

School officials are not required to initiate or complete due process procedures prior to notifying law enforcement officers. If law enforcement officers are notified, parents are contacted unless otherwise directed by a law enforcement officer. Any action taken by law enforcement officers is separate from disciplinary action taken by the school district.

The hearing officer's recommendation may be appealed by sending a written notice of appeal to the board within five working days after receipt of the hearing officer's recommendation. The notice of appeal must be received no less than 24 hours prior to the board meeting or session where the hearing officer's recommendation and any appeal are considered. The board is the ultimate authority in the district and is not bound to accept the hearing officer's recommendation.

Problem Areas

This list is not all-inclusive. A student committing an act of misconduct not listed is, nevertheless, subject to the discretionary authority of the school administrator or assistant superintendent. Any student who attempts to commit an act of misconduct or who knowingly assists another in committing an act of misconduct may be subject to the same disciplinary action as the student who commits the act of misconduct.

Problem areas may also involve criminal violations of state or federal law. State law requires schools to report to police: (a) drug violations, (b) firearm possession, (c) sexual abuse and other forms of child abuse, and (d) other serious criminal or physical-threat incidents. Schools also have discretion to advise police of other incidents that may constitute a crime.

Please review the problem areas and consequences in *Guidelines for Student Behavior* with your children. Remind them to report any safety concerns to a teacher or the school administrator.

Abuse of a teacher or other school employee while performing official duties is a criminal violation of Arizona law.

Academic Misconduct/Cheating

Cheating, plagiarism or any other type of academic misconduct that enables a student to receive a grade or score that was not or would not have been earned legitimately.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Parent involvement	Short suspension/ALC*
MAXIMUM	Long suspension	Expulsion

Alcohol Violation

Use, possession, sale, purchase or distribution of alcoholic substances. This violation includes drunkenness at a school event. An alcohol violation preceded by a drug violation is treated as a repeated occurrence for disciplinary action.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Short suspension/ALC* and intervention program	Suspension for two semesters/ASA †
MAXIMUM	Expulsion	Expulsion

Arson

Damaging or attempting to damage property by fire or incendiary device.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Short suspension/ALC*	Long suspension/ASA †
MAXIMUM	Expulsion	Expulsion

Assault

A physical attack on a person who does not wish to fight or provoke it. This violation includes a student who encourages another to commit an assault.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Short suspension/ALC*	Long suspension/ASA †
MAXIMUM	Expulsion	Expulsion

Automobile Violation

Misuse of an auto on school property, including unauthorized parking.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Informal talk	Conference
MAXIMUM	Long suspension	Expulsion

Bus Violation

Violation of bus rules.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Warning	Denial of bus-riding privileges
MAXIMUM	Denial of bus-riding privileges	Denial of bus-riding privileges

Dangerous Weapon/Instrument

Use, display or possession of a knife, ice pick, CO2- or spring-powered pellet or BB gun, laser-beam pointer, brass knuckles, nunchakus, club, fireworks, explosive ammunition or any other instrument not designed for lethal use but which may be capable of causing death or other serious physical injury. This violation also includes anything perceived by a reasonable person to be capable of causing injury, given the manner in which it is used or threatened to be used, such as a toy gun or a starter gun.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Short suspension/ALC*	Long suspension/ASA †
MAXIMUM	Expulsion	Expulsion

Deadly Weapon/Firearm

Use, display or possession of (1) any operable or inoperable, loaded or unloaded weapon that will or is designed to, or may readily be converted to, expel a projectile by the action of an explosive; (2) the frame or receiver of any such weapon; (3) a firearm muffler or firearm silencer; (4) any destructive device, including (a) any explosive, incendiary or poison gas device, (b) any weapon that will, or may readily be converted to, expel a projectile by the action of an explosive or other propellant and that has any barrel with a bore of more than one-half inch in diameter, and (c) any combination of parts either designed or intended for use in converting any device into any destructive device and from which a destructive device may readily be assembled. This violation includes handguns, pistols, rifles, shotguns and flare guns.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Expulsion	Expulsion
MAXIMUM	Expulsion	Expulsion

The Governing Board may, on a case-by-case basis, impose a lesser disciplinary action after consideration of all relevant circumstances.

Defiance of Authority/Disrespect

Failure to comply with reasonable requests of school officials or other disrespectful behavior. Physical resistance to school officials may result in expulsion, regardless if such resistance is a first occurrence.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Conference	Parent involvement
MAXIMUM	Expulsion	Expulsion

*ALC - Alternative Learning Classroom

† ASA - Alternative School Assignment

Discrimination

Mistreatment based upon race, ethnicity, gender, religion or disability. This violation includes false accusations of discrimination or harassment.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Short suspension/ALC*	Long suspension/ASA †
MAXIMUM	Expulsion	Expulsion

Disorderly Conduct

Conduct that disrupts the orderly operation, educational environment or mission of the school. This violation may include profanity, obscene gestures and excessive public displays of affection.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Informal talk	Parent involvement
MAXIMUM	Short suspension	Expulsion

Dress Standard Violation

Failure to comply with district and school dress standards.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Informal talk	Conference
MAXIMUM	Short suspension	Short suspension

Drug Violation (*Distribution*)

Distribution (including possession in preparation for distribution), manufacture or sale of illegal drugs, inhalants and other noxious substances. It also includes distribution, manufacture or sale of drug paraphernalia and imitations of illegal drugs and other noxious substances, including prescription medication. Distribution of a medication or a dietary supplement for recreational use is treated as a drug violation (distribution).

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Suspension for two semesters/ ASA †	Suspension for two semesters/ ASA †
MAXIMUM	Expulsion	Expulsion

Drug Violation (*Possession/Use*)

Use, possession or purchase of illegal drugs, inhalants and other noxious substances. This includes off-campus use and then being on district property or at a district function. It also includes use, possession or purchase of drug paraphernalia and imitations of illegal drugs and other noxious substances. Possession of medication or a dietary supplement for recreational use is treated as a drug violation (possession). A drug violation preceded by an alcohol violation is treated as a repeated occurrence for disciplinary action.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Short suspension and intervention program	Suspension for two semesters/ ASA †
MAXIMUM	Expulsion	Expulsion

Fighting

Mutual participation in physical violence against a person or persons.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Parent involvement/short suspension	Short suspension/ASA †
MAXIMUM	Short suspension	Expulsion

Forgery

Using the signature or initials of another person.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Informal talk	Short suspension/ALC*
MAXIMUM	Short suspension	Expulsion

Gambling

Participating in games of chance for money or other items of value.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Parent involvement	Parent involvement
MAXIMUM	Short suspension	Long suspension

Gang Activity/Association

Gang-related behavior that threatens the safety of persons or property, creates an atmosphere of intimidation, or substantially disrupts the educational environment or mission of the school.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Parent involvement/ALC*	Short suspension/ALC*
MAXIMUM	Expulsion	Expulsion

Harassment/Bullying/Hazing

Harassment is abusive conduct, whether physical, verbal or psychological, that is (1) directed at a student because of his or her real or perceived race, color, national origin, religion, sex (including gender identity or sexual orientation) or disability and (2) sufficiently severe, pervasive or persistent so as to interfere with or limit the student's ability to participate in or benefit from the services, activities or opportunities offered by the school. Bullying is aggressive, intentional behavior carried out by a student or students repeatedly and over time against a victim who cannot easily defend himself or herself.

Hazing is forcing a student to risk or suffer physical or mental harm or degradation to join, participate or remain in a school-affiliated organization.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Short suspension/ALC*	Long suspension/ASA †
MAXIMUM	Expulsion	Expulsion

Information Systems/Electronic Device Violation

Inappropriate use of electronic devices, such as computers, cellphones, cameras and audio/video recorders, and other information systems devices, such as the internet and email. This violation includes the use of any recording or video device in such a way that it violates the privacy of others.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Parent involvement	Short suspension/ALC*
MAXIMUM	Expulsion	Expulsion

Lying/False Accusation

Knowingly giving false or misleading information, including false accusations against others.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Informal talk	Parent involvement
MAXIMUM	Short suspension	Long suspension

*ALC - Alternative Learning Classroom

† ASA - Alternative School Assignment

**Medication or Dietary Supplement
(Unauthorized Possession)**

Unauthorized possession of a medication or dietary supplement on school grounds or while traveling between school and home. Possession or distribution of medication or a dietary supplement for recreational use is treated as a drug violation.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Parent involvement	Short suspension/ALC*
MAXIMUM	Expulsion	Expulsion

Robbery/Extortion

The solicitation of money or property in return for protection or under threat to inflict harm.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Short suspension/ALC*	Long suspension/ASA †
MAXIMUM	Long suspension	Expulsion

Sexual Abuse

Sexual contact without consent.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Short suspension/ALC*	Long suspension/ASA †
MAXIMUM	Expulsion	Expulsion

Sexual Harassment

Unwelcome conduct of a sexual nature, regardless of whether the conduct is verbal or physical. Sexual harassment may also constitute sexual abuse.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Short suspension/ALC*	Long suspension/ASA †
MAXIMUM	Expulsion	Expulsion

Sexual Offense

Sexual conduct on school property or during school-related activities that is immoral by community standards. This violation includes indecent exposure; sexual intercourse; lewd phone calls, text messages, photos or email messages; and possession of sexually explicit materials.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Short suspension/ALC*	Long suspension/ASA †
MAXIMUM	Expulsion	Expulsion

Student Speech

Prohibited speech or violation of valid school restrictions on the time, place or manner of speech or other communications. This violation includes speech that causes a material and substantial disruption; lewd, vulgar or plainly offensive speech; "fighting words;" threats of violence; and racial, ethnic, sexual or religious slurs.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Parent involvement	Short suspension/ALC*
MAXIMUM	Expulsion	Expulsion

Tardiness

Late arrival to a scheduled class or appointment.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Informal talk	Parent involvement
MAXIMUM	In-school discipline	In-school discipline

Theft

Taking or concealing property that belongs to others. This violation includes copyright violations and passing counterfeit money.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Parent involvement	Parent involvement
MAXIMUM	Long suspension	Expulsion

Threats/A.R.S. §13-2911

Threatening the safety of persons or property. This includes violations of A.R.S. §13-2911: (1) bomb threats and other actions that disrupt or interfere with normal operations through either threats of physical injury to a student, employee or other person on district property; or threats to cause damage to district property or to the property of any student or employee; (2) going on or remaining on district property for the purpose of disrupting or interfering with the use of district property by students or staff; and (3) disobeying a lawful order to leave district property.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Short suspension/ALC*	Long suspension/ASA †
MAXIMUM	Expulsion	Expulsion

Tobacco Violation

The use, distribution or possession of a tobacco product or paraphernalia, including an electronic cigarette or vaporizer.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Parent involvement	Parent involvement
MAXIMUM	Short suspension	Long suspension

Trespassing

Unauthorized presence on district property.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Informal talk	In-school discipline
MAXIMUM	Short suspension	Long suspension

Truancy/Unexcused Absence

Any absence that is not excused by the student's parent and approved by the appropriate school official.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Parent involvement	Parent involvement
MAXIMUM	Short suspension	Long suspension

Vandalism

Destroying or defacing property of the district, staff or students. This violation includes graffiti.

RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCES
MINIMUM	Parent involvement	Parent involvement
MAXIMUM	Expulsion	Expulsion

*ALC - Alternative Learning Classroom

† ASA - Alternative School Assignment

Search and Seizure

Students possess the right to privacy of person, as well as the right to freedom from unreasonable search and seizure of property, as guaranteed by the Fourth Amendment of the Constitution. These individual rights, however, are balanced by the school's responsibility to protect the health, safety and welfare of all students and staff.

A student's person, backpack, cellphone, vehicle or other belongings may be searched if there is reasonable suspicion that the search will produce evidence that the student has violated a law, school board policy or school rule.

A desk or locker is district property and may be inspected at any time as part of a student search or to ensure that the desk or locker is in sanitary condition and proper working order.

Items searched will be promptly returned to the student, unless the school must take temporary custody of an item, such as a cellphone, to obtain evidence from it or a law enforcement officer requires possession of the item as part of a criminal investigation.

Bus Rules

Bus riders are under the authority of the school administrator and the driver. Students must observe classroom rules and dress standards while riding the bus. Video cameras may be used to monitor behavior.

Waiting for the Bus

1. Walk to the bus stop with a parent or in groups of two or more students.
2. Be at the bus stop 10 minutes before the bus is scheduled to arrive.
3. Stay out of the street and away from traffic.
4. Respect property in the neighborhood.
5. Be kind and courteous to others.
6. Form one line as the bus approaches.

Boarding the Bus

1. Let the bus come to a complete stop before boarding.
2. Enter the bus one person at a time.
3. Board quickly, but carefully, without crowding or pushing. Use the handrail. Walk, don't run, up the steps.
4. Go directly to a seat, and sit upright facing the front.

On the Bus

- Be courteous, and obey the driver's instructions.
- If seats are assigned, sit in your assigned seat.
- Keep the aisle clear. Stay seated until your stop.
- Keep your hands, arms, feet, legs and head away from others and inside the bus.
- Talk quietly. Do not yell or use vulgar or abusive language.
- Do not throw anything inside the bus or from the bus.
- Eating is not permitted on the bus. Do not drink on the bus unless the bus driver allows you to do so.
- Unless being used for acceptable educational or entertainment purposes with a headset or on silent mode, all personal electronic devices must be turned off and out of sight.
- Do not abuse or deface the bus or bus equipment.
- Keep cases, band instruments and other belongings under control at all times.
- Use of perfumes, colognes and body sprays is not permitted on the bus.

Items Banned From Buses

Prohibited items include weapons, explosive devices, harmful chemicals, tobacco, alcohol, drugs, glass objects other than eyeglasses, skateboards, scooters, insects, reptiles and other animals, with the exception of service animals.

Leaving the Bus

1. Stay seated until the bus comes to a complete stop.
2. Do not push or crowd others.
3. Walk, don't run, down the steps.

Crossing the Road

- Cross the street only when the driver has indicated the way is safe. Walk 10 feet in front of the bus so the driver can see you. Never cross behind the bus.
- Keep looking to the right and left as you walk.
- At an intersection, look in all directions.
- Do not cross the street at an angle.
- Walk briskly across the road, but do not run.

Loss of Bus-Riding Privileges for Infractions Documented in Writing

Riding the bus is a privilege, not a right. Disciplinary action may result if students misbehave or fail to respond appropriately to reasonable requests.

The driver may warn students to correct their behavior before taking disciplinary action. Infractions documented in writing may result in the loss of bus-riding privileges for:

FIRST INFRACTION	SECOND INFRACTION	THIRD INFRACTION	FOURTH INFRACTION	SERIOUS INFRACTION
at least one day	at least three days	at least five days	one month or the remainder of the semester, whichever is longer	an entire school year

Contact Us

For more information, visit www.mpsaz.org/transportation. You will find Policy JFCC, phone numbers for our regional transportation satellite centers, school bus safety tips and answers to parents' frequently asked questions.

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1st Class Education within Reach

PHOENIX #1

Elementary School District



Student Handbook For Success

A Guide for Parents, Students and Staff

Administrative Offices:

1817 North 7th Street | Phoenix, Arizona 85006
602-257-3755 | PhxSchools.org

Grades PreK-8

2017-2018

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GOVERNING BOARD



Ms. Susan Benjamin
President



Dr. Ruth Ann Marston
Member



Dr. Louisa Stark
Member



Mr. Daniil Gunitskiy
Member



Ms. Lynné Almy
Member

DISTRICT ADMINISTRATION



Mr. Larry Weeks
Superintendent



Mr. Tom Lind
Assistant Superintendent
for Curriculum and
Instruction



Dr. Rosanna Hidalgo
Assistant Superintendent
for Business Services and
Human Resources



Mr. Adrian Walker
Principal Representative
on Cabinet

1817 N. 7th Street
Phoenix, Arizona 85006
602-257-3755
phxschools.org

LETTER FROM SUPERINTENDENT

August 2017

Dear Phoenix #1 Families & Community;

At Phoenix Elementary School District #1, we believe all students will succeed – no exceptions! STUDENT ATTENDANCE IS VERY IMPORTANT for this to happen and so is family involvement in the education of every child.

That is why it is very important for you to take time to review this handbook that can help us work together to ensure each and every student in our district is successful. I encourage you to read through this handbook carefully and review it as a family with your children.

There are many ways that you can work as a team with your child's teacher and school to ensure they receive a great education. Here are a few that I want to highlight and recommend to you.

1. **Engage in your child's learning, classroom and school.** When the school has a back to school night, parent conferences, family nights, or parent education classes, attend and share with your child how important these events are as part of their education. Be sure you know your child's teacher very well, the principal, the office staff and all those who support your child's learning.
2. **Emphasize to your child how important school is and how important it is for their future and life-long opportunities.** Talk with your child about goals for school, college and career. Help them understand that what they learn today and how much they engage in school will positively impact them for the rest of their lives.
3. **Support the expectations your child's teacher and principal have for learning.** Support the teachers and principal as they provide structure and discipline for a safe and healthy learning environment. Help your child understand the importance of paying attention, showing respect to all students and staff and working to be part of a healthy, safe and happy learning environment.
4. **Set aside a time of day and place in your home for your child to read and complete homework assignments.** Learning can take place throughout the day as we are shopping, cooking, cleaning or with just about any activity so make it fun and enjoyable. Set firm expectations that homework will be done.

5. **Be sure your child is in school every day.** Attendance plays a major role when it comes to learning. Children in school every day, learn more and achieve at much higher rates. They are also happier because they understand the content when they don't miss school days. Please do; however, follow the guidelines from the nurse's office about when to keep sick children at home for their welfare and the health of all students.

Let's work together to make this new school the best for your child and all the students in our 14 schools across Phoenix. Your child deserves a great education, and together we can make that a reality. Thanks for your support of Phoenix Elementary School District - we are #1!

Your partner in learning,



Mr. Larry Weeks
Superintendent, Phoenix Elementary School District #1

P.S. I encourage you to contact my office any time throughout the year if you have questions or concerns at 602-257-2912. Please stay in touch with all the school and district news by registering your email on our homepage at phxschools.org. To stay informed of breaking news or emergencies, register your mobile number there, too, for text messages.

SCHOOL DISTRICT MISSION, VISION & BELIEFS

Vision

In Phoenix Elementary School District #1 students, parents, community and staff are partners who share high expectations so each child can achieve their personal best.

Mission

Phoenix Elementary School District #1 provides each child we serve with educational experiences that ensure academic and social success.

Our mission is aligned with state academic standards that include:

- Every child performing at grade level or above in reading, writing, mathematics, science and social studies.
- Every child prepared for high school.

Beliefs

At Phoenix Elementary School District, we believe:

- All children can and will learn. NO EXCEPTIONS!
- Parents want and deserve the best education for their children.
- Education is the key to opportunity and success.
- Education has the opportunity to cultivate all aspects of a child's learning.
- Diversity enriches us all.
- The education of our children is a shared responsibility among our community.
- We are all learners.
- Factors such as race or socio-economic status do not predict student achievement.
- We live on this earth, not to see through one another, but to see one another through.

PHOENIX ELEMENTARY SCHOOL DISTRICT #1

2017-2018 SCHOOL YEAR CALENDAR

Applies to all district schools except Magnet Traditional School



July 2017 – June 2018

LEGEND

180 day student calendar

Jul 4: District Closed

Jul 19-25: New Staff Welcome Week

July 26–Aug 1: Returning Teacher Week

Aug 2: First Day of School

Sep 4: District Closed

Oct 9-13: Fall Break

Nov 10: District Closed

Nov 20-21: Fall Break

Nov 22-24: District Closed

Dec 22 – Jan 5: Winter Break

Jan 15: District Closed

Feb 19: District Closed

Mar 12-16: Spring Break

Mar 30: District Closed

May 23: Last Day of School

May 24: Last Teacher Work Day

TRIMESTERS

Trimester 1: Aug 2 – Nov 3 (62 Days)
Report Card Home: Nov 9

Trimester 2: Nov 6 – Mar 2 (66 Days)
Report Card Home: Mar 9

Trimester 3: Mar 5 – May 23 (52 Days)
Report Card Home: May 23

IEIS/COACHES: 20 DAYS

July 10, 11, 12, 13, 14, 17, 18, 19, 20, 21, 24, 25

October 9, 10

May 24, 25, 29, 30, 31

June 1

**GOVERNING BOARD
APPROVED: 01/28/2016**

July 2017	August 2017	September 2017																																																																																																																																																			
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Student Parent Teacher Conferences – Early Release Schedule for these Dates
October 5-6, 2017
February 1-2, 2018
March 8-9, 2018

Important Dates
40 th day: September 27, 2017
100 th day: January 22, 2018

PHOENIX ELEMENTARY SCHOOL DISTRICT #1

2017-2018 MAGNET TRADITIONAL SCHOOL CALENDAR



Magnet Traditional School - July 2017 – June 2018

LEGEND

185 day student calendar

Jul 4: District Closed

Jul 19-25: New Staff Welcome Week

July 26– Aug 1: Returning Teacher Week

Aug 2: First Day of School

Sep 4: District Closed

Nov 10: District Closed

Nov 20-21: Fall Break

Nov 22-24: District Closed

Dec 22 – Jan 5: Winter Break

Jan 15: District Closed

Feb 19: District Closed

Mar 12-16: Spring Break

Mar 30: District Closed

May 23: Last Day of School

May 24: Last Teacher Work Day

TRIMESTERS

Trimester 1: Aug 2 – Nov 3
(67 Days)
Report Card Home: Nov 9

Trimester 2: Nov 6 – Mar 2
(66 Days)
Report Card Home: Mar 9

Trimester 3: Mar 5 – May 23
(52 Days)
Report Card Home: May 23

IEIS/COACHES: 20 DAYS

July 10, 11, 12, 13, 14, 17, 18, 19, 20, 21, 24, 25

May 25, 29, 30, 31

June 1, 4, 5, 6

GOVERNING BOARD
APPROVED: April 14, 2016

July 2017

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March 2018

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April 2018

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May 2018

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June 2018

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**Student Parent Teacher Conferences – Early Release
Schedule for these Dates**

October 5-6, 2017

February 1-2, 2018

March 8-9, 2018

Important Dates

40th day: September 27, 2017

100th day: January 12, 2018

SCHOOL DIRECTORY

Bethune, K – 8

1310 S 15th Ave, Phx, AZ 85007
(602) 257-3830

Bethune.phxschools.org

Principal: Dr. Ronnie Pitre

Capitol, PreK – 8

330 N 16th Ave, Phx, AZ 85007
(602) 257-3835

Principal: Mr. Russell Sanders

Capitol.phxschools.org

Dunbar, K – 8

707 W Grant St, Phx, AZ 85007
(602) 257-3844

Dunbar.phxschools.org

Principal: Ms. Gina Millsaps

Edison, PreK – 8

804 N 18th St, Phx, AZ 85006
(602) 257-3848

Edison.phxschools.org

Principal: Mr. Fred Graef

Emerson, K – 8

915 E Palm Ln, Phx, AZ 85006
(602) 257-3853

Emerson.phxschools.org

Principal: Ms. Lucia Raz

Faith North Early Childhood Center, PreK

910 E Washington St, Phx, AZ 85034
(602) 257-3901

PhxSchools.org

Principal: Ms. Garthanne de Ocampo

Garfield, PreK – 8

811 N 13th St, Phx, AZ 85006
(602) 257-3863

Garfield.phxschools.org

Principal: Ms. Sylvia Bernal

Heard, PreK – 8

2301 W Thomas, Phx, AZ 85015
(602) 257-3880

Heard.phxschools.org

Principal: Ms. Zariffe Magana

Herrera, K – 8

1350 S 11th St, Phx, AZ 85034
(602) 257-3885

Herrera.phxschools.org

Principal: Mr. Kevin Sotomayor

Kenilworth, PreK – 8

1210 N 5th Ave, Phx, AZ 85003
(602) 257-3889

Kenilworth.phxschools.org

Principal: Mr. Anthony Pietrangeli

Lowell, PreK – 8

1121 S 3rd Ave, Phx, AZ 85003
(602) 257-3902

Lowell.phxschools.org

Principal: Mr. Tyson Kelly

Magnet Traditional, K – 8

2602 N 23rd Ave, Phx, AZ 85009
(602) 257-6281

Magnet.phxschools.org

Principal: Mr. Adrian Walker

Shaw Montessori, PreK – 8

123 N 13th St, Phx, AZ 85034
(602) 523-3914

Shaw.phxschools.org

Principal: Ms. Susan Engdall

Whittier, K – 8

2000 N 16th St, Phx, AZ 85006
(602) 257-3925

Whittier.phxschools.org

Principal: Ms. Clare Okyere

2017-2018 SCHOOL BELL SCHEDULES

School	Start Time	Dismissal Time	Wednesday Early Release
Bethune	7:20	2:20	12:25
Capitol	8:30	3:30	1:35
Dunbar	8:55	3:55	2:00
Edison	7:55	2:55	1:00
Emerson	8:30	3:30	1:35
Garfield	8:30	3:30	1:35
Heard	7:55	2:55	1:00
Herrera	7:55	2:55	1:00
Kenilworth	7:55	2:55	1:00
Lowell	8:30	3:30	1:35
Magnet Traditional	7:20	2:20	12:25
Phoenix #1 Preschools	9:00	1:30	11:45
Shaw Montessori	8:35	3:35	1:40
Whittier	8:30	3:30	1:35

COMMUNICATING WITH PHOENIX #1

It's important that we stay in touch with you, both in the event of an emergency and for updates about your school. There are many ways you can communicate with the teachers, staff and administrators at our district.

District Office Matters

We know our district will not improve without your feedback, so we make sure to provide channels for constructive input. For administrative matters, concerns or general feedback, please contact the Superintendent's Office by calling (602) 257-2912 or one of the numbers listed in "Helpful Numbers for Parents" on page 14.

Getting in Touch with Your School

To get in touch with a teacher or staff member at your school, you can find front office numbers for all 14 of our schools on page 11.

Emergency Text Alerts

In the event of an emergency at your school, we want you to know as soon as possible that your child is safe. To be informed via text message in emergency events, please text "PhxSchools" on your mobile phone to **313131**.

The Latest News & Updates at Your School

If you simply want to stay in the loop with the latest school news, alerts and events, you can register your email address at www.phxschools.org/register/. The process is quick and easy.

Phoenix #1 is also on social media! You can stay connected with us via [Facebook](#), [Twitter](#), [Instagram](#) and [Pinterest](#) by searching for the page "phxschools."



HELPFUL NUMBERS FOR PARENTS

District Office Main Number	(602) 257-3755
Academic Assessment (State Testing)	(602) 257-3787
Business Services	(602) 257-3790
Child Nutrition	(602) 257-3741
Curriculum & Instruction	(602) 257-3781
Gifted Education ALPS Program	(602) 257-6342
Head Start – Booker T. Washington	(602) 252-4743
Head Start – Phoenix Urban League	(602) 268-1279
Human Resources	(602) 257-3755
McKinney-Vento Homeless Liaison	(602) 523-8988
PEER and Athletics	(602) 257-4055
Plant Services	(602) 257-3794
Preschool Administrator	(602) 523-8756
Special Education Services	(602) 257-3805
Student Services	(602) 257-3805
Superintendent	(602) 257-2912
Transportation	(602) 257-3794

ATTENDANCE

Commonly Asked Questions

Why is it important that my student regularly attends school?

To realize academic success, a student must regularly attend school. Because much of the value of education comes from active participation in the classroom, a student should only be absent from school when absolutely necessary. Otherwise, students may miss out on activities and assignments that cannot be made up.

Because attendance has such a significant impact on a student's academic performance, there is an Arizona law in place that requires children to attend school between the ages of 6 to 16.

How should I notify the school of my child's absence?

Parents and legal guardians should call into school on the day of a student's absence, within one hour of the school's start time.

How do I pick up my child during school hours?

If you are listed on the enrollment and/or student release form, you may pick up your child by coming to the front office, showing a valid picture ID, and signing out the student before you leave.

If you are the legal guardian or parent, but want someone else to pick up your child for an educational activity, you must provide prior written approval.

How will I find out if my child is absent from school without my knowledge or consent?

Parents are contacted by an auto dialer system for all daily absences if they are marked unexcused from a class. We always want you to know if this circumstance arises, so please let your school know if there are any changes in your contact telephone number or address.

Attendance Definitions

Tardy – When a student is up to ten (10) minutes late after the scheduled start of class.

Partial Day Attendance – When a student arrives to school late or leaves school early. Because this behavior disrupts learning in the classroom for both the absent student and his or her classmates, partial day attendance adds to the total number of full days absent on a student's attendance record.

Absence – When a student misses a minimum of one class period per day. If a student arrives more than ten (10) minutes after the scheduled start of class, they are considered absent and must receive a time slip from the front office to enter class.

Excused Absence – When a student is absent from school due to illness, death in the family, religious observance and other exceptional circumstances. For an absence to be excused, parents and legal guardians must call into school on the day of the absence.

Unexcused Absence – When a student is absent from school, but a parent or legal guardian does not contact the school within 24 hours of the start of the absence.

Truancy – When a student is absent from school without the prior knowledge and consent of the parent or guardian. An unexcused absence is considered a truant day.

Habitually Truant – When a student has five (5) or more unexcused absences from school, or is absent more than ten percent of the required school days per year, whether the absence is excused or unexcused.

Homebound – When a student is unable to attend school due to illness, disease, accident or other health conditions. For a student to be classified as “homebound,” he or she must be certified by a doctor as unable to attend regular classes for a period of at least three months.

For more information about the homebound classification, contact your school’s nurse.

Absence due to Chronic Illness – When a student is absent due to circumstances related to a long-term illness or medical condition. In these cases, students should have medical documentation from a licensed physician.

To utilize available student services for students with chronic illness, contact your school’s nurse and principal.

Attendance Discipline for Excessive Unexcused/Excused Absences

Phoenix #1 partners with Maricopa County Juvenile Court to implement the truancy program CUTS (Court Unified Truancy Suppression).

When a student’s attendance meets the definition of “habitually truant,” he or she can be referred to the CUTS Program. If your child is cited, the hearing will be held at the Juvenile Court Facility.

To learn more about the CUTS program and the potential consequences of a hearing, visit www.superiorcourt.maricopa.gov/JuvenileProbation/Probation/CUTS.asp or call (602) 506-6586.

For students who are excessively absent, we take the following steps:

Absent five (5) unexcused days:

The school’s office staff sends a letter notifying the parents or guardians, including a review on Phoenix #1’s attendance policy.

Absent ten (10) unexcused or excused days:

Parents are notified via letter or conference that any further absences can occur only under these conditions:

- Illness, verified by a doctor's statement.
- Significant religious observance, with approval by the principal or designee prior to the absence.
- Emergency, with notification of the school office.

If a student continues to be absent from school after these first two notifications, the parent may be referred to the CUTS program.

For students who exceed ten (10) tardies per trimester, the student may be assigned detention as follows:

- **11th Tardy** - 15 Minutes
- **12th Tardy** - 30 Minutes
- **13th Tardy** - 45 Minutes
- **Every subsequent tardy** - an additional 15 minutes

EXTRACURRICULAR 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. Our schools provide a variety of extracurricular programs and clubs in the areas of:

- STEAM (Science, Technology, Engineering, Arts and Mathematics)
- Community service
- Athletics
- Student leadership
- The Arts

School-sponsored activities are supervised by school staff. For your child to participate, you may have to provide additional permission as a parent or guardian.

To learn what extracurricular programs your student's school offers, visit your school website at www.phxschools.org or call the school's front office.

Eligibility

Participation in a school's extracurricular activities is a privilege. Phoenix #1 students earn this privilege by meeting required standards for academic performance. While we believe that extracurricular activities are a valuable aspect of a student's education, we strive for our students to enjoy these endeavors without losing sight of academic pursuits.

To do this, our policy for eligibility in extracurricular activities requires a student to:

- Have passing grades in all classes
- Maintain progress toward promotion or graduation

If a student's academic performance is checked and does not meet the standards for eligibility, then the school will notify you and your student.

In some cases, student behavior can also be grounds for ineligibility. If a student's behavior presents a problem or jeopardizes school discipline, then the student may be deemed ineligible for extracurricular programs until behavior improves.

These same general standards apply to special education students; however, eligibility shall be determined on a case-by-case basis in relationship, depending on the students' individual education programs.

District Athletics Program

We're proud to offer our students the chance to participate in district-sponsored team sports. This program focuses on fostering strong character in students, encouraging them to be well-disciplined and respectful players.

At our schools, students can participate in the following sports at either the fifth and sixth grade level, or the seventh and eighth grade level:

- Boys Basketball
- Girls Volleyball
- Co-ed Slow Pitch
- Co-ed Soccer

When it comes to the district athletics program, the health and welfare of our students are top priority. Therefore, we require a physical exam prior to participation in any school-sponsored athletics.

To play, students must meet the standards established by the extracurricular eligibility policy and maintain acceptable student conduct. Students and their parents must also complete the following forms before attending orientation:

- Permission to Participate in Activity and Authorization for Medical Services
- Player Code of Conduct
- Parent Code of Conduct
- Annual Physical Evaluation (provided by healthcare provider)
- Arizona Interscholastic Association Annual Statement and Acknowledgement Form

These forms are available online at www.pesd1sports.weebly.com. You can also call 602-257-4055 for information about completing these forms.

BEFORE AND AFTER SCHOOL PROGRAM - PEER

To fully support the success of working parents and their children, we offer PEER (Phoenix Elementary Enrichment Resources). PEER is a before and after school program provided at no cost to working parents of students enrolled at Phoenix #1.

PEER is a safe, enriching place for your child to spend time outside of regular school hours, including fall/spring breaks and the summer months. The program includes hands-on activities such as sports, arts, music and cultural events, all facilitated by high-energy staff members.

The program serves students between the hours of 6:30 or 7:00 a.m. before school, and to 6:00 p.m. after school. PEER is also open during spring and fall breaks and during the summer months.

PEER is not available to students during winter break and approximately two weeks in the summer prior to the start of school.

For more specific information about the PEER program at your child's school, please check with your school office.

DRESS CODE

Phoenix #1 recognizes there is a relationship between student dress and student success, school pride, the safety and general welfare of students and staff, and the accomplishments of the curriculum goals and educational objectives. The District also recognizes that families may prefer the choice of a non-uniform school or uniform school. Please contact your school office for specific information regarding the dress code for your school.

School	Uniform
Bethune	Khaki pants Navy blue shirt
Capitol	Navy or khaki pants Navy or White shirt
Dunbar	Khaki pants Navy blue shirt
Edison	Navy pants Red or white polo shirts
Emerson	Khaki pants Hunter green or white shirt
Garfield	Khaki pants Maroon shirt with collar
Heard	Navy or khaki pants Red, white, hunter green, navy blue shirt
Herrera	Non-uniform school
Kenilworth	Non-uniform school
Lowell	Non-uniform school
Magnet Traditional	Khaki or navy blue pants White or navy blue shirt
Shaw Montessori	Non-uniform school
Whittier	Non-uniform school

BUS SAFETY

Bus Information

If your child relies on the bus to get to school, remember that the bus ride is just another part of the regular school day. Therefore, all the same rules apply. We always expect students to demonstrate good behavior when riding the bus.

Rules for Bus Safety

By discussing these rules for bus safety with your child, you can help your child understand what kind of behavior is expected during the ride to and from school, as well as during special events and field trips.

- Respect your bus driver.
I will listen to the driver's instructions when riding the bus. I will arrive on time to the bus before and after school.
- Don't put yourself in danger.
I will stay seated and keep my head, hands, feet and belongings inside the bus.
- Keep the bus clean.
I will keep food, drink and belongings in my backpack. I will not purposely mark or damage the bus.
- Behave responsibly and politely.
I will use my inside voice. I will use appropriate language, and be kind to others.

If you have any questions or concerns about safety issues regarding school transportation, reach out to Armando Cuellar at Armando.cuellar@phxschools.org or call (602) 257-3800.

ELECTRONIC AND INTERNET DEVICES

We believe that by providing student access to internet-connected devices, our schools can expand the scope of available learning materials and resources. Internet connectivity in the classroom expands allows teachers and staff to seek out enriching, quality curricular resources such as:

- Cultural information from museums, government organizations and national libraries
- Online interviews and guest lectures from authors, researchers, and scientists
- Educational games, puzzles and activities

The potential for learning online goes far beyond these examples. Internet and network access is now a principal part of 21st century education.

We work hard to monitor student access to controversial materials via the internet. Through the use of filtering, we restrict access to certain sites and items determined to be inappropriate for our students.

However, it's important to note that internet access requires students to act responsibly and thoughtfully. In a shared network, there is always a possibility that students may encounter materials that do not provide educational value. Therefore, it's important that students recognize the expectations for their conduct when utilizing computers or other electronic devices at Phoenix #1 schools.

Guidelines for Internet and Network Use at Phoenix #1

Please take the time to review these expectations with your child to help he or she use school internet-connected devices responsibly.

- Be polite, respectful and use appropriate language.
I will not send, or encourage others to send, abusive messages.
- Protect your privacy, as well as others' privacy.
I will not reveal any home addresses, or personal phone numbers or personally identifiable information.
- Be considerate of how your network use affects others.
I will not use the network in any way that would disrupt others.
- Carefully follow the instructions of your teacher.
I will not ignore the directions my teacher gives me on what sites to visit and what activities to participate in online.

Use of Personal Electronic Devices

Instructional time is incredibly valuable in our schools. Therefore, we try hard to prevent unnecessary interruptions and distractions.

As part of those efforts, we do not allow students to use personal electronic devices, such as cell phones, ear buds, headphones and gaming devices, during the school day. Unless a teacher provides clear instruction to use a device, we ask that students turn off and put away these devices in their backpacks before entering the front gate of the school.

Because students choose to bring these devices to school, we do not claim responsibility for any damaged, stolen or lost devices.

If students do not follow the instructions for putting away their personal electronic device, the device may be confiscated and turned into the front office. Typically, your child may pick up the confiscated item at the end of the school day.

FERPA NOTIFICATION OF PARENT RIGHTS (STUDENT RECORDS)

Commonly Asked Questions

What rights do parents receive from the Family Educational Rights and Privacy Act of 1974 (FERPA)?

Parents have the right to inspect, review and seek correction of a child's educational records. For details regarding specific rights provided by FERPA, you may ask for a copy of the policy at any Phoenix #1 school or district office. Details are also available online at www.ed.gov/policy/gen/guid/fpco/ferpa/index.html

How can I review my child's student record?

Set up a meeting with your school's principal by contacting the front office. The numbers for each school office are listed on page 8 of this handbook.

If your child is enrolled in a special education program, please contact the Director of Student Services at (602) 257-3805 to set up a review.

What do I do if I find inaccurate information in my child's student record?

If you believe that the information in your child's record is inaccurate, misleading or in violation of privacy rights, then you may request that Phoenix #1 deletes or changes the records. To make this request, please contact your school's principal.

Who can access my child's student record?

Only authorized district personnel may review student records. If the student wishes to attend another school, the child's parent or legal guardian can provide a written request for the information to be released to the student's new school.

How long will Phoenix #1 keep my child's student record?

We destroy all general education records for individual students four (4) years after the student's last date of attendance. However, the district keeps a permanent record of the student's name, date of birth, place of birth, gender, parents and/or legal guardian's name, and record of attendance.

We destroy all special education records for individual students five (5) years after the student's last date of attendance. However, the district keeps a permanent record of the student's name, date of birth, ethnicity, and special education eligibility.

Directory Information

We collect and issue directory information for each of our students. Some examples of this information include:

- Student's name
- Address
- Telephone number
- Date and place of birth
- Email address
- Photo
- Dates of attendance
- School organizations/affiliations
- Received awards
- Sports information (height and weight)

While it is standard procedure to collect this information, we understand that you may not wish for it to be included in directory information. If so, indicate the specific information you would like to exclude on the FERPA form included in the start-of-the-year paperwork.

HEALTH AND WELLNESS

When students are healthy and fit, they are better prepared for achievement in the classroom. The Phoenix #1 Wellness Policy provides students with the tools they need to establish a healthy lifestyle, both at school and home. The Policy includes:

- Menus serving nutritional goals, as defined by the Arizona Nutrition Standards
- Nutrition education within health programs
- Opportunities for physical activity and exercise

Food and Nutrition

Our schools are on the national school lunch and breakfast programs. At the beginning of each school year, all students receive applications for free and reduced-price lunch. If you have questions about the program, please contact Child Nutrition Director Michelle Burkhart by email at michelle.burkhart@phxschools.org or call (602) 257-3741.

For this month's school lunch menu, visit phxschools.org/students/school-meal-menus/.

To make sure that all food is handled and served safely at our schools, we have rules limiting the kinds of food that can be served in our classrooms. For students to enjoy a treat or snack in the classroom in honor of a special occasion, the food must be:

- From a commercial source with an approved Maricopa County Health permit.
 - Some examples include supermarket bakeries, retail locations, and commercial restaurants.
- Served at the proper temperature and with a non-latex gloved hand or serving utensil, if unwrapped.
- Eaten within a reasonable amount of time and maintained at proper temperature.

Immunization

To keep our students safe and healthy, we comply with the Arizona Law that requires parents to supply documentary proof of immunity against certain childhood diseases. With some exceptions, students who lack documentary proof may enroll but not attend classes until proof is provided.

What counts as proof of immunization?

Proof of immunization is written documentation that includes:

- the type of vaccine administered
- the month, day, and year of each immunization
- the name of the physician or health agency administering the vaccine

or

- laboratory evidence of immunity.

What immunizations must my child have to attend school?

The Arizona Department of Health Services provides the following table for identifying Arizona immunization requirements by age and grade. For the full toolkit provided by ADHS, visit azdhs.gov/preparedness/epidemiology-disease-control/immunization/index.php#schools-immunization-forms.

Medication

To protect our students, we have strict policies in place for the administration of medication at our schools. We do not administer medication at school without written permission from a parent or guardian.

Pre-Approved Over the Counter (OTC) Medications

Each year, we ask parents and legal guardians to complete and sign an “Emergency Health and Medical Emergency Card.” This card asks whether you give the school permission to administer a list of over the counter (OTC) medicines to your child, if needed.

Prescription and Other Medications

If your child requires administration of prescription medications or OTC medicines not listed on the Emergency Card, we recommend that parents administer the medicine at home.

However, we understand that some circumstances will require students to take prescribed medication during school hours. Under these circumstances, your school nurse and principal will work together with you and your family’s physician to administer the medicine safely and accurately at the school’s health office. If this is the case for your child, please contact your school’s nurse and principal for the next steps.

We do not permit students to carry medication on school grounds. However, there are exceptions if your child must carry a medication preventative safety reasons. If your child needs to carry an inhaler, an epinephrine injector, or other medications during the school day, contact your school’s health office.

PREVENTING STUDENT HARASSMENT, INTIMIDATION AND BULLYING

The school’s in our district aim to build a community where each person feels welcome. Many of our goals for each school 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 comradery 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 a few processes in place to address situations where a member of school’s community feels harassed, intimidated or bullied.

- 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 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.

If you are concerned that your child is facing any form of harassment, intimidation or bullying, please communicate with the leaders and staff at your school. Any Phoenix #1 employee will help direct you to the right channels for reporting the incident and preventing future harm.

Hazing

Hazing is when a group subjects a new member to an initiation ritual that includes abusive and humiliating treatment. This behavior is strictly forbidden at all Phoenix #1 schools. All school clubs, athletics teams, and other groups are prohibited from performing these initiations, even if the conduct does not occur on school grounds.

MCKINNEY-VENTO HOMELESS ASSISTANCE

Commonly Asked Questions

What is the McKinney-Vento Homeless Assistance Act?

It is a federal law that ensures homeless children and youth have access to immediate enrollment and educational stability.

What is defined as homelessness?

Your child falls under this definition if your family lives in any of the following situations:

- Sharing housing due to loss of housing, economic hardship or a similar reason
- Living in motels, hotels, trailer parks, or camp grounds
- Living in emergency or transitional shelters
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations

The term also applies to any child who:

- Is migratory and lives in any of the above situations
- Is abandoned in a hospital
- Whose nighttime residence is not ordinarily used as a sleeping accommodation (e.g. park benches, etc.)

What rights does the McKinney-Vento act provide my child?

If your family meets the above definition, your child has the right to:

- Receive a free, appropriate public education
- Enroll in school immediately, even if lacking documents normally required for enrollment.
- Enroll in school and attend classes while the school gathers needed documents.

- Enroll in the local school; or continue attending their school of origin if that is your preference and is feasible.
- Receive transportation to and from the school of origin, if you request this.
- Receive educational services comparable to those provided to other students, per your child's needs.

Who do I contact for more information about assistance?

Please contact Sara Sims, Phoenix #1 Homeless Liaison, at (602) 523-8988.

SPECIAL EDUCATION AND CHILDFIND

Special Education

We strongly hold the belief that all children can and will learn, with no exceptions. In accordance with that belief, we provide a free, appropriate public education to eligible children with disabilities. This education refers to special education and related services.

By law, children with disabilities and their parents are guaranteed certain educational rights, from birth to age 22. During this time, there are procedures in place to make sure your input as a parent or guardian is considered.

If you would like more information about our special education programs, please call Special Education Services at (602) 257-3805.

Child Find and Preschool Child Find

We offer Child Find screenings each month. Children as young as age 2 years and 9 months old may participate in hearing, vision and developmental screenings.

If you find your child is struggling academically, behaviorally, or socially, please contact your child's teacher and Special Education Services at (602) 257-3805 for information on accessing additional services to help your child succeed. These services will come at no cost to parents or guardians.

GIFTED EDUCATION

The Phoenix #1 program for Gifted and Talented students is known as ALPS, which stands for Accelerated Learning Procedures.

The ALPS Program actively challenges and enriches gifted students, encouraging the development of leadership skills, emotional intelligence, and critical thinking. Gifted Education services are provided at your child's school. In addition, ALPS students receive services at Monterey Park.

If you believe your child belongs in the gifted program, you may nominate him or her for gifted assessment and screening. Students, teachers, school administrators and special education staff may also nominate students for gifted testing. In this case, parents or guardians must provide permission for the testing.

Please contact the Gifted Education Coordinator, Pamela Harris, at (602) 257-6342 for information regarding your request for a gifted education assessment or about the services provided to your child. For more information: www.pesdalps.blogspot.com.

STUDENT SAFETY

Keeping our students safe in any given emergency or crisis is one of our top priorities. To prepare for the event of an emergency, we plan and practice for many different potential scenarios with evacuation and lockdown procedures. Each year, we update our emergency plans and ensure every staff member is trained on proper protocol.

Emergency Drills

Each month, we host emergency drills to teach students the safest, quickest route to exit school buildings. These drills educate students and staff on the proper evacuation procedure in the event of an emergency in the school.

Lock-down drills are also frequently performed at each school. During a lock-down, students remain in their classroom under the supervision of their teacher. This procedure prepares students and staff for event of an emergency in the surrounding area.

During a drill or an actual emergency, teachers and school staff will give instructions to students. Review these rules for student safety to help ensure that your child remains as safe as possible in the event of an emergency.

- Follow your teacher's instructions.
I will listen to my teacher's directions by being quiet and respectful.
- In an evacuation, exit the classroom in an orderly manner. Do not run.
I will line up with my classmates and always walk during an emergency.
- Stay with your teacher or a staff member the entire time.
I will stay with my teacher and keep away from the building until I'm told it's okay to go back in.
- Do not talk during a fire, emergency or lockdown drill.
I will be quiet and will not talk to my neighbor during a drill.

If you have questions or concerns about your school's safety plan, please contact your school principal.

Drug-free zone

All our school campuses are drug-free zones. This policy also applies to off-campus consumption when traveling to or from a district property, as well as all school-sponsored events and activities.

In a designated drug-free zone, it is strictly forbidden to use, possess, distribute, or sell controlled substances and drug paraphernalia.

DISCIPLINE

When facing instances of student misconduct, we address issues directly and swiftly with the proper protocol for discipline. While each individual situation is unique and will be dealt with as such, we've included some guidelines for what constitutes an offense and the standard discipline procedure for each offense.

Definition of Offenses

To clearly define what behavior constitutes an offense, we have included a revised version of Arizona Safe Accountability for Education's (AzSAFE) list of definitions of offenses. It's important to note that this list is not all-inclusive.

AGGRESSIVE ACT - MINOR

Student engages in non-serious but inappropriate physical contact, i.e., hitting, poking, pulling or pushing. Other behaviors in the category may include running in the building, hallways, or corridors, pulling a chair out from underneath another person, or other behaviors that demonstrate low level hostile behaviors.

ALCOHOL VIOLATION

Possession/Use - Using, under the influence of, in possession of or intent to be in possession of alcoholic beverages or substances.

Providing/Selling - Giving, selling, offering, providing or intending to provide alcoholic beverages or any substance being represented as alcohol.

ARSON

Structure/Property - Intentional burning of property belonging to the school, school personnel, or another person on campus.

Occupied Structure - Intentional burning of property in which one or more persons either is or is likely to be present.

ASSAULT

Intentionally, knowingly or recklessly causing any physical injury to another

person; placing another person in reasonable apprehension of imminent physical injury; or touching another person with the intent to injure, insult or provoke such person.

AGGRAVATED ASSAULT

Causing serious physical injury to another; using a deadly weapon or dangerous instrument; A person eighteen years of age or older committing the assault, upon a child fifteen years or under; and/or knowing that the victim is a peace officer, teacher or other district employee.

BULLYING

Repeated acts over time, involving a real or perceived imbalance of power. Bullying occurs whenever a student treats another abusively or threatens another through actions or statements that are reasonably interpreted as a serious expression of a purpose to inflict harm. Bullying may include, but is not limited to:

- Physical harm to another student by pushing, hitting, kicking, spitting or stealing;
- Verbal harm to another student making threats, taunting, teasing or name calling;
- Psychological harm to another student by social exclusion, spreading

rumors, or manipulating social relationships;

- Cyber bullying involves using the Internet, cell phones or other electronic devices to send or post texts or images intended to hurt or embarrass another person.

BURGLARY OR BREAKING AND ENTERING

Gaining, or attempting to gain, forceful or unauthorized entry to school buildings or grounds.

CHEATING OR PLAGIARISM

Taking someone else's work for one's own, practicing fraud or deception with relation to school work or responsibilities or using electronic devices to inappropriately retrieve or disseminate classroom information.

COMBUSTIBLES

Possessing a substance or object that is readily capable of causing bodily harm or property damage. Some examples include matches, lighters, firecrackers, snap caps, poppers, stink/smoke bombs, and lighter fluid.

CONTRABAND

Items stated in school policy as prohibited because they may disrupt the learning environment.

DEFIANCE, DISRESPECT TOWARDS AUTHORITY, & NON-COMPLIANCE

Refusal to follow directions, talking back, or delivering socially rude interactions.

DISORDERLY CONDUCT

Use of profanity, obscene behavior, unsafe behavior or any conduct that is in any way disruptive to the educational process of the school.

DISRUPTION

Engaging in behavior causing an interruption in a class or activity. Includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; or sustained out-of-seat behavior.

DRESS CODE VIOLATION

Wearing clothing/apparel that does not fit within the dress code guidelines stated by school or district policy.

DRUG VIOLATION

Possession/Use - The unlawful use, possession or intent to possess, any controlled drug or narcotic substance or equipment used for preparing or taking drugs or narcotics. Includes being under the influence of drugs. Includes the inappropriate possession/ use of over-the-counter medications.

Providing/Selling - Giving, selling, offering, providing, or intending to provide any controlled drug or narcotic substance, or equipment used for preparing or taking drugs or narcotics. Includes providing/selling of over-the-counter medications.

ELECTRONIC DEVICES

This includes cell phones ('sexting'), camera phones, cameras, video cameras, and iPods.

ENDANGERMENT

Recklessly endangering another person with a substantial risk of physical injury or imminent death.

EXTORTION

Knowingly obtaining or seeking to obtain property or services by means of a threat to inflict harm in return for protection.

FIGHTING

Mutual participation in an incident involving physical violence, where there is no major injury.

FIRE ALARM MISUSE

Intentionally activating fire alarm when there is no fire.

FORGERY

Falsely and fraudulently making or altering a document.

GAMBLING

Participating in games of chance to exchange money or something of value.

GANG ASSOCIATION OR GANG ACTIVITY OR NEGATIVE GROUP AFFILIATION

Joining or associating with a gang. A gang is a group of people who:

- Interact together to the exclusion of others;
- Claim a territory or area;
- Have a name;
- Have rivals/enemies;
- Exhibit antisocial behavior – may be associated with crime or a threat to the community.

GANG CLOTHING, SYMBOLS, PARAPHERNALIA

The wearing of hats, bandanas, tattoos and/or other clothing or symbols or possession of paraphernalia that is associated with gangs or gang-like activity.

GRAFFITI OR TAGGING

Writing on walls, drawings or words that are scratched, painted, or sprayed on walls or other surfaces in public places.

HARASSMENT

Non-sexual - Anonymously or knowingly communicating or causing a communication with another person by verbal, electronic, mechanical, telegraphic, telephonic or written means in a manner that harasses. Continuing to follow/stalk another person in or about school for no legitimate purpose after being asked to desist. Harassment may include but not limited to behavior or innuendoes – spoken, written, or graphic related to gender, race, color, religion, national origin, or disability, which may include, but is not limited to, implied or overt threats, intimidation, demeaning jokes, taunting, slurs, derogatory remarks, or nicknames.

Sexual – Sexual harassment is unwelcome conduct of a sexual nature that denies or limits a student's ability to participate in or to receive benefits, services, or opportunities in the school's program. It can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Because sexual harassment of students is a form of sex discrimination prohibited by Title IX of the Education Amendments of 1972, it is governed by this statute and corresponding guidance.

Sexual with contact - Sexual harassment that includes unwanted physical contact of non-sexual body parts.

HATE/BIAS RELATED INCIDENTS

An incident is considered bias/hate related when one could reasonably conclude that it was motivated, in whole or in part, by the perpetrator's bias or attitude against an individual victim or group based on perceived or actual personal characteristics. Such characteristics include but are not limited to age, ancestry or ethnicity, disability, economic status, gender, height or weight, immigration or citizenship status, marital status, race, religion or religious

practices, or sexual orientation. Demeaning another student through taunting, writing, or artwork, or being habitually cruel with the express purpose of embarrassing, humiliating, or demeaning the victim in front of his/her peers or affecting the victim's self-perception in a negative way.

HAZING

Any intentional, knowing or reckless act committed by a student(s), against another student(s), which contributes to or causes a substantial risk of potential physical injury, mental harm or degradation in connection with an initiation, affiliation or maintenance of membership in any organization.

INDECENT EXPOSURE OR PUBLIC SEXUAL INDECENCY

Exposing body parts in front of another person.

INNAPROPRIATE LANGUAGE

Delivering verbal messages that include swearing, name calling, or use of words in an inappropriate way.

LEAVING SCHOOL GROUNDS WITHOUT PERMISSION/CLOSED CAMPUS

Leaving school grounds or being in an "out of-bounds" area during regular school hours without permission of school officials.

LYING

Making an untrue statement with intent to deceive or create a false or misleading impression.

PLAGIARISM

Taking someone else's work for one's own, practicing fraud or deception with relation to school work or responsibilities or using electronic devices to inappropriately retrieve or disseminate classroom information.

PORNOGRAPHY

Using sexually explicit depiction of persons, in words or images to elicit significant sexual arousal of others.

PROFANITY/VERBAL ABUSE

Students are prohibited from using vulgar, profane, and/or racist language or gestures. Students are also prohibited from displaying or being in possession of obscene or inappropriate material. Students are also prohibited from using language or gestures that may incite another person or other people to fight.

PUBLIC DISPLAY OF AFFECTION

Holding hands, kissing, sexual touching or other displays of affection in violation of school policy.

RECKLESSNESS

Unintentional, careless behavior that may pose a safety or health risk for others.

ROBBERY

Using force or threatening to use force to commit a theft or while attempting to commit a crime.

ROBBERY – ARMED

Is armed with a deadly weapon or simulated weapon or uses threats to use a deadly weapon in the course of a robbery.

ROUGHHOUSING/PLAY FIGHTING

Non-serious but inappropriate physical contact (i.e., hitting, poking, pulling, pushing) including boisterous play or behavior.

SEXUAL ABUSE OR SEXUAL CONDUCT WITH A MINOR OR CHILD MOLESTATION

For definitions, please reference A.R.S. §13-1404. Sexual abuse, classifications - A., A.R.S. §13-1405; Sexual conduct with a minor; classifications - A., and

A.R.S. §13-1410. Molestation of child; classification - A.

TARDY

Arriving at school or class after the scheduled start time.

IMPROPER USE OF TECHNOLOGY

Failing to follow the Guidelines for Internet and Network Use listed in this handbook.

THEFT

Petty - Taking or attempting to take money or property belonging to another person or the school.

Bomb - Threatening to cause harm using a bomb, dynamite, explosive or arson-causing device.

Chemical or Biological -

Threatening to cause harm using dangerous chemicals or biological agents.

THREATS OR INTIMIDATION

Indicating, by word or conduct, the intent to cause physical injury or serious damage to a person or their property.

Intimidation through physical proximity with the intent of instilling fear.

TOBACCO VIOLATION

Use, possession, or intent to possess, tobacco products of any kind. Students are not permitted to be in possession or to use tobacco products, rolling papers, lighters, paraphernalia, and or matches on or near school property or at school-sponsored events.

TRESPASSING

Entering or remaining on a school campus or district facility without authorization or

invitation and with no lawful purpose for entry. This includes students under suspension or expulsion and those who have been directed by a school official to leave the premises.

TRUANCY/UNEXCUSED ABSENCE

Not in attendance for an entire day and does not have an acceptable excuse.

VANDALISM - PERSONAL OR SCHOOL PROPERTY

Willful destruction or defacement of personal or school property.

VERBAL PROVOCATION

Use of language or gestures that may incite another person or other people to fight.

WEAPONS

Dangerous items - Anything which is used, attempted to be used or threatened to be use that is readily capable of causing death or serious physical injury. Some examples include: billy club, brass knuckles, explosives, lighter, knife, etc.

Firearms - Any loaded or unloaded handgun pistol, revolver, rifle, shotgun or other weapon that will expel.

Simulated firearm - Any simulated firearm made of plastic, wood, metal or any other material which is a replica, facsimile or toy version or any object such as a stick or finger concealed under clothing and is being portrayed as a firearm.

Possession and use (other) -

Bringing/possessing on school campus any weapon, including on the person, in a backpack, locker or automobile or anywhere else. Using or threatening to use any weapon to inflict harm on another person.

Disciplinary Action Chart

Definition of Disciplinary Action Chart

This chart reflects the minimum and maximum action for first offense and repeated offenses. Please note that there are a variety of actions that may be taken between the minimum and maximum that are not reflected in the chart. Some examples of other actions include; loss of privileges, detention, suspension, community service, parent(s)/guardian(s) contact.

The action for any violation will be determined by the administrator. The range of actions provides the administrators with the flexibility to administer disciplinary actions that are appropriate for the developmental level and/or age of the child and the severity of the violation.

Suspension can be either in school or out of school based on the nature of the violation.

*Reported to ADE, **Mandated to report to local law enforcement, also ADE

Minimum and Maximum Disciplinary Actions

VIOLATION	RANGE	ACTION TO BE TAKEN	
		FIRST OCCURENCE	REPEATED OCCURENCES
Aggressive Act - Minor	Minimum	Conference	Detention
	Maximum	Detention	Short Term Suspension
Alcohol Violation*	Minimum	Conference	Short Term Suspension
	Maximum	Long Term Suspension	Expulsion
Arson of a Structure or Property *	Minimum	Conference	Short Term Suspension
	Maximum	Long Term Suspension	Expulsion
Arson of an Occupied Structure **	Minimum	Short Term Suspension	Short Term Suspension
	Maximum	Expulsion	Expulsion
Assault *	Minimum	Conference	Detention
	Maximum	Short Term Suspension	Expulsion
Assault – Aggravated **	Minimum	Short Term Suspension	Long Term Suspension
	Maximum	Long Term Suspension	Expulsion
Bullying *	Minimum	Conference	Detention
	Maximum	Short Term Suspension	Expulsion
Burglary/Breaking & Entering	Minimum	Short Term Suspension	Short Term Suspension
	Maximum	Long Term Suspension	Long Term Suspension
Cheating	Minimum	Conference	Detention
	Maximum	Short Term Suspension	Short Term Suspension
Combustible	Minimum	Parent Conference	Detention
	Maximum	Short Term Suspension	Long Term Suspension
Contraband	Minimum	Conference	Conference
	Maximum	Short Term Suspension	Short Term Suspension

Minimum and Maximum Disciplinary Actions

VIOLATION	RANGE	ACTION TO BE TAKEN	
		FIRST OCCURENCE	REPEATED OCCURENCES
Defiance, Disrespect Towards Authority, & Non-Compliance	Minimum	Conference	Detention
	Maximum	Short Term Suspension	Long Term Suspension
Disorderly Conduct	Minimum	Conference	Detention
	Maximum	Short Term Suspension	Expulsion
Disruption	Minimum	Conference	Detention
	Maximum	Short Term Suspension	Short Term Suspension
Dress Code Violation	Minimum	Conference	Detention
	Maximum	Short Term Suspension	Short Term Suspension
Drug Possession/Use (Indicate Prescription or Illicit)**	Minimum	Short Term Suspension	Short Term Suspension
	Maximum	Long Term Suspension	Long Term Suspension
Drug Providing/Sale (Indicate Prescription or Illicit)**	Minimum	Short Term Suspension	Long Term Suspension
	Maximum	Long Term Suspension	Expulsion
Drug Paraphernalia	Minimum	Conference	Detention
	Maximum	Short Term Suspension	Short Term Suspension
Drug – Substance Represented as Illicit	Minimum	Conference	Short Term Suspension
	Maximum	Detention	Short Term Suspension
Electronic Devices (Improper Use)	Minimum	Conference	Conference
	Maximum	Short Term Suspension	Long Term Suspension
Endangerment *	Minimum	Conference	Long Term Suspension
	Maximum	Detention	Long Term Suspension
Extortion *	Minimum	Conference	Short Term Suspension
	Maximum	Short Term Suspension	Long Term Suspension
Fighting *	Minimum	Conference	Detention
	Maximum	Short Term Suspension	Long Term Suspension
Fire Alarm Misuse **	Minimum	Parent Conference	Short Term Suspension
	Maximum	Short Term Suspension	Long Term Suspension
Forgery	Minimum	Conference	Detention
	Maximum	Short Term Suspension	Short Term Suspension
Gambling	Minimum	Conference	Detention
	Maximum	Short Term Suspension	Short Term Suspension
Gang/Negative Group Affiliation	Minimum	Conference	Detention
	Maximum	Short Term Suspension	Expulsion
Graffiti or Tagging	Minimum	Conference	Conference
	Maximum	Short Term Suspension	Long Term Suspension
Harassment, Nonsexual *	Minimum	Conference	Detention
	Maximum	Short Term Suspension	Long Term Suspension

Minimum and Maximum Disciplinary Actions

VIOLATION	RANGE	ACTION TO BE TAKEN	
		FIRST OCCURENCE	REPEATED OCCURENCES
Harassment, Sexual *	Minimum	Conference	Detention
	Maximum	Short Term Suspension	Long Term Suspension
Harassment, Sexual with Contact *	Minimum	Conference	Conference
	Maximum	Short Term Suspension	Long Term Suspension
Hate/Bias Related Incidents	Minimum	Conference	Conference
	Maximum	Long Term Suspension	Expulsion
Hazing *	Minimum	Conference	Detention
	Maximum	Short Term Suspension	Long Term Suspension
Indecent Exposure or Public Sexual Indecency *	Minimum	Parent Conference	Short Term Suspension
	Maximum	Long Term Suspension	Expulsion
Language, Inappropriate	Minimum	Conference	Detention
	Maximum	Detention	Long Term Suspension
Leaving School Grounds without Permission	Minimum	Conference	Detention
	Maximum	Short Term Suspension	Short Term Suspension
Lying	Minimum	Conference	Conference
	Maximum	Detention	Short Term Suspension
Plagiarism	Minimum	Conference	Detention
	Maximum	Detention	Short Term Suspension
Pornography	Minimum	Parent Conference	Detention
	Maximum	Short Term Suspension	Long Term Suspension
Profanity/Verbal Abuse	Minimum	Conference	Conference
	Maximum	Short Term Suspension	Long Term Suspension
Public Display of Affection	Minimum	Conference	Detention
	Maximum	Detention	Short Term Suspension
Recklessness	Minimum	Conference	Detention
	Maximum	Short Term Suspension	Short Term Suspension
Robbery *	Minimum	Conference	Short Term Suspension
	Maximum	Long Term Suspension	Expulsion
Robbery, Armed**	Minimum	Conference	Short Term Suspension
	Maximum	Expulsion	Expulsion
Rough housing/Play Fighting	Minimum	Conference	Conference
	Maximum	Short Term Suspension	Long Term Suspension
Sexual Abuse/Sexual Conduct with Minor/Child Molestation **	Minimum	Parent Conference	Short Term Suspension
	Maximum	Long Term Suspension	Expulsion
Tardy	Minimum	No Action	No Action
	Maximum	Conference	Detention

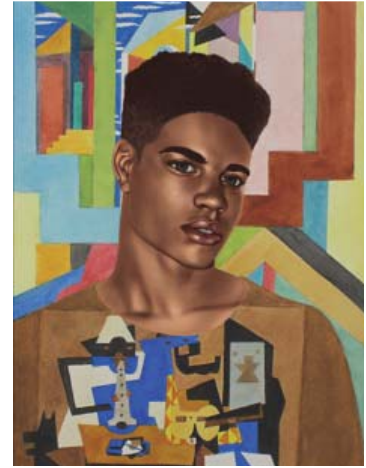
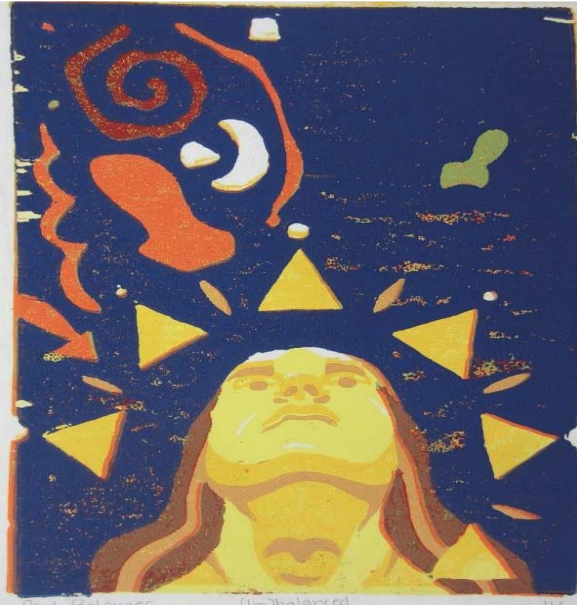
Minimum and Maximum Disciplinary Actions

VIOLATION	RANGE	ACTION TO BE TAKEN	
		FIRST OCCURENCE	REPEATED OCCURENCES
Technology – Improper use of Telecommunication Device	Minimum	Conference	Conference
	Maximum	Short Term Suspension	Long Term Suspension
Theft, Petty	Minimum	Restitution	Restitution
	Maximum	Short Term Suspension	Short Term Suspension
Threat, Bomb **	Minimum	Short Term Suspension	Short Term Suspension
	Maximum	Expulsion	Expulsion
Threat, Chemical or Biological **	Minimum	Short Term Suspension	Short Term Suspension
	Maximum	Expulsion	Expulsion
Threat or Intimidation	Minimum	Conference	Detention
	Maximum	Long Term Suspension	Long Term Suspension
Tobacco Violation *	Minimum	Conference	Short Term Suspension
	Maximum	Short Term Suspension	Long Term Suspension
Trespassing	Minimum	Conference	Detention
	Maximum	Short Term Suspension	Long Term Suspension
Truancy	Minimum	Conference	Detention
	Maximum	Short Term Suspension	Short Term Suspension
Unexcused Absence	Minimum	Parent Notification	Parent Notification
	Maximum	Parent Conference	Citation
Vandalism of Personal Property *	Minimum	Conference	Detention
	Maximum	Short Term Suspension	Long Term Suspension
Vandalism of School Property *	Minimum	Conference	Detention
	Maximum	Short Term Suspension	Long Term Suspension
Verbal Provocation	Minimum	Conference	Detention
	Maximum	Short Term Suspension	Long Term Suspension
Weapons – Dangerous Items * See Violation Definition	Minimum	Conference	Short Term Suspension
	Maximum	Short Term Suspension	Expulsion
Weapons – Firearms ** See Violation Definition	Minimum	Short Term Suspension	Long Term Suspension
	Maximum	Expulsion	Expulsion
Weapons – Firearm - Simulated	Minimum	Conference	Conference
	Maximum	Short Term Suspension	Short Term Suspension
Weapons – Other **	Minimum	Detention	Short Term Suspension
	Maximum	Short Term Suspension	Expulsion

LIST OF DISTRICT FORMS

Contact your school office for any of the following forms:

- Administering Medicine to Students
- Arizona Interscholastic Association Annual Statement and Acknowledgement Form
- Bullying, Harassment or Intimidation and Follow-up Services Forms
- Citizen's Request for Reconsideration of Library Media Center materials
- Citizen's Request for Review of Basic Curriculum Materials
- Enrollment Form
- Electronic Devices Agreement
- Electronic Information Services User Agreement
- Emergency Health and Medical Emergency Card
- Exclusions and Exemptions from School Attendance
- Family Educational Rights and Privacy Act (FERPA)
- Heads Up Concussion: A Quick for Coaches, Athletes and Parents
- Initial Identification of Family Status
- McKinney-Vento Eligibility Questionnaire
- Open Enrollment Form
- Parent Code of Conduct
- Permission to Participate in Activity
- Photo Permission
- Public Concerns/Concerns
- Public Complaints/Concerns About Facilities and Services
- Public Complaints/Concerns About School Personnel
- Sports Player Code of Conduct
- Student Marketing Release Form
- Student Records: Request for Student Education Records
- Student Release
- Transportation Eligibility Form



Phoenix Union High School District

2017-2018 Student Handbook



Preparing every student for
success in college, career and life



STATEMENT OF NON-DISCRIMINATION

The Phoenix Union High School District does not discriminate on the basis of race, color, religion, national origin, sex, disability, age, sexual orientation, gender identity, gender expression, or immigration status in admission and access to its programs, services, activities, or in any aspect of their operations and provides equal access to the Boy Scouts and other designated youth groups. The lack of English language skills shall not be a barrier to admission or participation in the District's activities and programs. The Phoenix Union High School District also does not discriminate in its hiring or employment practices. The following employees have been designated to handle inquiries regarding the non-discrimination policies:

Title IX Coordinator

Ms. Laura Telles, Talent Executive Director
4502 N. Central Ave.
Phoenix, AZ 85012
(602) 764-1539
telles@phoenixunion.org

Section 504 Coordinator

Ms. Wendy Collison, ESS Director
4502 N. Central Ave.
Phoenix, AZ 85012
(602) 764-1025
collison@phoenixunion.org

For further information on notice of non-discrimination, visit <https://wdcrobcolp01.ed.gov/cfapps/OCR/contactus.cfm> for the address and phone number of the office that serves Arizona, or call 1-800-421-3481.

AVISO CONTRA LA DISCRIMINACIÓN

Phoenix Union High School District no discrimina en base a la raza, el color, la religión, el origen nacional, el sexo, la discapacidad, la edad, orientación sexual, identidad de género, expresión de género o estatus migratorio para la admisión y acceso a sus programas, servicios, actividades, o en cualquier aspecto administrativo, y proporciona un acceso igualitario a los Boys Scouts y otros grupos de jóvenes designados. La falta del conocimiento del idioma inglés no deberá ser una barrera para la admisión o participación en cualquiera de las actividades o los programas del Distrito. Phoenix Union High School District tampoco discrimina en sus prácticas de empleo y contratación. Los siguientes empleados han sido designados para manejar las preguntas sobre las pólizas contra la discriminación:

Title IX Coordinator

Laura Telles, Talent Executive Director
4502 N. Central Ave.
Phoenix, AZ 85012
(602) 764-1539
telles@phoenixunion.org

Section 504 Coordinator

Wendy Collison, ESS Director
4502 N. Central Ave.
Phoenix, AZ 85012
(602) 764-1025
collison@phoenixunion.org

Para más información sobre el aviso contra la discriminación, visite <https://wdcrobcolp01.ed.gov/cfapps/OCR/contactus.cfm> para la dirección y el número de teléfono de la oficina que da servicio a Arizona o llame al 1-800-421-3481.

WELCOME TO PHOENIX UNION



We, the Phoenix Union High School District, are proud to serve nearly 28,000 beautiful young men and women. Our students speak 74 different languages, are multi-lingual and multi-cultural, have limitless potential to thrive and contribute to the prosperity and wellbeing of others and this economy, and nearly all live at or below the federal poverty line. In serving such a diverse population of learners, we are committed to excellence and equity for all students. By all students, we mean all - every single one of the young lives entrusted to us.

Our stance is simple. We choose to love and protect our students.

We will value all lives equally - black lives, brown lives, disabled lives, undocumented lives, GLBT lives, gifted lives, refugee lives, female lives, and every other category or subgroup or demographic that may be stigmatized. We will love and accept everyone. We will create a warm and welcoming learning environment for all students. We will build authentic relationships with our young adults. We will find ways to engage our students in meaningful academics, arts, athletics, and activities that develop in them the necessary skills and attributes to play an important role in this democracy. We will let our students know, each and every day, how much we love, support, and care about them, their families, and their future.

We do not believe that adults must be the only voice for our students. Our students have thoughts, opinions, passions, hopes, and dreams. It is our role to help foster their aspirations, to help provide space for them to talk through difficult issues, and to help them help us find solutions to our biggest issues. Our kids are not just the leaders of tomorrow - they are the leaders of today. We must use this valuable resource.

As a district, we make the following commitments:

We will continue to strengthen and implement processes that authentically raise up student voice.

We will work together - side by side and with all willing stakeholders - to address issues of race, of poverty, of discrimination, and of hate.

We will stand behind our Phoenix Union DACA recipients and DREAMers regardless of changes in law or policy.

We will continue to work with community, city, state, and national leaders to create opportunities for our DACA and DREAMer students and their families so that they may thrive personally and academically. Our campuses will remain safe places for our students and their families.

Phoenix Union will continue to shun hate, judgment, violence, discrimination, and divisiveness. Instead, we will promote peace, acceptance, inclusivity, and compassion.

We choose love.

We choose our students and families.

Every single one of them.

Chad E. Gestson, Ed.D.
Superintendent

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Linda Abril

Alhambra

Bioscience

Bostrom

Trevor Browne

Camellback

Central

CESAR CHAVEZ

Desiderata

Betty Fairfax

Franklin

Phoenix Union Gifted &

Talented Academy

Carl Hayden

Maryvale

Metro Tech

Camellback Montessori

College Prep Academy

NORTH

Phoenix Coding

South Mountain

PHOENIX

UNION WILSON

COLLEGE PREP

DISTRICT PHILOSOPHY AND VALUES

Vision & Values

COMPASSIONATE

We are humble, ethical, and treat others with respect, empathy and kindness.

COLLABORATIVE

We are better and smarter together, thrive in a culture transparency, and seek win-win whenever possible.

COMMITTED

We choose Phoenix Union, our communities, and our students knowing both the challenges and the opportunities that exist in urban education.

COURAGEOUS

We are bold in our convictions and make difficult decisions to better the lives of our staff, students, and community.

CREATIVE

We are entrepreneurial, innovative, and flexible.

CONSCIOUS

We exist within a highly complex, political environment and make decisions that take into consideration the personal, professional, and political implications for all stakeholders.

Strategic Plan Focus Areas

A

Achieving Readiness in College, Career & Life

Develop systems, structures and supports that foster student learning and leadership

B

Building a Strong School Community

Strengthen the knowledge, skills, and relationships within school communities to support student achievement

C

Creating a Culture of Excellence

Create inspiring and inviting campus environments that foster academic and personal excellence

RIGHTS AND RESPONSIBILITIES

Phoenix Union High School District supports our schools in maintaining safe, nurturing, participatory and productive learning environments for students, staff and families. We maximize learning time and promote positive behaviors, by encouraging every school to establish systems of support for students' social, emotional and behavioral needs. In addition, school communities develop clear expectations, teaching social-emotional competencies, and fostering positive relationships among all members of the school community.

STUDENT RIGHTS

To receive high-quality public education | To be safe at school | **To be treated fairly, courteously, and respectfully** | To bring concerns to the school administration or staff for resolution | **To tell his/her side of the story in cases when conflict arises** | To receive a verbal and/or written explanation of any disciplinary action

STUDENT RESPONSIBILITIES

To read and become familiar with this student handbook | **To attend school daily, prepare for class, and complete class and homework assignments to the best of his/her ability** | To know and follow school rules and instructions given by the school administration, teachers, and other staff | **To tell school staff about any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the school community** | To bring to school only those materials that are allowed | **To treat everyone in the school community with respect** | To respect school property, community property, and the property of others

PARENT/GUARDIAN RIGHTS

To have access to their child's school, staff, and records | To be treated fairly and respectfully by everyone in our school community | **To access information about the Phoenix Union High School District (Board) policies and procedures** | To be notified promptly if their child received a discipline referral and be informed of the consequences assigned | **To review disciplinary actions taken and/or utilize the district appeal process** | To receive information from the school community about their child's academic and behavioral progress

PARENT/GUARDIAN RESPONSIBILITIES

To read and become familiar with this handbook | **To be actively involved in their student's education** | To make sure their student attends school regularly, on time, and to notify the school if their student is absent | **To share any possible concerns with school staff respectfully and in a timely manner** | To work with the school administration, teachers, and other staff to address any academic or behavioral concerns regarding their student | **To talk with their student about the behavior expected in school** | To support their student's learning and school activities at home | **To be respectful and courteous to all members of the school community** | To respect other students' privacy rights



"Unity is strength. When there is teamwork and collaboration, wonderful things can be achieved." -Mattie Stepanek

“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.”

-Margaret Mead

SCHOOL STAFF RIGHTS

To work in a safe and orderly environment | To be treated courteously and respectfully by all members of the school community | **To receive supportive professional development and resources** | To bring concerns to school administration, professional associations, and district offices | To tell their side of the story in cases when conflict arises | **To be notified promptly when their student is disciplined for inappropriate behavior and informed of the consequences assigned**

SCHOOL STAFF RESPONSIBILITIES

To support and model behavioral expectations to all students | **To intervene early and de-escalate inappropriate behaviors if possible and when appropriate** | To be responsive to students' social, emotional, and/or behavioral health needs, including referring students for additional support when necessary | **To treat everyone in the school community fairly and with respect**

ADMINISTRATION RIGHTS

To work in a safe and orderly environment | To be treated courteously and respectfully by all members of the school community | **To receive supportive professional development and resources** | To bring concerns to professional associations and district offices | **To tell their side of the story in cases when conflict arises**

ADMINISTRATION RESPONSIBILITIES

To review the circumstances surrounding each situation and exercise their discretion to assign interventions/consequences in the best interest of the school community | To respond to situations of violations accurately, consistently, and fairly

DISTRICT OFFICE RIGHTS

To work in a safe and orderly environment | To be treated courteously and respectfully by all members of the school community | **To receive supportive professional development and resources** | To be notified promptly when students are disciplined for inappropriate behavior and informed of the consequences assigned

DISTRICT OFFICE RESPONSIBILITIES

To support and model behavioral expectations to all stakeholders | To intervene early and de-escalate inappropriate behaviors if possible and when appropriate | **To be responsive to community members' social, emotional, and/or behavioral health needs, including referring students for additional support when necessary** | To treat everyone in the school community fairly and with respect



*“Heroes are
never perfect,
but they’re
brave, they’re
authentic,
they’re
courageous,
determined,
discreet, and
they’ve got
grit.”*

-Wade Davis

STUDENT SUCCESS

EXPECTATIONS FOR STUDENT SUCCESS

Phoenix Union High School District is committed to providing a safe, supportive and equitable learning environment where students and staff alike lead by example, demonstrating collaboration, intellectual curiosity, effective communication, and real world application of skills. We believe that promoting extracurricular activities, civic engagement and student-led initiatives cultivates active minds and fosters school pride. We believe strongly in a challenging and diverse curriculum that encourages the creativity, innovation and risk-taking necessary to succeed in a global community.

I. Social Expectations for Student Learning

- Act with respect, integrity, and compassion
- Make informed decisions regarding the well-being of yourself and others
- Demonstrate responsibility for your actions
- Act conscientiously with the interests of the larger community in mind
- Broaden your knowledge of and respect for world cultures

II. Civic Expectations for Student Learning

- Demonstrate a combination of knowledge, skills, values and/or motivation to make a difference
- Cultivate your awareness of contributing to the common good
- Advocate for positive change through active participation in the democratic process
- Be exposed to and encouraged to participate in civic engagement opportunities

III. Academic Expectations for Student Learning

- Attend all classes on time and prepared
- Be responsible for doing all classwork and homework
- Take advantage of Advisory time by completing homework and/or traveling to other content classes when needed
- Attend tutoring when needed
- Ask questions and ask for help when needed

IV. Behavior Expectations for Student Learning

- Demonstrate good behavior on campus, in the classroom, online, and in person, that is considerate of other students, teachers, and staff.
- Be aware of and observe all district, classroom and campus directions and expectations
- Be polite, courteous and cooperative
- Be responsible for your own actions
- Be your best self



Positive Behavior Interventions and Supports (PBIS) is the system the Phoenix Union High School District uses to recognize and support positive student behavior. Its purpose is to help create and maintain a positive and safe school climate at each school and in every classroom.

The Process:

- ✚ School teams, consisting of staff, students and parents, will create a Positive Behavior Expectation matrix/chart for each school and determine ways to reinforce positive behaviors.
- ✚ PBIS will be available at each school and modeled for students by adults.
- ✚ Students will be eligible for incentives such as the express line in the cafeteria, athletic event tickets, etc.

Staff will be:

- ✚ *Compassionate and Conscious* when understanding that all students come to us with different backgrounds and life skills,
- ✚ *Creative and Courageous* when finding new ways to help students who need assistance improving their behavior, and
- ✚ *Collaborative and Committed* to the practice of reinforcing appropriate student behaviors and reviewing data to help students meet the school's behavior expectations.

- ✚ PBIS works to recognize students for the good decisions and actions that they make for themselves and others. This approach supports a safe and orderly school environment.
- ✚ It is important that students learn both academic skills as well as crucial social norms that will help them to be successful now and as adults.

DRESS FOR SUCCESS

Phoenix Union High School District recognizes that each student's mode of dress and appearance is a manifestation of personal style and individual preference. We 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 that end, site-based committees shall adopt a dress code policy that addresses the school's dress and appearance expectations. These committees must follow these guidelines:

Site-based committees must be composed of representatives from campus stakeholder groups, *especially students*. The dress code policy must be gender-neutral, non-discriminatory, and non-judgmental.

The dress code policy will prohibit dress or appearance practices that

- ✚ affect campus health and safety
- ✚ interfere with school work or educational objectives
- ✚ create disorder
- ✚ cause excessive wear or damage to school property
- ✚ represent membership in a gang
- ✚ display obscene language or symbols, symbols of drugs or alcohol, and weapons are prohibited.

A student's dress and appearance shall not present health or safety problems in the classroom or anywhere else on campus, nor shall it interfere with the educational process. Prohibited items include display of any obscenities, and any illegal, or inappropriate slogans or graphics. Safe footwear must be worn.



STUDENT VOICE: CONCERNS, COMPLAINTS & GRIEVANCES

We believe that all students have a voice, and that all students have a responsibility to exercise their voice and their rights when harm takes place in the school community or the community at large. Therefore when harm happens, we ask that our students follow the guidelines specified below in order to engage the school community in repairing that harm.

Students may present a complaint or grievance regarding any of the following:

- ✚ Violation of the student's constitutional rights
- ✚ Denial of an equal opportunity to participate in any program or activity for which the student qualifies not related to the student's individual capabilities
- ✚ Discriminatory treatment on the basis of race, color, religion, sex, age, national origin or disability
- ✚ Harassment by another student
- ✚ Intimidation by another student
- ✚ Bullying by another student
- ✚ Concern for the student's personal safety

Provided that:

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

The guidelines to be followed are:

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

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

Complaints by high school students may be made only by the students on their own behalf. A parent or guardian who wishes to complain should do so by completing the forms following policy KE on Public Concerns.

A complaint/grievance may be withdrawn at any time. Once withdrawn, the process cannot be reopened if the resubmission is longer than thirty (30) calendar days from the date of occurrence of the alleged incident. False or unproven complaint documentation shall not be maintained. Retaliatory or intimidating acts against any student who has made a complaint under this policy and its corresponding regulations, or against a student who has testified, assisted or participated in any manner in an investigation relating to a complaint or grievance, are specifically prohibited and constitute grounds for a separate complaint. Knowingly submitting a false report under this policy shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.

***Refer to JII for Board Policy**





STUDENT INCIDENT REPORT / COMPLAINT FORM
REPORT IT!

This form may be given to any School District employee who will forward it to the Principal or Assistant Principal.

Name _____ Student Number _____ Date _____

Please check the box for the violation* you are alleging has occurred. Please check all that apply.

- Bullying
Dating violence
Discrimination
Harassment (Please check all that apply.)
Disability
Race, Color, National origin
Religion
Sexual
Sexual orientation, Gender identity, Gender expression
Other, please specify

- Intimidation
Title IX (gender based/equal access)
Other, please specify

I WISH TO COMPLAIN AGAINST:

Name of person(s) _____

Specify your complaint by stating the problem as you see it. Describe the incident, the participants, the background to the incident, and any attempts you have made to solve the problem. Be sure to include all relevant dates, times, and places. Additional pages may be attached if necessary.

If there is anyone who could provide more information regarding this complaint, please list name(s), address(es), and telephone number(s).

Table with 3 columns: Name, Address, Telephone Number

The projected solution: Indicate what you think can and should be done to solve the problem. Be as specific as possible.

I certify this information is correct to the best of my knowledge.

Signature of Complainant _____ Date _____

Document received by _____ Date _____

Investigating official _____ Date _____

*Please refer to the PUHSD Board Policy or the PUHSD Student Procedures Handbook for complete definitions. ADAPTED FROM AN ARIZONA SCHOOL BOARDS ASSOCIATION FORM, rev. 7/16

NOTIFICATION OF CONFIDENTIALITY RIGHTS

Confidentiality of education records is a right of public school students and their parents. Two federal laws, the Individuals with Disabilities Education Act (IDEA), and the Family Educational Rights and Privacy Act (FERPA) provide for this right. Under these laws, "education records" means those records that are: (1) directly related to a student; and (2) maintained by an educational agency or institution or by a party acting for the agency or institution. Of course, education records are maintained on every child enrolled in a public school. The types of information gathered and maintained includes, but is not limited to: the student's and parents' names, address and telephone number, the student's date and place of birth, date of enrollment in the school, records from previous schools attended, attendance record, subjects taken, grades, school activities, assessment results, number of credits earned, immunization records, disciplinary records, if any, correspondence from parents, and child find and other screening results, including hearing and vision screening results.

In addition, for children with disabilities, education records could include, but is not limited to, evaluation and testing materials, medical and health information, each annual Individualized Education Program (IEP), notices to parents, notes regarding IEP meetings, parental consent documents, information provided by parents, progress reports, assessment results, materials related to disciplinary actions, and mediation agreements.

The information is gathered from a number of sources including the student's parents and staff of the school of attendance. Also, with parental permission, information may be gathered from additional sources including doctors and other health care providers.

This information is collected to assure proper identification of the student and the student's parents including the maintenance of accurate records of the student's progress and activities in school. For children with disabilities, additional information is collected in order to assure the child is identified, evaluated, and provided a Free Appropriate Public Education (FAPE) in accordance with state and federal special education laws.

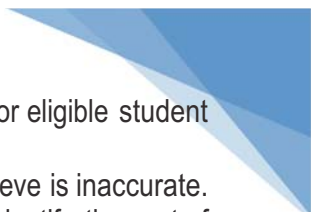
Each agency participating under Part B of IDEA must assure that at all stages of gathering, storing, retaining and disclosing education records to third parties that it complies with the federal confidentiality laws. In addition, the destruction of any education records of a child with a disability must be in accordance with IDEA regulatory requirements.

The federal Family Policy Compliance Office of the U.S. Department of Education has provided the following notice of parent's rights under FERPA:

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are as follows:

- ✚ The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.

Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.


- 
- ✚ The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate.

Parents or eligible students may ask the school to amend a record that they believe is inaccurate. They should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

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

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the District Governing Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- ✚ The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Phoenix Union High School District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.



*"For us,
someone who is
willing to step
forward and
help is much
more
courageous
than someone
who is merely
fulfilling the
role."*

-Margaret J. Wheatley

STUDENT CONDUCT

INTERVENTIONS AND SUPPORTS

Phoenix Union High School District is committed to resolving behavioral incidents by teaching students social and emotional skills, shaping positive behavior, and restoring relationships when harm is done. The following interventions are used to provide support to students whose behaviors are preventing them from being successful in school.

Step 1: Restorative Conversation with Student



Step 2: Notification to Parent/Guardian



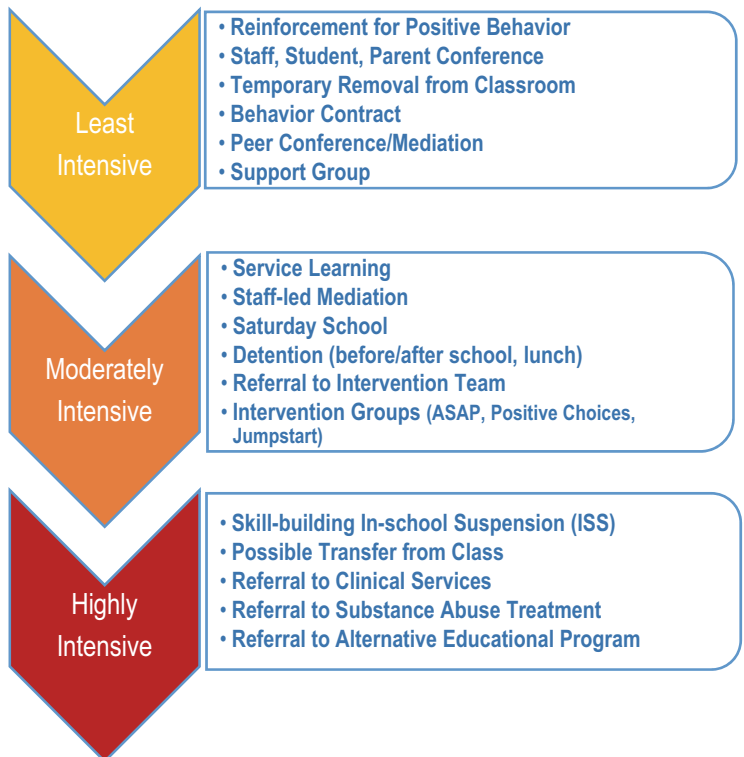
Step 3: Interventions/Supports Assigned

We PREVENT behavior incidents by setting clear expectations, fostering positive relationships with all students, and developing students' social-emotional skills.

We try to CALM the situation when behavior incidents arise and ensure all individuals are safe.

We seek the student's perspective and together REFLECT on the reason for the student's behavior.

We work together with staff, student(s), and families to RESTORE the harm done and address the underlying reason for the behavior.

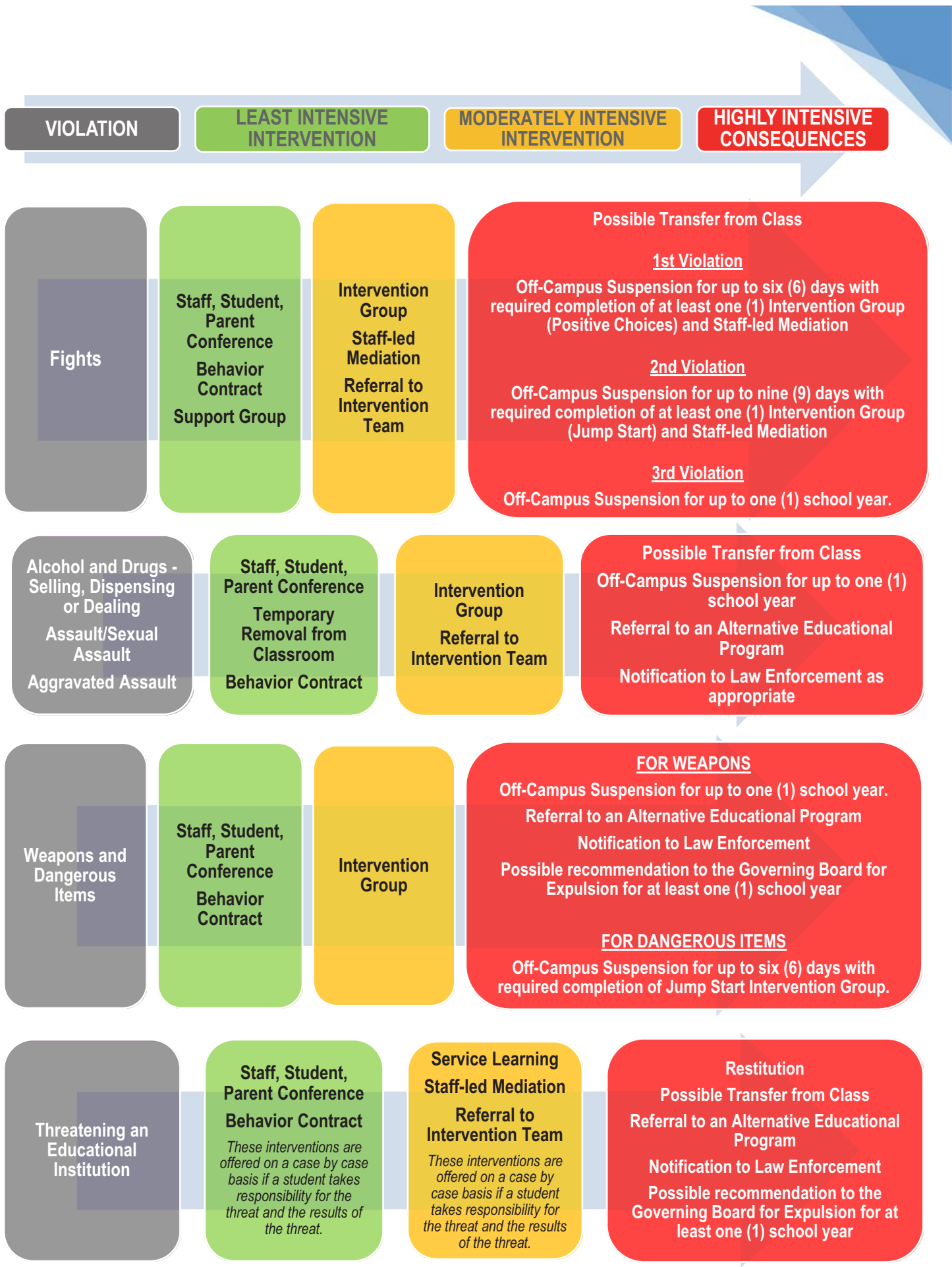


STUDENT CONDUCT

The Student Conduct section identifies the specific behavior for which students will receive interventions and/or consequences. The behaviors are listed in different groups, according to the degree of possible consequences assigned.







BOARD REGULATION FOR DISCIPLINE

The purpose of this regulation is to define conduct that may result in discipline of a student and to set forth due process procedures for various types of discipline.

A student who engages in conduct prohibited by this Regulation may be disciplined. Discipline may include, but is not limited to, any one or any combination of the following: oral reprimand; parent conferences; detention; temporary exclusion from the classroom; loss of privileges; withdrawal from class; in-school or off-campus suspension or expulsion; referral to appropriate law enforcement agency.

This Regulation (A.R.S. §15-341) is intended to regulate conduct of a student when the student is: (1) attending school; (2) on school grounds or at a school sponsored event; (3) traveling to or from school or a school sponsored event; or (4) engaged in misconduct that is in any other manner school related or affects the operation of the schools.

It is anticipated that any two (2) or more violations of the same rule or any combination of the rules shall result in more severe penalties than the guidelines for a single offense.

In-school suspension, detention, and/or alternative programs should be utilized in lieu of off-campus suspension as the preferred means of discipline for students unless otherwise deemed appropriate by the principal/designee. Violations that create a clear and present danger to persons shall not be considered for in-school suspension.

Whenever a student is assigned an off-campus suspension of nine (9) days or less for an offense contained herein, it is the administrator's option to allow the student to work at an approved volunteer community service project for half the number of days of the suspension. Upon proof of the performance of the community service for half the suspension time, the student shall be re-admitted. This option shall only be available once per semester for a given student. An administrator assigning suspensions shall not offer this option if he finds that the actions of the student indicate he is a clear and present danger to himself or others.

Discipline rendered to students for "ditching" should not involve the use of off-campus suspension provisions. Students caught "ditching" should instead be assigned to in-school suspension programs, detention, and/or alternative programs. Alternative programs should be offered in appropriate situations.

Long-term suspensions and other penalties that affect the completion of a semester may result in the loss of credit for the courses affected.

A student's discipline record is cumulative and shall be used as evidence in all disciplinary matters until graduation.

STUDENT DUE PROCESS RIGHTS

As directed by the United States Constitution and interpreted by the courts, every student is entitled to due process before he/she may be suspended or expelled from school. Such action requires a reasonable basis for the imposition of discipline.

Exclusion from Class

If a student's conduct in class disrupts the educational process or if the student persists in willful misconduct, a teacher may exclude the student from class for the remainder of the class session that day. The teacher shall explain to the student the reason he/she is being excluded from class and issue the student a pass to the appropriate administrator.

A Discipline Referral form will be completed by the teacher and given to the appropriate administrator explaining the offense committed by the student. For any situation that necessitates the exclusion of a student from class, the teacher shall complete a proper pass directing the student to the appropriate administrator. A conference shall be held with the student by an administrator to determine what actions shall be taken.

A teacher may remove a student from the classroom if either of the following conditions exists:

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

The placement review committee will determine the placement of the student if the teacher refuses to readmit the student beyond one period. The placement review committee process, to determine the placement of the student in a new class or replacement in the existing class, shall not exceed three business days from the date the student was first removed from the teacher's class. **(In the case of a student with a disability, the placement review committee will defer to the IEP team.)**

Emergency Suspension

An emergency suspension occurs when a student is removed from school without prior use of formal due-process procedures. An emergency suspension is allowed if the student's continued presence in school poses a danger to person(s) or property or an ongoing threat of disruption to the academic process.

Involuntary Transfer

A student may be involuntarily transferred from the current campus where he/she is enrolled to another campus for disciplinary reasons, especially if he/she has targeted or victimized a student or employee at the current campus.

Short-Term Suspension

A short-term suspension is defined as the exclusion of a student from class for a period of nine (9) school days or less.*

During the conference with the student regarding any alleged violation, and prior to the imposition of the suspension, the administrator shall advise the student of the allegations and evidence supporting the charges of misconduct. The student shall be given an opportunity to explain his/her version of events dealing with the alleged misconduct.

For all short-term suspension hearings, which may result in a student being excluded from school for nine (9) school days or less, a record shall be made of action taken by administrator. If, as a result of the informal short-term suspension hearing, the student is suspended, the following procedure shall be followed:

- An attempt will be made to notify Parent(s) or Guardian(s) by telephone;
- Written notification shall be made to the last address on file at the school
- The student's teachers, counselor, school's registration office, security and the Governing Board shall be advised of the length of the suspension

****No appeal is available for a short-term suspension.***

Long-Term Suspension

A long-term suspension is defined as the exclusion of a student from class for a period of more than ten (10) school days.

If it is determined by the administration that the alleged student misconduct is serious enough to recommend a suspension of more than ten (10) school days, notification of a formal due process hearing shall be made to the parent(s) or guardian(s) at least five (5) school days prior to the hearing.

The parent(s) or guardian(s) shall be notified by certified and regular mail:

- The time, date and location of the hearing;
- A description of the alleged misconduct;
- The Board Policy or administrative regulation violated and discipline prescribed therein;
- A copy of A.R.S. 15-843, and
- A statement that they shall have a right to present witnesses and cross-examine witnesses

The students and parent(s) or guardian(s) shall be advised that:

- They have a right to be represented by legal counsel, and
- Notice must be given to the appropriate campus administrator at least 48 hours before the hearing if the student or his/her parent(s) or guardian(s) shall have an attorney or other representative present.
- There shall be no more than two (2) other representatives present in a student discipline hearing

At the conclusion of the hearing, the hearing officer may render a decision immediately or notify the parent(s) or guardian(s) and student within 48 hours in any event. This notification shall be made by certified and regular mail.

During the period of time between the alleged misconduct and the day of the hearing, the student may remain in school unless it has been determined by the appropriate administrator that he/she is a clear and present danger to him/herself or other persons.

Appeal Process (JKD)

Parent(s) or guardian(s) have five (5) school days to appeal a long-term suspension. This appeal should be written to the principal of the school indicating any violations of due process during the long-term suspension hearing or any new evidence not presented during the hearing.

Pending the final resolution of such appeal(s), the student shall be returned to class or placed on in-school suspension and required to complete assignments unless it is determined that he/she is a clear and present danger to self or others.

The Principal shall review the evidence and respond to the parent(s) or guardian(s) appeal within five (5) school days after receipt of the appeal letter.

Parent(s) or guardian(s) may appeal long-term student suspensions to the Superintendent or designee. This may be done only after the principal has made a determination. Appeals to the Superintendent or designee must be made within five (5) school days after receipt of a decision regarding long-term suspension from the local campus principal. The letter must describe any objections to the hearing or the decision rendered.

Upon reviewing the student file, the designated District Hearing Officer may decide to conference with the student and parent/guardian or to hold a new hearing if the review determines that the student was not afforded his/her due process rights. The decision or modifications of the District Hearing Officer are final.

Student due process procedures regarding appeal hearing notification, right to legal counsel, right to cross examine and present witnesses, etc. are contained in the long-term suspension section of this handbook on page 20.



Expulsion (JKE)

Expulsion is defined as the exclusion of a student from school permanently. The authority to expel a student rests exclusively with the Governing Board.

The principal of the school shall make any recommendations to expel a student to the Governing Board based upon the results of a student due process suspension hearing conducted by the principal dealing with alleged extremely serious offenses.

The Governing Board may appoint a hearing officer in cases of recommendation for expulsion, or they may conduct the hearing themselves. The final decision to expel or reinstate a student rests with the Governing Board. There is no administrative appeal from the Governing Board's decision to impose discipline.

Student due process procedures regarding expulsion hearing notification, right to legal counsel, right to cross examine and present witnesses, etc. are contained in the long-term suspension section of this handbook on page 20.

Alternative to Suspension or Expulsion Program (JKD)

Alternative to suspension or expulsion may include removing a student from a regular school setting and providing educational services in an alternative setting. Such a program is discipline intensive and requires academic work, and may require community service, grounds keeping and litter control, parent(s) or guardian(s) supervision, and evaluation or other appropriate activities, which could include, but are not limited to, parent conference, behavioral plan, behavioral contract, interventions to include probation which will include weekly meetings with social worker or counselors, or assignment to a mentor.

For a student who is determined to have threatened an educational institution, the District may modify the expulsion requirement on a case-by-case basis. The student may be transferred to an alternative to suspension or expulsion program at a location on school premises that is isolated from other students or transferred to a location that is not on school premises. The student may participate in mediation, community service, restitution, or other programs in which the student takes responsibility for the results of the threat. The District may require the student's parent or guardian to participate in mediation, community service, restitution, or other programs in which the parent or guardian takes responsibility with the student for the threat, as a condition of student participation in this alternative program.


Application for Re-Entry Following Expulsion (JKE)

The application for re-admittance shall occur no less than nine (9) months after the date of the expulsion; however, the student may not be readmitted until at least two (2) complete semesters have passed. The student's application for re-admittance shall contain information indicating resolution of the problems that resulted in the expulsion. It is the prerogative of the Governing Board to grant or deny re-admittance or to stipulate appropriate conditions for re-admittance.

The Governing Board, in its discretion, may, but is not required to, hold a hearing on any application for re-admittance to school. Re-admittance may occur only at the beginning of a semester.

Discipline for students with disabilities

All students should expect to be disciplined pursuant to the same standards of conduct and due process procedures. When misconduct occurs by a student with a disability, it is the policy of the district to comply with the requirements of the IDEA and/or Section 504 of the Rehabilitation Act as they relate to disciplinary measures taken with a student with a disability. For information pertaining to student discipline for a student protected under Section 504 contact your child's school counselor. For questions regarding student discipline for a student who is considered to have a disability and receiving special education services on an IEP, contact the campus ESS Facilitator.

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- ◇ IHB @ Special Instructional Programs
 - ◇ IHBA @ Special Instructional Programs and Accommodations
 - ◇ JK @ Student Discipline
 - ◇ JKD @ Student Suspension
 - ◇ JKDA @ Removal of Students from School Sponsored Activities
 - ◇ JKE @ Expulsion of Students

Primary Language Other Than English (JKD)

If the student's parent(s) or guardian(s) inform the Superintendent that the primary language used in the home is other than English, all documents pertaining to student discipline sent to the student or parent(s) or guardian(s) shall be in both English and, if practicable, the primary language used in the home. If the services of an interpreter are needed at the hearing, the parent(s) or guardian(s) shall contact the school and request an interpreter at least 48 hours before the hearing.

Student Support Programs

The Phoenix Union High School District has a rich history of providing intervention programs for students in need of emotional support. Our student support programs are designed to identify issues which prevent students from learning and being successful in school. These programs provide education, prevention, early identification, intervention referral, and support groups for students. These groups provide a safe place in which students are free to express their feelings and concerns as they develop positive relationships with peers and adults. Currently, there are as many as twenty support groups available on some of our campuses. Newer research-based programs may be added to our intervention programs as funding becomes available.



*“Every Kid
is one
caring
adult away
from being
a success
story.”*

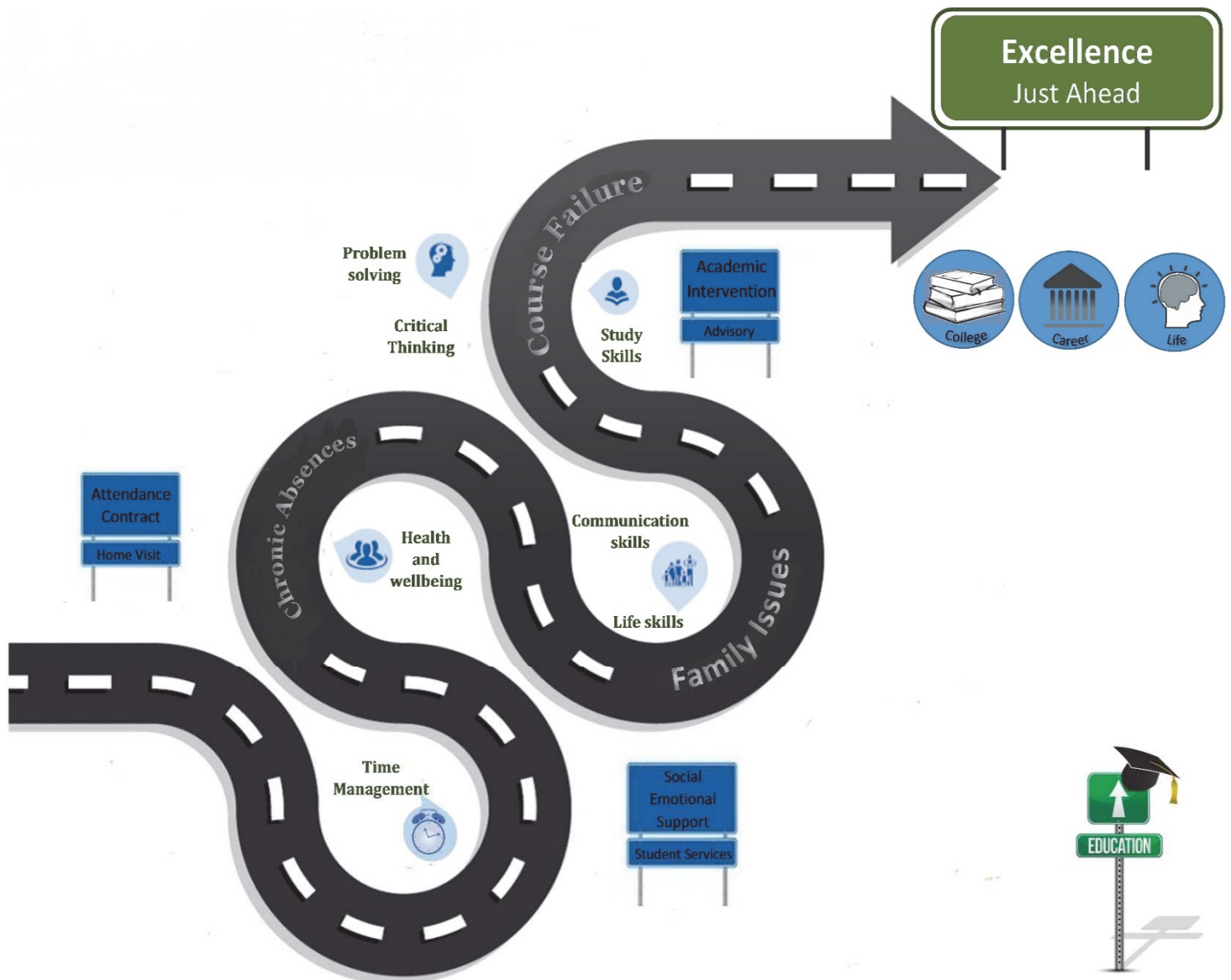
ATTENDANCE

-Josh Shipp

Roadmap to Excellence

Get on the Graduation Highway
and journey to success in college, career and life

Life is like a road. It has bumps, cracks and obstacles, but in the end, it gets you where you want to go. Whatever obstacles get in your way, we have the supports and services to help you stay on track.



ATTENDANCE EXPECTATIONS FOR STUDENT LEARNING

Attendance Philosophy

Regular and punctual school attendance provides you with an essential foundation for achieving academic success and assist you in developing habits necessary for college, career and life. Consistent attendance enables you to benefit from shared experiences that are integral to your learning process and cannot be replicated outside of the classroom. Your parents and/or guardians share in the responsibility for helping you develop and maintain daily attendance.

We realize some absences are unavoidable due to health problems or other circumstances. The Arizona Legislature has amended ARS §15-843, concerning proceedings dealing with student discipline and absenteeism. Student absenteeism caused by chronic health problems, illnesses, disease, or accidents, certified by a licensed health professional, will not be considered as part of a strict requirement that a student not be absent for any reason more than a designated number or percentage of days during a semester or school year. Students who need to be absent due to chronic health problems, illness, disease or accidents, may qualify for Homebound. Contact the School Nurse and/or Student Liaison for more information.

But, we also know that when students miss too much school, regardless of the reason, it can cause them to fall behind academically. A student is less likely to succeed if he/she is chronically absent, which means missing 18 or more days over the course of a school year. Research shows:

- ✚ By 6th grade, chronic absences are a proven early warning sign for students at risk for dropping out of school
- ✚ By 9th grade good attendance can predict graduation rates even better than 8th grade test scores

Absences can add up quickly. A student is chronically absent if he/she misses just two days every month. Clearly, going to school regularly matters and can play a significant role in academic success and the overall high school experience.

Compulsory School Attendance

Arizona law ARS §15-802, states every child between the ages of six and sixteen years shall attend a school and shall be provided instruction in at least the subjects of reading, grammar, mathematics, social studies and science.

Guidelines

Whenever a student is absent, it is important for the student to have access to the information presented in class and an opportunity to make up schoolwork missed during their absence.

- ✚ The student shall be responsible for obtaining all make-up work upon return from the absence.
- ✚ The student shall be responsible for completion all make-up work in a satisfactory manner and within accordance with the Teacher's "Plan for Success".
- ✚ The students shall be responsible for utilizing Advisory travel days to receive additional instructional support for the subject(s) or course(s) missed due to the absence.
- ✚ The Teacher may request the student receive additional tutoring or support to master the essential knowledge and skills in the subject or course requirements.

Each high school shall establish procedures to monitor the implementation of the attendance policy, which will include interventions and an appeal process. These campus procedures must be included in the packet of information parents receive at the beginning of the school year that require both parent and student signature.

A student may lose credit in a class for the semester in any course, when reaching a total of twelve (12) excused/unexcused absences and only after documented interventions have been exhausted. School-Based interventions must be distributed to staff, students and parents no later than August 31st each school year. Appeals must be submitted, in writing, to the Principal's office within 5 days of receipt of a drop notice.

Procedures

Each high school will implement various positive reinforcement measures for the improvement of student attendance. When a student has been absent, it is the student's responsibility to discuss make-up assignments with the teacher. The teacher will work collaboratively with the student to coordinate times for any make-up work, if necessary. This should be consistent with the teacher's Planned Course Statement or Plan for Success.

Each high school shall establish a procedure to monitor the implementation of the attendance policy, to provide supports and interventions, identify root cause of the absences and to make recommendations.

The campus procedure shall include guidelines for parent notification of student absences at no more than three (3) absences. Teacher, Advisory Teachers and campus staff will make a reasonable effort to contact the parents of students having attendance issues. Advisory Teachers will make a reasonable effort to conference with students about their attendance and impact on academic success.




ATTENDANCE FLOWCHART

The mission of PUHSD is to prepare every student for success in college, career and life. In order to meet our mission, we need our students to commit to regular school attendance. The goal of this process is to eliminate barriers to learning in an effort to provide every student with the opportunity to experience academic success. Parents, teachers, intervention staff and administration all play a critical role in helping students achieve.



- School Messenger is scheduled to call each time a student is absent from one or more class period each day.
- Each CUTS (Court Unified Truancy Suppression) school sends an introduction letter home to all 9th & 10th grade homes the first week of school.
- Campus interventions may include, but are not limited to Attendance Contracts, Home Visits, Parent/Guardian Conference, Attendance Hearings, Saturday School, Attendance Success groups (ASPIRE), mandatory tutoring, transfer to ESD, etc.
- All interventions and contacts will be documented in the Student Contact Log of the Student Information System.





*“More
compassionate
mind, more
sense of
concern for
other’s well-
being, is source
of happiness.”
-Dalai Lama*

GLOSSARY

INTERVENTIONS AND SUPPORTS

LEAST INTENSIVE

Reinforcement for Positive Behavior | Planned, ongoing positive feedback and attention for appropriate behavior.

Staff, Student, Parent Conference | The objective of a conference with parents/guardians is to collaborate to solve a problem, make parents and guardians aware of early stage interventions that have been used, ask for their insight on the behavior, and involve them in discussion of the parameters of a new intervention.

Peer Mediation | Peer Conference is a voluntary student-led process in which a small group of trained Peer Conference members work with referred students who have violated a school rule or are in conflict with others to understand the impact of their actions and to find ways to make things better.

Temporary Removal from Classroom | Removal of a student from his/her regular educational schedule for less than 60 minutes to an alternative supervised setting inside the school building. The purpose of removal is to allow the student an opportunity to cool down and reflect on behavior, not to punish the student for his/her behavior.

Behavior Contract | The student, teacher and/or administration and support team hold a conference where the student is actively involved in writing behavior goals, ways positive behavior will be reinforced, and consequences for relevant misbehavior.

Student Support Groups | Ongoing support groups (6-10 weeks) or structured content intended to provide education, skill development, and support for students identified as being in need of such services. By providing the intervention of student support groups for identified students, early problem behaviors and resulting consequences can be reduced.

MODERATELY INTENSIVE


Detention (before school, after school, lunch) | Student is required to stay at school from 30 min. up to 2 hours beyond regular instructional time in a supervised location. Detention should be used as an opportunity to address the cause of a student's behavior, build social and emotional skills, and repair relationships with staff or peers.

Saturday School | Saturday School is a learning program that operates in conjunction with a traditional weekday setting. The school on Saturday is geared toward providing additional, extended or required learning opportunities for students. These opportunities can be academic, or behavioral in nature and are offered as available.

Service Learning | Working with a student to design and carry out a service project can help to improve the student's standing and self-concept in the school community. While the project may not be directly related to the misbehavior, it is at least symbolically linked to the incident for which the student was referred. Involving the student in planning and executing a project allows for more cognitive learning and can reinforce commitment. A service project offers the chance for students to connect with an adult role model—the person who supervises their work should treat them as a genuinely needed resource, not an offender serving a sentence.

Staff-led Mediation | Staff-led Mediation is a voluntary process where two or three individuals in conflict meet with a trained adult facilitator in a non-judgmental and confidential space to talk about what happened and to resolve the specific issues contributing to the conflict.

Referral to Intervention Team | An Intervention Team will further analyze student data and make determinations for next steps in providing strategies and supports for student success.



Intervention Groups | Intervention Groups may be assigned in lieu of a longer suspension. These interventions provide a safe place where students can learn resiliency techniques and receive support in areas such as decision making, self-esteem, anger management, substance abuse, communication and positive choices. If a student is assigned a specific mandated intervention, the group/intervention must be completed in its entirety or the original suspension may be reinstated. If a student transfers from one school to another school within the Phoenix Union High School District or withdraws and re-enrolls in the same school, he/she will still be required to complete the mandated intervention group.

Positive Choices: The goal of Positive Choices is to reduce and control both the emotional feelings and the physiological arousal that anger causes and provide the tools to control reactions through cognitive restructuring, problem solving and communication. This program is designed to help individuals recognize and manage anger. By gaining a better understanding of self, students will learn to better control their anger so that it does not lead to violent outbursts or actions that are harmful.

Positive Choices is our intervention for violent behaviors. Students who are disciplined for offenses such as fights, threats, defiance of authority, etc. are required to attend 6 hours in lieu of a longer suspension (2 days are served, 2 days are set aside for completion of Positive Choices and 2 days are set aside for mediation). Failure to complete the program will result in immediate reinstatement of the balance of the suspension.

ASAP (Adolescent Substance Abuse Program): This is a chemical use early intervention for students who are disciplined for use or possession of alcohol, drugs and/or paraphernalia. ASAP is an educational self-assessment group, not therapy or treatment. This program is intended to help students who are disciplined with a 1st offense learn about their use and how it is affecting them. It helps the student, school, and parent determine an appropriate response to the student's use.

Students are required to attend 8 hours in lieu of a 4-day suspension (2 days are served and 2 days are set aside). Failure to complete the program will result in immediate reinstatement of the balance of the suspension.

Jump Start: Jump Start is our Alternative to long-term suspension program. It focuses on mastering anger, self-discipline and social emotional control. Students are required to attend 10 hours in lieu of a longer suspension. Failure to complete the program will result in immediate reinstatement of the balance of the suspension.


Students who would most benefit from this program are those students not deemed a clear and present danger and whose infraction would normally call for a long-term suspension. This may be due to multiple infractions of a variety of types or multiple offenses related to fighting, harassment, intimidation, severe classroom disruptions, or gang activity. It may also be appropriate for students whose behavior is beginning to take a turn for the worse and it is believed that involvement in an educational group would be beneficial.

HIGHLY INTENSIVE

Clinical Services | Clinical services refers to an intense, brief (4-8 sessions) counseling model to assist a student in removing barriers to and solving a specific problem. Clinical services can involve an individual or small group and is provided by a specially-trained, licensed community partner clinician.

COMMUNITY: Clinical counseling services delivered in the community refer to services delivered outside the school setting in a community agency, clinic, or hospital setting.

Referral to Substance Abuse Treatment/ Prevention | Mental health professionals should refer and link families and students for whom there is evidence of substance use or dependency to a community agency or clinic.



Referral to Alternative Educational Setting | After Campus Support Teams have initiated and completed academic and/or behavioral interventions and those interventions were unsuccessful, a student is then referred to an alternative educational setting. School Administrators are responsible for referring students to alternative educational settings as either an academic or behavioral intervention.

Possible Transfer from Class | Only after all possible interventions have been initiated and completed and those interventions were unsuccessful, a student may be transferred from class. In the event that an incident poses additional safety concerns, a transfer from class can be immediate.

Skill-building In-school Suspension (ISS) | Removal of a student from his/her regular educational schedule for more than 60 minutes to an alternative supervised setting inside the school building to engage in structured activities that develop academic, social, emotional, and/or behavioral skills.

Academic Misconduct (JK-EC/ARS 15-841, 13-2001)

Academic misconduct includes, but is not limited to, cheating, plagiarism, forgery, and lying. A student shall not use, or attempt to use, the academic work, or research of another person and represent it as his own. Academic cheating, including the use of electronic devices, may result in loss of credit. A student shall not use, or attempt to use, the identity or signature of another person and represent it as his own for his own benefit or with intent to defraud. A student shall not make an untrue statement with intent to deceive or create a false or misleading impression.

Alcohol, Drugs and Paraphernalia – Possessing and Using (JK-EC/ARS 4-241, 13-3411, 13-3415)

A student shall not possess, use, or be under the influence of alcohol or drugs (except that use of medication is allowed if it is prescribed by a physician and used in accordance with the prescription and Governing Board policies and regulations). For the purpose of this regulation, drugs are defined as narcotic drugs, dangerous drugs, toxic substances, marijuana, and peyote as those terms are defined in A.R.S. §13-3401, and imitation controlled substances as defined by A.R.S. §13-3451. It shall include the use of over-the-counter medication and hallucinogens. A student shall not possess, or use drug paraphernalia as defined by A.R.S. §13-3415.

Alcohol and Drugs – Selling, Dispensing or Dealing (JK-EC/ARS 4-241, 13-3411)

A student shall not sell, possess for sale, offer to sell or dispense, alcohol or drugs (except that use of medication is allowed if it is prescribed by a physician and used in accordance with the prescription and Governing Board policies and regulations). For the purpose of this regulation, drugs are defined as narcotic drugs, dangerous drugs, toxic substances, marijuana, peyote, and imitation controlled substances. A student shall not sell, offer to sell, transfer, or use drug paraphernalia.

Arson/Arson of an Occupied Structure (JK-EC/ARS 13-1701, 13-2911)

A student shall not start, attempt to start, or promote the continuation of any fire or explosion. This does not preclude teacher-approved class activities such as an approved and supervised experiment in a chemistry class. A person knowingly commits arson of an occupied structure by knowingly and unlawfully damaging an occupied structure by knowingly causing a fire or explosion. A.R.S. 13-1701, 2. Occupied structure means any structure as defined in paragraph 4 in which one or more human beings either is or is likely to be present or so near as to be in equivalent danger at the time the fire or explosion occurs. The term includes any dwelling house, whether occupied, unoccupied or vacant.

Assault (JK-EC/ARS 13-1203, 13-2911)

For purposes of this rule, assault is defined as intentionally, knowingly, or recklessly causing physical injury to another person, intentionally placing another person in reasonable apprehension of physical injury and knowingly touching another person with intent to injure, insult, or provoke such a person.

Aggravated Assault (JK-EC/ARS 13-1204)

A person commits aggravated assault if the person commits assault as defined in section 13-1203 under any of the following circumstances: 1. If the person causes serious physical injury to another, 2. If the person uses a deadly weapon or dangerous instrument, 3. If the person commits the assault after entering the private home of another with the intent to commit the assault, 4. If the person is eighteen years of age or older and commits the assault upon a child the age of fifteen years or under, 5. If the person commits the assault knowing or having reason to know that the victim is a peace officer, or a person summoned and directed by the officer while engaged in the execution of any official duties, 6. If the person commits the assault knowing or having reason to know the victim is a teacher or other person employed by any school and the teacher or other employee is upon the grounds of a school or grounds adjacent to the school or is in any part of a building or vehicle used for school purposes, or any teacher or school nurse visiting a private home in the course of the teacher's or nurse's professional duties, or any teacher engaged in any authorized and organized classroom activity held on other than school grounds.

Bullying (JK-EC/ARS 15-341)

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

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

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

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

Clear and Present Danger

Case law has defined clear and present danger as a threat to the health, safety or welfare of the public. "Clear" has been interpreted to mean that the threat of danger is real or actual, not speculative or imagined. "Present" means that which currently exists as opposed to what does not yet exist or has ceased to exist.

Cyberbullying

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

Dating Abuse

All students have the right to be free from sex discrimination and sexual harassment at school. Dating abuse is a form of sexual harassment. Dating abuse is a pattern of behavior in which one person uses or threatens to use physical, sexual, verbal, or emotional abuse to control the person's former or present dating partner. Behaviors used may include but are not limited to:

- Physical Abuse: Any intentional, unwanted physical contact by either the abuser or an object within the abuser's control, regardless of whether such contact caused pain or injuries to the former or present dating partner.
- Emotional Abuse: The intentional infliction of mental or emotional distress by threat, coercion, stalking, humiliation, destruction of self-esteem, or other unwanted, hurtful verbal or nonverbal conduct toward the former or present dating partner.
- Sexual Abuse: Any sexual behavior or physical contact toward the former or present dating partner that is unwanted and/or interferes with the ability of the former or present dating partner to consent or control the circumstances of sexual interaction.
- Threats: The threat of any of the aforementioned forms of abuse, threat of disclosing private information to parents, peers, or teachers, or any other threat made with the intent of forcing the former or present dating partner to change his or her behavior.

Defiance of Authority (JK-EC/ARS 13-2911, 15-841)

A student shall obey the reasonable inquiries and directions of teachers, administrators, and other District employees and shall respond to requests for information from these persons in a truthful manner. For example, a student engages in refusal to follow directions, talks back, or delivers socially rude interactions.

**Disruptive Conduct (JK-EC/ARS 13-2911, 15-841)**

A student shall not engage in any conduct that might disrupt any school function, process, or activity. Classroom disruption is any disruption that occurs within the classroom during instructional time. Campus disruption is any disruption that occurs before, during, or after school, but not occurring in the classroom. Verbal provocation is the use of gestures or language including rumors that may incite another student(s) to fight. Minor aggressive act occurs when a student engages in non-serious, inappropriate physical contact such as slapping or pushing with the intent to cause harm. It also includes other conduct that demonstrates low level hostile behaviors.

Dress and Appearance (JK-EC/ARS 15-841)

A student's dress and appearance shall not present health or safety problems or cause disruption of educational activities. Items of attire with obscene words, inappropriate slogans, or graphics shall not be worn or displayed. Immodest or indecent attire is not acceptable and footwear must be worn.

Due Process

Due process consists of a set of constitutionally required procedures designed to ensure that every student is treated fairly in determining whether or not the student's conduct justifies discipline.

Emergency Alarms and Fire Controls (JK-EC/ ARS 13-1709, 13-2911)

A student shall not activate or use any fire alarm or emergency control device unless the student reasonably believes that an emergency exists warranting use of the device. The student and/or parents or guardian(s) shall be responsible for any fees assessed by the city, or county or government agency.

Endangering the Health and Safety of Others (JK-EC/ARS 13-1201, 13-2911)

A student shall not engage in conduct that endangers or reasonably appears to endanger the health or safety of other students, school employees, or other persons.

Fights (JK-EC/ARS 13-1202, 13-2911)

A student shall not mutually engage in a physical fight with any student, school employee, or any other person.

Gambling (JK-EC/ARS 13-3302)

A student shall not engage in any game or activity that involves the element of risk or chance with the intention that property will be exchanged based on the outcome of the game or activity.

Harassment, General (JK-EC/ARS 15-341)

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

Gun-Free Schools Act

The *Gun-Free Schools Act* (GFSA) requires that each state or outlying area receiving federal funds under the *Elementary and Secondary Education Act* (ESEA) have a law that requires all local educational agencies (LEAs) in the state or outlying area to expel from school for at least one year any student found bringing a firearm to school or possessing a firearm at school. Their laws must also authorize the LEA chief administering officer to modify, in writing, any such expulsion on a case-by-case basis. In addition, the GFSA states that the law must be construed so as to be consistent with the *Individuals with Disabilities Education Act* (IDEA).

Hazing and Initiation (JK-EC/ARS 15-2301)

Hazing is prohibited. A student may be involved in an initiation ONLY when the activity has received the express approval of the principal and is properly supervised. All initiations that might involve verbal, physical, sexual or any other actual or threatened abuse are absolutely prohibited. Initiations related to any social club, athletic team, or other group is subject to the above prohibitions, whether or not the conduct occurs on school grounds. Hazing is defined as any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student, and in which both of the following apply:

- The act was committed in connection with an initiation into, an affiliation with, or the maintenance of membership in any organization that is affiliated with an educational institution; and
- The act may contribute to a substantial risk or actually cause physical injury, mental harm or personal degradation.

Organization means an athletic team, association, order, society, corps, cooperative, club, or similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that Educational Institution

Illicit Drugs

Illicit drugs include but are not limited to ecstasy, cocaine or crack, hallucinogens, heroin, marijuana, methamphetamines, other illicit drugs, or other unknown drugs.

Intimidation

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

Multiple and Repeated Violations (JK-EC/ARS 15-841)

Multiple violations: If the student's discipline file contains violations of multiple rules, this may result in more severe penalties than the guidelines for a single offense.

Repeated violations: If the student's discipline file contains two or more violations of the same rule, this may result in more severe penalties than the guidelines for a single offense.

**A student's discipline record is cumulative and will be used as evidence in all discipline matters until graduation.*

Obscenity, Profanity, Defamation, or Abusive Language (JK-EC/ARS 13-2911)

A student shall not use profanity or defamatory or obscene language or gestures in oral, visual, or written form or knowingly distribute defamatory or obscene materials. Defamatory words or materials are those that are false and expose a person to hatred, contempt, ridicule, disgust, or an equivalent reaction, or are false and have a tendency to impugn a person's occupation, business, or office. Obscene materials may include, but are not limited to those that an average person, applying contemporary standards of the school community, would find, taken as a whole, appeal to prurient interests and lack serious literary, artistic, political, or scientific value. The standard to be used is of the school community, recognizing that students are, as a group, younger and more sensitive than the general adult population.

Off-Campus Suspension (OCS)

Temporary removal of a student from the school building for a specified period of time. A suspended student shall be ineligible to participate in school-related activities including but not limited to graduation ceremonies, athletic events, after-school organizations or school-sponsored activities. Off-Campus Suspension should be used as a last resort and only when no other in-school interventions are available.

Restitution

Repaying or compensating for loss or damage.

Sexting

Sexting is the act of sending sexually explicit messages or photos electronically, primarily between cell phones and other mobile devices (National Crime Prevention Council).

Sexual Harassment (JK-EC/ARS 15-341)

Students are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Sexual harassment consists of unwelcome sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when made by a student to another student or staff member. Sexual harassment may include, but is not limited to

touching, pinching, grabbing, impeding or blocking movement, and lewd gestures. Continuing to express sexual interest after being informed that the interest is unwelcome and dating abuse is a form of sexual harassment. A substantiated charge against a student or staff member in the District shall subject that student to disciplinary action which may include suspension or expulsion.

Sexual Misconduct (JK-EC/ARS 13-1401)

When on campus or at a school event, a student shall not engage in sexual conduct which a school community or the general public would likely find offensive, indecent, or grossly inappropriate. Such conduct includes acts such as inappropriate exposure of a private body part; intimate contact with a private body part of another individual; or intensely affectionate kissing, fondling, or caressing. A private body part in this context is defined as an area of the body which is generally associated with sex and normally covered by clothing when in public.

Suspension

Suspension is defined as the temporary withdrawal of the privilege of attending a school for a specified period of time.

- Long-term: the exclusion of a student from class for a period of more than ten school days.
- Short-term: the exclusion of a student from class for a period of ten school days or less.
- Students with a disability, as defined by IDEA, shall be entitled to a review of placement prior to a long-term suspension or expulsion.
- A suspended student shall be ineligible to participate in school-related activities including, but not limited to, graduation ceremonies, athletic events, after school organizations, or school sponsored activities.
- The length of suspension is defined below:
 - A one-semester suspension is the remainder of the suspension;
 - A two-semester suspension is the remainder of the current semester, in addition to the next immediate semester.
 - A two-semester suspension equals a one year suspension.

Technology, Improper use of (JK-EC/ARS 15-341, 15-381, 8-309)

Improper computer usage, network infraction, improper usage of telecommunication device or any other technology may include, but is not limited to, any of the following: Threatening or abusing any student, school employee, or any other person through electronic messages, i.e. cyberbullying, sexting; Using a school computer in any way to gain access to obscene materials; Allowing obscene material to remain on computer system without immediate notification to appropriate school personnel; Providing or using another student's computer identification number and password; Inappropriately using a school computer identification number and password while off school premises; Entering into school's computer directories, files or programs without written authorization from appropriate school personnel; and Copying computer software from the school's computer system. Use of technology that might disrupt any school function, process or activity.

Theft, Extortion (JK-EC/ARS 13-1802, 13-1804, 13-2911)

Theft: A student shall not take, use, or borrow property belonging to another person without that person's permission to use or take the property.

Extortion: A student shall not take, use, or borrow any property by misrepresentation, deception, or expressed or implied threat.

Threat

A threat occurs when a person indicates by word or conduct the intent to cause physical injury or serious damage to a person or their property.

Threat Assessment

A gathering of available information to determine relevant casual factors via a multi phased procedure as adopted by the School Safety and Prevention Division of the Arizona Department of Education including an initial incident investigation to be followed-up (as deemed necessary) with a collection of education records, interviews with others involved or knowledgeable of the situation, a possible brief screen and/or full clinical risk and protective factors assessment. All the above is reviewed by the Threat Management Team to determine not only the degree of potential danger posed but also the appropriate recommendations considered necessary to manage the student and/or situation.

Threatening an Educational Institution (JK-EC/ARS 13-1202, 13-2911, 15-841)

Threatening an Educational Institution is defined as interfering with or disrupting an educational institution by engaging in any one or more of the following, including but not limited to:

- A student shall not, by word or conduct threaten to cause physical injury to any employee of an educational institution or person attending an educational institution;
- Threatening to cause damage to any educational institution, the property of any educational institution, the property of any employee of an educational institution or the property of any person attending an educational institution;
- Going upon or remaining on the property of any educational institution for the purpose of interfering with or disrupting the lawful use of the property or in any manner as to deny or interfere with the lawful use of the property by others; and
- Refusing to obey a lawful order to leave the property of an educational institution.

The District is required by law (A.R.S. 13-2911) to expel from school for at least two (2) semesters, a student who is determined to have threatened an educational institution. An expulsion requirement may be modified on a case-by-case basis if the student takes responsibility of the threat.

Tobacco, Cigarettes or Paraphernalia - Possession or Use (JK-EC/ARS 13-3622, 36-798)

According to state law, it is unlawful to possess or use tobacco in any form on the school campus, a school activity, or any type of school property. Electronic cigarettes in any form, and smoking supplies such as pipes, hookah pipes, etc. are also not permitted on the school campus, a school activity, or any type of school property.

Traffic and Transit Rules (JK-EC/ARS 28-3473, 15-341)

Traffic Rules (Use of Motor Vehicle) When operating a motor vehicle on campus or at a school event, a student shall follow all school and public traffic rules. The student shall operate the motor vehicle in a safe and prudent manner. In order to park on campus, students must show proof of license, registration, and liability coverage.

Transit Rules (Use of School and Public Transportation) All students who ride the school bus or any public transportation shall not violate the policies in the Phoenix Union High School District Student Procedures Handbook on the way to or from school. Bus Operators may contact the police when necessary.

Trespassing/Unauthorized Visits to Other Campuses (JK-EC/ARS 13-1501, 15-841)

A student shall not be present on a school campus without authorization. This includes a suspended or expelled student. In addition, a student shall not be present on any other school campus without administrator approval except to attend appropriate extracurricular or public events.

Unauthorized Entry/Burglary (JK-EC/ARS 13-1506)

A student shall not gain, or attempt to gain, forceful or unauthorized entry to, or occupation of, school buildings or grounds.

Vandalism, Destruction of Property (JK-EC/ARS 13-1602, 13-2911, 15-842)

A student shall not damage, destroy, or deface including, but not limited to, graffiti, tagging, etc., any school property or property belonging to any other person.

Violation of School Procedures and Rules (JK-EC/ARS 15-841)

Violation of school procedures can occur when on campus, going to or from school, or attending a school event; For example: A student not wearing his/her picture identification card may be requested by the appropriate authority to present and wear the identification card. If unwilling to do so, he or she may be subject to removal from District premises.

Weapons and Dangerous Items (JK-EC/ARS 13-2911, 13-3101, 15-841)

A student shall not possess or use weapons, explosives, dangerous items, or items that can be interpreted as being able to cause bodily harm to a person or persons. Weapons and dangerous items include but are not limited, to guns, realistic toy guns, simulated weapons, chains, knives, clubs, brass knuckles, fireworks, explosives, etc. Simulated weapon is defined as an instrument displayed or represented as a weapon. Dangerous item is defined as anything that, under the circumstances in which it is used, attempted to be used, or threatened to be used is readily capable of causing death or serious physical injury. This definition may include, but is not limited to, weapons, bombs, lighters and other incendiary devices, and firearms. Per the Gun-Free Schools Act, any student found guilty of bringing a firearm to school or possessing a firearm at school shall be expelled for at least one year.

ATTENDANCE

Attendance

A student is to be counted present if (a) he/she is in attendance more than half a class period or (b) if he/she is participating in a school-authorized activity.

Types of Absences:


Excused: A health care professional (doctor, dentist, health plan, etc.) or Parent, legal guardian or person responsible for a student must verify student absences, with submittal of a signed excuse stating the reason for the absence upon the student's return to school. Parents are to call the school's attendance office, if possible, on or before the day of the absence.

Explained: An explained absence (not due to illness, doctor's appointment, serious illness, or death of a family member) is when a parent/guardian takes the student out of school with the school's prior knowledge and approval. Parents are to call the school's attendance office, if possible on or before the day of the absence.

Extra-Curricular Activity Absences: Students are allowed to be absent to attend an extra-curricular activity upon being brown slipped. An activity absence will be coded as "Brown Slip", which is an excused absence for a school related or school sponsored event. Extra-curricular activities include, but are not limited to field trips, athletic games and student activities

Unexcused: An absence in which the student is out of school or class that does not qualify as excused or explained. When a parent or guardian does not call in to report an absence the absence will be marked unexcused. The Principal can determine or change the absence from unexcused to excused or from excused or unexcused.





*“There’s
always a
way - if
you’re
committed.”*

—Tony Robbins

STUDENT FORMS



PARENT/GUARDIAN MUST SIGN THIS FORM

LAST NAME

FIRST NAME

STUDENT ID

SCHOOL

GRADE

DATE

Student Surveys, Analyses, and Evaluations

The Protection of Pupil Rights Amendment (PPRA) and other relevant Arizona laws afford parents and students who are 18 or emancipated minors (“eligible students”) certain rights regarding the Phoenix Union High School District (PUHSD)’s conducting of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”):
 1. Political affiliations, opinions or beliefs of the student or student’s parent;
 2. Mental health history or mental health information;
 3. Sexual behavior or attitudes;
 4. Illegal, anti-social, or self-incriminating behavior;
 5. Critical appraisals of others with whom the pupil has a close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents;
 8. Income or other financial information, other than as required by law to determine program eligibility;
 9. Gun or ammunition ownership;
 10. Voting history;
 11. Self-sufficiency as it pertains to emergency, disaster and essential services interruption planning;
 12. Pupil biometric information;
 13. Medical history or medical information; or
 14. The quality of home interpersonal relationships.
- Receive notice and an opportunity to opt a student out of:
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- Inspect, upon request and before administration or use:
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

PUHSD has adopted policies, in consultation with parents, regarding these rights as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. PUHSD will directly notify parents and eligible students of these policies at least annually at the start of each school year and after any substantive changes. In accordance with A.R.S. § 15-117, PUHSD will obtain written informed consent from the parent of a pupil before administering any survey that is retained by PUHSD and that solicits personal information regarding any protected areas. PUHSD will also directly notify parents and eligible students, such as through U.S. mail or email, at least annually at the start of each school year of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:

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

Parents/eligible students who believe their rights have been violated may file a complaint with the Arizona Attorney General’s Office, the Maricopa County Attorney’s Office or the Family Policy Compliance Office.

Parent or Guardian

I **agree** to allow my student to participate in all PUHSD-approved student surveys, analyses, and evaluations:

Parent/Guardian Name

Signature of Parent/Guardian

Date

I do **NOT** agree to allow my student to participate in any PUHSD-approved student survey, analysis, or evaluation:

Parent/Guardian Name

Signature of Parent/Guardian

Date

IF YOU HAVE NO OBJECTIONS TO THE RELEASE OF DIRECTORY INFORMATION, YOU DO NOT NEED TO SIGN THIS FORM.

LAST NAME FIRST NAME STUDENT ID

SCHOOL GRADE DATE

Notice of Student Directory Information Release and Opt Out Form

The Family Educational Rights and Privacy Act (FERPA) requires that the Phoenix Union High School District ("District"), with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the District may disclose appropriately designated "directory information" without written consent, unless you have advised the District that you do not want your student's directory information to be disclosed by returning this form to your student's school within two weeks after enrollment. The primary purpose of directory information is to allow the District to include information from your child's education records in certain school publications. The District has designated the following as directory information for students:

Table with 2 columns: Information types (Name, Address, Email address, Phone number, Photograph, Grade level, Major field of study) and Designated directory information (Dates of attendance, Enrollment status, Participation in officially recognized activities and sports, Weight and height, if a member of a school athletic team, Honors and awards received, Most recently previously attended education institution).

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, community, advocacy and/or parent organizations, State Universities and Community Colleges seeking information for admission and scholarships, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require the District, which receives assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents or guardians have advised the District that they do not want their student's information disclosed without their prior written consent.

If you do not want the District to disclose any or all of the types of information designated above as directory information from your child's education records without your prior written consent, you must notify the District in writing within two weeks of enrollment by checking the appropriate boxes below, signing and returning this form to your student's school.

Complete Opt Out of the Release of Student Directory Information

I Opt Out of all Directory Information Releases. Please note that selection of this option will also prohibit release of information to Military Recruiters and State Universities and Community Colleges.

Limited Opt Out of the Release of Student Directory Information

I Opt Out of the release of Directory Information to State Universities and Community Colleges. Checking this option allows all other releases.

I Opt Out of the release of Directory Information to Armed Forces and Military Recruiters, or Military Schools. Checking this option allows all other releases.

I Opt Out of the release of Directory Information in all student publications. Do not use my student's name or picture in newsletters, yearbooks, nor play, graduation or athletic programs, etc. Checking this option allows all other releases.

Parent/Guardian Name Signature of Parent/Guardian Date

COMPLETE AND SIGN THIS FORM ONLY IF YOU **DO NOT** WANT YOUR STUDENT TO USE THE INTERNET

LAST NAME	FIRST NAME	STUDENT ID
SCHOOL	GRADE	DATE

Student Internet Permission Opt Out Form

As a parent or guardian of a student of the Phoenix Union High School District (PUHSD), I have read the Phoenix Union High School District Technology, Internet, and Information Policy EDDB and Operational Procedure E-251-OP-2, Use of Electronic Information Service by Students and Community Members. I understand that access to computers and electronic information networks by the Phoenix Union High School District is for educational purposes. I understand that it is impossible for the Phoenix Union High School District to restrict access to all controversial materials and I will not hold the District responsible for the materials acquired on PUSHD networks and systems that are not consistent with the educational purposes of the Phoenix Union High School District. If my child has obtained controversial materials, I will report it to the school administrator at my child's site. I accept full responsibility for supervision of my child if and when my child's use of a Phoenix Union High School District account or network is not in a school setting.

Please check the box below if you would like your child to be excluded from using the internet. This form must be re-submitted at the beginning of each school year.

Access Denied

I do NOT give my permission for the Phoenix Union High School District to provide my child access to the internet and agree that the information on this form is correct.

Parent/Guardian Name Signature of Parent/Guardian Date

COMPLETE AND SIGN THIS FORM ONLY IF YOU **DO NOT WANT YOUR STUDENT TO PARTICIPATE IN THE NEWS AND MEDIA ACTIVITIES LISTED BELOW:**

LAST NAME **FIRST NAME** **STUDENT ID**

SCHOOL **GRADE** **DATE**

District News and Media Opt Out Form

Your student may be interviewed, recorded, photographed or videotaped by the media or district staff for a story in the newspaper, radio or television. In some cases, stories, news photos or video may be posted on the internet for public access. Your student's name, photo, or interview may be used in school or District level publications or the media unless you direct otherwise. Such requests must be approved by the Phoenix Union High School District Community Relations office, which will assure that the best interests of your child, the school and District are protected. Your student's safety and welfare are our primary concerns. We will be prudent and cautious in all of our practices regarding this issue.

Please check the appropriate box(es) below if you would like your student to be excluded from these activities. Students who are 18 may complete this form without parent or guardian permission. Please submit this form to the school office within two weeks of receipt of this notice. This form must be re-submitted at the beginning of each school year.

Note: Authorization is not required for events that are open to the community or take place in a public setting such as field trips, athletic events or performances.

- I do NOT want District staff to interview, record, photograph, or videotape my student for use by the school or District in publications or videos, or in promotions such as advertisements.**

- I do NOT want the news media to interview, record, photograph, or videotape my student for a story in the newspaper, radio or television or internet.**

My student and I waive and release any claim we may have against the school and Phoenix Union High School District arising from possible interviews, photographs, videotapes or audio recordings whether known or unknown, and shall hold PUHSD and any successors in interest harmless from the same.

Parent/Guardian Name **Signature of Parent/Guardian** **Date**

IF STUDENT IS OVER 18 YEARS OLD (*Parent/Guardian signature not needed*):

Parent/Guardian Name **Signature of Parent/Guardian** **Date**

STUDENT ADDRESS VERIFICATION

LAST NAME	FIRST NAME	STUDENT ID
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SCHOOL	GRADE	DATE
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Date of Birth (mm/dd/yy): _____

Student Mailing Address (Include bldg. or apt. #): _____

Student Mailing City, State & Zip Code: _____

Student Street Address (Include bldg. or apt. #): _____
(Complete if mailing address is a P.O. Box)

Student Street City, State & Zip Code: _____

Student Home Phone Number (Include area code): _____

I give permission to be called using District automatic dialing equipment at this number

Student Cell Phone Number (Include area code): _____

I give permission to be called using District automatic dialing equipment at this number

Parent/Guardian Cell Phone Number (Include area code): _____

I give permission to be called using District automatic dialing equipment at this number

Parent/Guardian e-mail address(es):

1. _____

2. _____

Please provide a copy of a document which bears the Parent or Legal Guardian's full name and residential address or physical description of the property where the student resides as proof of address with this form. (No P.O. Boxes)

Parent/Guardian Name	Parent/Guardian Signature	Date
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KI-E Visitors to Schools School-Visit Requirements and Acknowledgement

The Phoenix Union High School District No. 210 (PUHSD) publishes this notice to guide those who visit PUHSD schools (visitors). This notice fulfills in part the requirement of Governing Board policy KI (Visitors to Schools) that the Superintendent establish school- visit procedures for the control of persons other than PUHSD employees or students who enter PUHSD premises. These requirements apply to any person who is not a PUHSD employee or student when the person is on PUHSD premises or when the person attends a PUHSD-sponsored event held off PUHSD premises. Any PUHSD employee may enforce these requirements.

Governing Board policies KFA (Public Conduct on School Property) and KI and administrative regulation KI-RA (Visitors to Schools) describe the conduct the PUHSD requires of a visitor. These requirements are intended to ensure students, employees, and visitors are safe and a visitor does not interfere with the school's administrative, educational, and operational programs. Copies of KFA, KI, KI-RA, and KI-RB are available upon request.

The PUHSD may ask a visitor to review the information below and to initial and sign this form where indicated to acknowledge understanding of and intent to comply with the PUHSD's expectations for visitor conduct.

1. No person may enter onto school premises, including to visit or to audit a classroom or attend another school activity, without the principal's prior approval. Parents are encouraged to visit their students' school for scheduled special events and activities. In order to avoid conflict with scheduled events or the disruption of critical educational activities (such as testing), a parent must submit a request for a classroom visit to the principal in advance so that the principal can schedule a date and time.
2. During the school day, a visitor must report to the school office upon arrival, provide appropriate ID, and sign in on the visitor log. A visitor must remain in the office area until the principal or designee grants permission to leave that area.
3. A visitor must comply with direction from any PUHSD employee. The principal, an assistant principal, or a member of the school's security staff will typically provide such direction, but other PUHSD employees may also do so in unusual or unforeseen circumstances. A visitor to a classroom must comply with the teacher's requests and instructions.
4. A teacher's first responsibility is to the class as a whole. Therefore, a teacher will typically be unable to converse at any length with a visitor. A parent may arrange for a conference with a teacher by contacting the principal's office.
5. Before or after the school day, a visitor may enter PUHSD property only to attend an event to which the visitor was invited or to use facilities that the PUHSD has designated for limited public use. A visitor attending a special function must remain in the area the PUHSD designates for the function.
6. A visitor who engages in disorderly conduct of any kind is subject to removal and exclusion from PUHSD facilities.
7. A PUHSD employee may direct a visitor who violates PUHSD's requirements for visitors or any other PUHSD policy to leave PUHSD property. Failure to comply with a request to identify oneself or any lawful direction of a PUHSD employee is a violation of PUHSD policy. Failure to obey such lawful instructions may subject a visitor to prosecution for a violation of Arizona statutes (i.e., A.R.S. § 13-2911, Interference with an Educational Institution).

Receipt for Student Attendance, Discipline & Due Process Procedures

I have read and understand the following Board Policy Regulations of the Phoenix Union High School District No. 210 and further understand that these violations could result in exclusion from school. I also understand that a Student's discipline record is cumulative and shall be used as evidence in all disciplinary matters until graduation. In addition, I understand that campuses or portions of campuses may be under electronic surveillance.

Academic Misconduct	Multiple & Repeated Violations
Alcohol, Drugs, Paraphernalia - Possession & Using	Obscenity, Profanity, Defamation or Abusive Language
Alcohol & Drugs - Selling, Dispensing or Dealing	Sexual Harassment & Sexual Misconduct
Arson	Technology, Improper Use of
Assault & Aggravated Assault	Theft, Extortion or Misrepresentation
Bullying / General Harassment	Threatening an Educational Institution
Defiance of Authority	Tobacco/Smoking Supplies - Possession or Use
Disruptive Conduct	Traffic (motor vehicle) & Transit (school & city) Rules
Dress & Appearance	Trespassing
Emergency Alarms & Fire Control Devices	Unauthorized Entry / Burglary
Endangering the Health & Safety of Others	Unauthorized Visits to Other Campuses
Fights	Vandalism, Destruction of Property
Gambling	Violation of School Procedures & Rules
Hazing & Initiation	Weapons & Dangerous Items

Student Safety Agreement

As a student in the Phoenix Union High School District, and for my personal safety, I agree to follow the safety rules listed below while on my way to and from school:

If I walk to school:

- I will not jaywalk; I will cross streets only in properly marked crosswalks.
- I will avoid horseplay near busy streets and intersections.
- I will be alert; I will not be distracted by cell phones or electronic devices.
- I will respect other pedestrians, bike riders, drivers and home or business owners.

If I ride the school bus or use public transportation:

- I will behave appropriately while on the bus/public transportation, at loading zones/bus stops and at Transit Centers.
- I will respect others riding the bus or using public transportation, at loading zones/bus stops and at Transit Centers.

If I drive to school:

- I will drive safely and follow all traffic rules outlined by the Arizona Department of Motor Vehicles and State Law.
- I will be alert; I will not be distracted by cell phones or electronic devices.
- I will respect other drivers, pedestrians, bike riders and home or business owners.

At all times:

- I will contact my Parent or Guardian if I am not going directly home.
- I will immediately notify School Administration if an incident occurred where I felt unsafe either on or off campus.
- I will be respectful of the community (homes, parks, business, etc.).
- I will be mindful of loitering and trespassing laws.
- I will be mindful of curfew as established by the City of Phoenix.

****Curfew Hours for youth 15yrs. and younger is 10pm – 5am;***

Youth 16 & 17 yrs. of age is 12am – 5am

At school-sponsored activities:

- I must be transported safely to and from the school-sponsored activity.
- I must be picked up no longer than 30 minutes after the end of any school-sponsored activity.
- I may have my privilege to attend school-sponsored activities revoked for my safety, for discipline matters or for violation of the 30 min. pick up time limit.

Receipt for Policy on Threatening an Educational Institution

Safe schools are a priority to Phoenix Union High School District. Safety and security are the essential elements of an effective learning environment for excellence in student achievement and academic success. Students need to be held accountable for behavior that threatens the safety and security of students and staff members.

Phoenix Union High School District is required by law to expel from school for at least one year, a student who is determined to have threatened an educational institution. An expulsion requirement may be modified on a case-by-case basis if the student take responsibility for the result of the threat. The District will adhere to all federal and state requirements and procedures for students afforded protection under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.

The policy on threats is explained in detail in the Student Procedures Handbook. The following categories of misconduct may fall within and be included with the general category of “Threatening an Educational Institution”, depending on the circumstances of each case:

- Assault or aggravated assault on another student or staff member
- Arson / reckless burning
- Bomb threats
- Bus misconduct
- Destruction or defacement of property
- Endangerment
- Explosive devices
- Extortion
- Incitement
- Sexual misconduct
- Threat, intimidation or verbal abuse of a student or staff member
- Weapons

I have read and understand the Board Policy on Threatening an Educational Institution. I further understand that violation of this policy could result in expulsion from school.

Use of Technology Resources in Instruction Electronic Information Services User Agreement

Details of the user agreement shall be discussed with each potential user of the electronic information services (EIS). When the signed agreement is returned to the school, the user may be permitted use of EIS resources.

Terms and Conditions

ACCEPTABLE USE. Each user must:

- Use the EIS to support personal educational objectives consistent with the educational goals and objectives of the School District.
- Agree not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
- Abide by all copyright and trademark laws and regulations.
- Not reveal home addresses, personal phone numbers or personally identifiable data unless authorized to do so by designated school authorities.
- Understand that electronic mail or direct electronic communication is not private and may be read and monitored by school employed persons.
- Not use the network in any way that would disrupt the use of the network by others.
- Not use the EIS for commercial purposes.
- Follow the District's code of conduct.
- Not attempt to harm, modify, add/or destroy software or hardware nor interfere with system security.
- Understand that inappropriate use may result in cancellation of permission to use the educational information services (EIS) and appropriate disciplinary action up to and including expulsion for students.

In addition, acceptable use for District employees is extended to include requirements to:

- Maintain supervision of students using the EIS.
- Agree to directly log on and supervise the account activity when allowing others to use District accounts.
- Take responsibility for assigned personal and District accounts, including password protection.
- Take all responsible precautions, including password maintenance and file and directory protection measures, to prevent the use of personal and District accounts and files by unauthorized persons.

PERSONAL RESPONSIBILITY. I will report any misuse of the EIS to the administration or system administrator, as is appropriate.

I understand that many services and products are available for a fee and *acknowledge my personal responsibility for any expenses incurred without District authorization.*

NETWORK ETIQUETTE. I am expected to abide by the generally acceptable rules of network etiquette.

Therefore, I will:

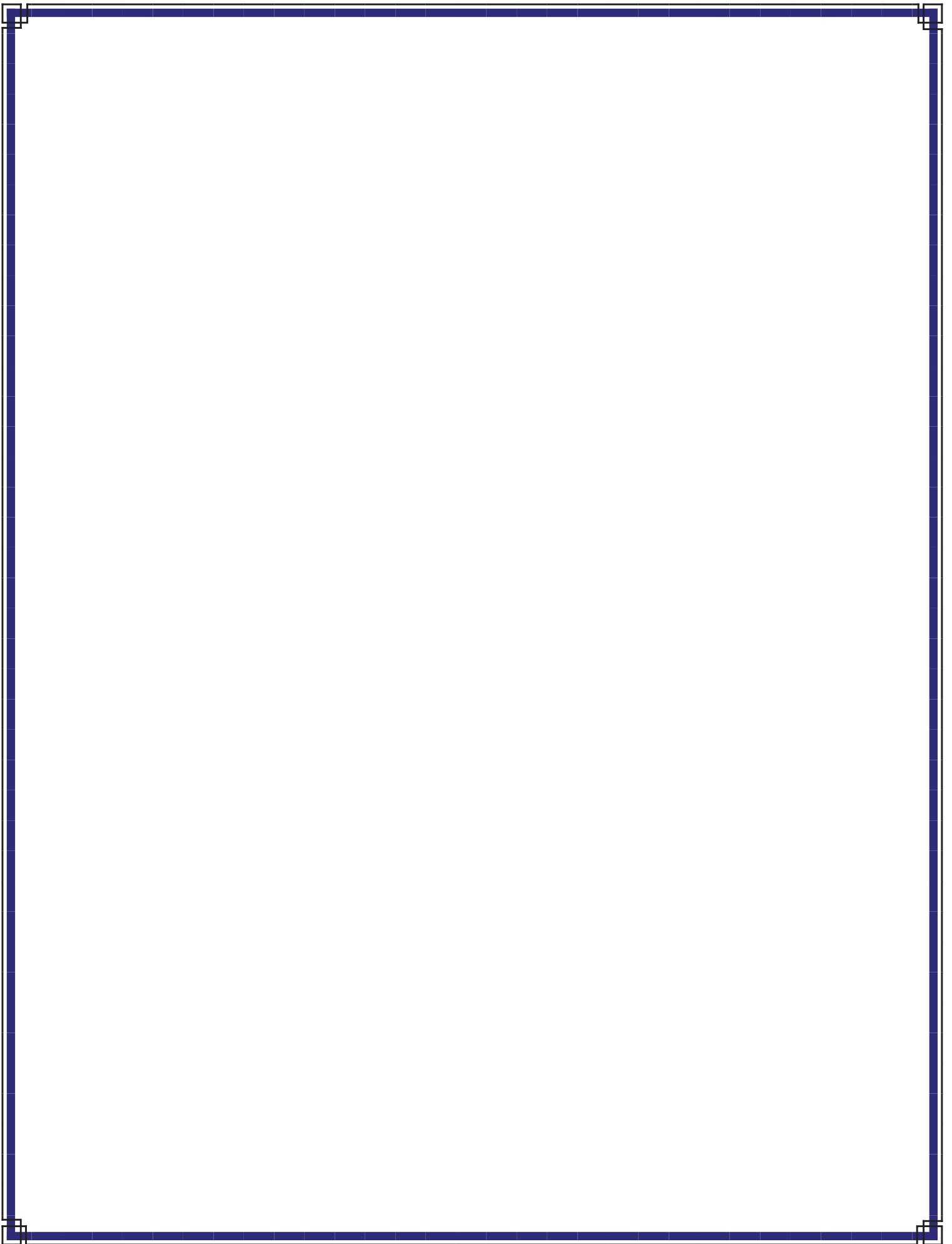
- Be polite and use appropriate language. I will not send, or encourage others to send, abusive messages.
- Respect privacy. I will not reveal any home addresses or personal phone numbers or personally identifiable information.
- Avoid disruptions. I will not use the network in any way that would disrupt use of the systems by others.

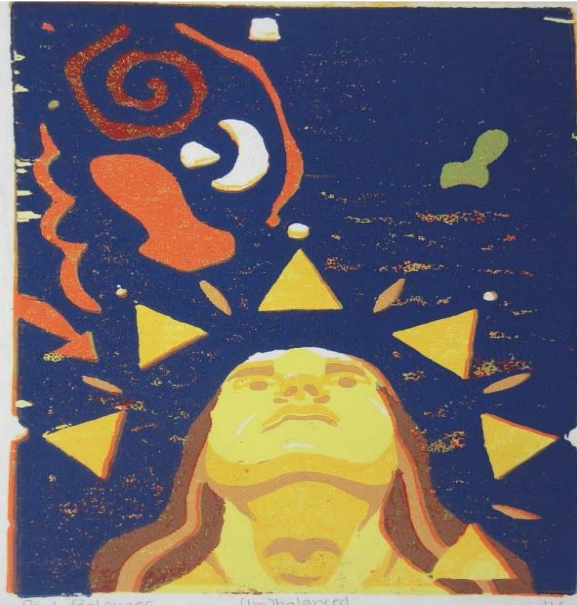
Observe the following considerations:

- Be brief.
- Strive to use correct spelling and make messages easy to understand.
- Use short and descriptive titles for articles.
- Post only to known groups or persons.

SERVICES.

The School District specifically denies any responsibility for the accuracy of information. While the District will make an effort to ensure access to proper materials, the user has the ultimate responsibility for how the electronic information service (EIS) is used and bears the risk of reliance on the information obtained.





Phoenix Union High School District

2017-2018 Manual del Alumno



Preparando a cada alumno para el éxito en la universidad, su carrera y su vida



STATEMENT OF NON-DISCRIMINATION

The Phoenix Union High School District does not discriminate on the basis of race, color, religion, national origin, sex, disability, age, sexual orientation, gender identity, gender expression, or immigration status in admission and access to its programs, services, activities, or in any aspect of their operations and provides equal access to the Boy Scouts and other designated youth groups. The lack of English language skills shall not be a barrier to admission or participation in the District's activities and programs. The Phoenix Union High School District also does not discriminate in its hiring or employment practices. The following employees have been designated to handle inquiries regarding the non-discrimination policies:

Title IX Coordinator

Ms. Laura Telles, Talent Executive Director
4502 N. Central Ave.
Phoenix, AZ 85012
(602) 764-1539
telles@phoenixunion.org

Section 504 Coordinator

Ms. Wendy Collison, ESS Director
4502 N. Central Ave.
Phoenix, AZ 85012
(602) 764-1025
collison@phoenixunion.org

For further information on notice of non-discrimination, visit
<https://wdcrobcolp01.ed.gov/cfapps/OCR/contactus.cfm> for the address and phone number of the office that serves
Arizona, or call 1-800-421-3481.

AVISO CONTRA LA DISCRIMINACIÓN

Phoenix Union High School District no discrimina en base a la raza, el color, la religión, el origen nacional, el sexo, la discapacidad, la edad, orientación sexual, identidad de género, expresión de género o estatus migratorio para la admisión y acceso a sus programas, servicios, actividades, o en cualquier aspecto administrativo, y proporciona un acceso igualitario a los Boys Scouts y otros grupos de jóvenes designados. La falta del conocimiento del idioma inglés no deberá ser una barrera para la admisión o participación en cualquiera de las actividades o los programas del Distrito. Phoenix Union High School District tampoco discrimina en sus prácticas de empleo y contratación. Los siguientes empleados han sido designados para manejar las preguntas sobre las pólizas contra la discriminación:

Title IX Coordinator

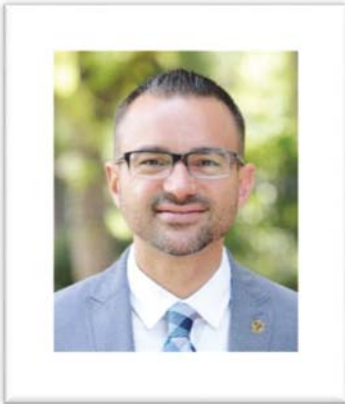
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Section 504 Coordinator

Wendy Collison, ESS Director
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Phoenix, AZ 85012
(602) 764-1025
collison@phoenixunion.org

Para más información sobre el aviso contra la discriminación, visite
<https://wdcrobcolp01.ed.gov/cfapps/OCR/contactus.cfm> para la dirección y el número de teléfono de la oficina que
da servicio a Arizona o llame al 1-800-421-3481.

BIENVENIDOS A PHOENIX UNION



En Phoenix Union High School District estamos orgullosos de servir a casi 28,000 hermosos jóvenes y jovencitas. Nuestros estudiantes hablan 74 idiomas distintos, son multilingües y multiculturales, tienen un potencial ilimitado para triunfar y contribuir a la prosperidad y el bienestar de los demás, así como a esta economía, y casi todos ellos viven por debajo de la línea federal de pobreza. Al servir un cuerpo estudiantil tan diverso, nuestro compromiso es el proveer excelencia y equidad para todos ellos. Por “todos ellos,” queremos decir “todos” - cada una de las vidas que se nos ha sido confiada.

Ningún ciclo electoral, ni los cambios posteriores de política, nos harán cambiar de parecer con nuestro compromiso y nuestra confianza con cada estudiante que entra por las puertas o los salones de clases de Phoenix Union.

Como resultado de las noticias nacionales actuales –la elección, el movimiento por las vidas de los afroamericanos, la división sobre los derechos de los transexuales, la retórica política en torno a la inmigración, las amenazas contra las comunidades religiosas y los muchos

titulares que saturan los medios sociales y tradicionales– Phoenix Union desea reiterar su compromiso con nuestros estudiantes y aclarar nuestra postura en esta incertidumbre política la cual afecta actualmente a nuestros estudiantes y a sus familias.

Nuestra postura es sencilla. Elegimos amar y proteger a nuestros estudiantes.

Valoraremos a todas las vidas por igual: vidas negras, vidas morenas, vidas discapacitadas, vidas indocumentadas, vidas GLBT, vidas dotadas, vidas de refugiados, vidas femeninas y cualquier otra categoría o subgrupo demográfico que pueda ser estigmatizado. Amamos y aceptamos a todos. Crearemos un ambiente de aprendizaje afectuoso y acogedor para todos los estudiantes. Construiremos relaciones genuinas con nuestros jóvenes. Encontraremos maneras de involucrar a nuestros estudiantes en lo académico, las artes, el deporte y demás actividades que desarrollen en ellos las destrezas y atributos necesarios para desempeñar un papel importante en esta democracia. Les haremos sentir a nuestros estudiantes, día a día, cuanto los amamos, cuanto los apoyamos, y cuanto nos preocupamos por ellos, por sus familias y por su futuro.

No creemos que los adultos deban ser la única voz para nuestros estudiantes. Ellos tienen pensamientos propios, opiniones, pasiones, esperanzas y sueños. Es nuestra responsabilidad ayudar a fomentar sus aspiraciones, ayudar a proveer un espacio para que ellos discutan asuntos delicados, y ayudar a que ellos nos ayuden a encontrar soluciones a nuestros retos más grandes. Nuestros jóvenes no son sólo los líderes del mañana - son los líderes de hoy. Debemos tomar ventaja de este valioso recurso.

Como distrito, hacemos el siguiente compromiso:

Seguiremos fortaleciendo e implementando procesos que realcen la voz de los estudiantes.

Trabajaremos juntos, lado a lado y con todas las partes interesadas, para abordar temas de raza, pobreza, discriminación y odio.

Apoyamos a nuestros estudiantes de DACA y a los DREAMers sin importar los cambios en la ley o la política. Continuaremos trabajando con líderes comunitarios locales, estatales y nacionales para crear oportunidades para nuestros estudiantes de DACA y DREAMers y para sus familias, para que puedan prosperar personal y académicamente. Nuestras escuelas permanecerán siendo lugares seguros para nuestros estudiantes y sus familias.

Phoenix Union continuará en contra del odio, el prejuicio, la violencia, la discriminación y la división. En su lugar, promoveremos paz, aceptación, inclusión y compasión.

Elegimos el amor. Elegimos a nuestros estudiantes y a sus familias.

A cada uno de ellos.

Chad E. Gestson, Ed.D.
Superintendente

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- 49. KI-E Visitantes en las Escuelas
- 50. Recibo de los Procedimientos de Asistencia, Disciplina y Debido Proceso
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- 52. Recibo de la Póliza sobre Amenazas en Contra de una Institución Educativa
- 53. Acuerdo del Usuario para el Uso de la Tecnología



Linda Abril

Alhambra

Bioscience

Bostrom

Trevor Browne

Camellback

Central

CESAR CHAVEZ

Desiderata

Betty Fairfax

Franklin

Phoenix Union Gifted &

Talented Academy

Carl Hayden

Meriville

Metro Tech

Camellback Montessori

College Prep Academy

NORTH

Phoenix Coding

South Mountain

PHOENIX

UNION WILSON

COLLEGE PREP

FILOSOFÍA Y VALORES DEL DISTRITO

Vision & Values

COMPASIVOS

Somos humildes, éticos y **tratamos a otros con respeto, empatía y amabilidad.**

COLABORATIVOS

Somos mejores y más inteligentes juntos, **prosperamos en una cultura de transparencia,** y buscamos la victoria común siempre que sea posible.

COMPROMETIDOS

Elegimos a Phoenix Union, a nuestras comunidades y a nuestros alumnos conscientes tanto de los desafíos como de las oportunidades que existen en una educación urbana.

CONTUNDENTES

Somos valientes con nuestras convicciones y **tomamos decisiones difíciles para mejorar la vida de nuestro personal, los alumnos y la comunidad.**

CREATIVOS

Somos **emprendedores, innovadores y flexibles.**

CONSCIENTES

Existimos en un entorno político altamente complejo y **tomamos decisiones que toman en consideración las implicaciones personales, profesionales y políticas** de todos los interesados.

Strategic Plan Focus Areas

A

Achieving Readiness in College, Career & Life

Develop systems, structures and supports that foster student learning and leadership

B

Building a Strong School Community

Strengthen the knowledge, skills, and relationships within school communities to support student achievement

C

Creating a Culture of Excellence

Create inspiring and inviting campus environments that foster academic and personal excellence

DERECHOS Y RESPONSABILIDADES

El distrito escolar Phoenix Union apoya a nuestras escuelas para mantener ambientes de aprendizaje seguros, provechosos, participativos y productivos para los alumnos, el personal y las familias. Maximizamos el tiempo de aprendizaje y promovemos conductas positivas, alentando a cada escuela a establecer sistemas de apoyo para las necesidades sociales, emocionales y de comportamiento de los alumnos. Asimismo, las comunidades escolares desarrollan expectativas claras, enseñando destrezas socio-emocionales, y fomentando relaciones positivas entre todos los miembros de esas comunidades.

DERECHOS DE LOS ALUMNOS

A recibir una educación pública de alta calidad | A estar seguros en la escuela | **A ser tratados de manera justa, amable y respetuosa** | A compartir inquietudes con la administración o el personal de la escuela para aclararlas | **A contar su versión de los hechos en casos de conflicto** | A recibir una explicación verbal o por escrito de cualquier acción disciplinaria

RESPONSABILIDADES DE LOS ALUMNOS

Leer y familiarizarse con este manual | **Asistir a la escuela todos los días, prepararse para la clase, y completar los trabajos y tareas de la mejor manera posible** | Conocer y obedecer las reglas de la escuela y las instrucciones de la administración, los maestros y demás personal | **Informar al personal de la escuela sobre cualquier comportamiento peligroso o intimidación que ocurra en la escuela, en el camino hacia y desde la escuela, o en la comunidad escolar** | Traer a la escuela solamente los materiales permitidos | **Tratar a todos en la comunidad escolar con respeto** | Respetar la propiedad escolar, la propiedad de la comunidad y la propiedad ajena

DERECHOS DE LOS PADRES/TUTORES LEGALES

A tener acceso a la escuela, al personal y a los registros de sus hijos | A ser tratados de manera justa y respetuosa por todos los miembros de nuestra comunidad escolar | **A tener acceso a la información sobre los reglamentos y procedimientos de la Mesa Directiva del distrito** | A ser notificados con prontitud si sus hijos recibieron una referencia disciplinaria y a ser informados de las *consecuencias asignadas* | **A revisar las medidas disciplinarias asignadas y a utilizar el proceso de apelación del distrito** | A recibir información de parte de la comunidad escolar sobre el progreso académico y de comportamiento de sus hijos

RESPONSABILIDADES DE LOS PADRES/TUTORES LEGALES

Leer y familiarizarse con este manual | **Participar activamente en la educación de sus hijos** | Asegurarse de que sus hijos asistan a la escuela regular y puntualmente, y de notificar a la escuela si sus hijos estarán ausentes | **Compartir cualquier preocupación con el personal de la escuela de manera oportuna y respetuosa** | Trabajar con la administración de la escuela, los maestros y otros miembros del personal para resolver cualquier *inquietud académica o de conducta de sus hijos* | **Hablar con sus hijos sobre sus expectativas de conducta en la escuela** | Apoyar el aprendizaje de sus hijos y las actividades escolares en casa | **Ser respetuoso y amable con todos los miembros de la comunidad escolar** | Respetar los derechos de privacidad de otros alumnos

“La unión hace la fuerza. Cuando hay trabajo en equipo y colaboración, se pueden lograr cosas maravillosas.” –Mattie Stepanek³



“Nunca dudes que un pequeño grupo de ciudadanos considerados pueda cambiar el mundo. De hecho, eso es lo único que lo ha logrado.”

-Margaret Mead

DERECHOS DEL PERSONAL DE LA ESCUELA

A trabajar en un ambiente seguro y ordenado | A ser tratados con cortesía y respeto por todos los miembros de la comunidad escolar | **A recibir desarrollo profesional y recursos de apoyo** | A compartir inquietudes con la administración escolar, asociaciones profesionales y oficinas del distrito | A contar su versión de los hechos en casos de conflicto | **A ser notificados puntualmente cuando alguno de sus alumnos es disciplinado por conducta inapropiada y a ser informado de las consecuencias asignadas**

RESPONSABILIDADES DEL PERSONAL DE LA ESCUELA

Apoyar y modelar las expectativas de comportamiento de todos los alumnos | **Intervenir temprano y desacelerar comportamientos inapropiados si es posible y cuando sea apropiado** | Ser receptivos a las necesidades sociales, emocionales y de comportamiento de los alumnos, incluyendo recomendarles apoyo adicional cuando sea necesario | **Tratar a todos en la comunidad escolar de manera justa y respetuosa**

DERECHOS DE LA ADMINISTRACIÓN

A trabajar en un ambiente seguro y ordenado | A ser tratados con cortesía y respeto por todos los miembros de la comunidad escolar | **A recibir desarrollo profesional y recursos de apoyo** | A compartir inquietudes con asociaciones profesionales y oficinas del distrito | **A contar su versión de los hechos en casos de conflicto**

RESPONSABILIDADES DE LA ADMINISTRACIÓN


Revisar las circunstancias que rodean cada situación y ejercer su discreción para asignar intervenciones o consecuencias buscando el mejor interés de la comunidad escolar | Responder a situaciones de infracciones con exactitud, consistencia y equidad

DERECHOS DE LAS OFICINAS DEL DISTRITO

A trabajar en un ambiente seguro y ordenado | A ser tratados con cortesía y respeto por todos los miembros de la comunidad escolar | **A recibir desarrollo profesional y recursos de apoyo** | A ser notificados puntualmente cuando alguno de los alumnos es disciplinado por conducta inapropiada y a ser informados de las consecuencias asignadas

RESPONSABILIDADES DE LAS OFICINAS DEL DISTRITO

Apoyar y modelar las expectativas de comportamiento de todos los interesados | Intervenir temprano y desacelerar comportamientos inapropiados si es posible y cuando sea apropiado | **Ser receptivos a las necesidades sociales, emocionales y de comportamiento de los miembros de la comunidad, incluyendo recomendarles apoyo adicional cuando sea necesario** | Tratar a todos en la comunidad escolar de manera justa y respetuosa



*“Los héroes
jamás son
perfectos,
pero son
valientes, son
auténticos,
contundentes,
decididos,
discretos y
tienen coraje.”
-Wade Davis*

ÉXITO

EXPECTATIVAS PARA EL ÉXITO DEL ALUMNO

El distrito escolar Phoenix Union está comprometido a proveer un ambiente de aprendizaje seguro, de apoyo y equitativo donde tanto como los alumnos, así como el personal, lideran con el ejemplo, demostrando colaboración, curiosidad intelectual, comunicación efectiva y una aplicación de habilidades en el mundo real. Creemos que el fomentar las actividades extracurriculares, la participación cívica y las iniciativas dirigidas por los alumnos, cultivan mentes activas y generan orgullo escolar. Creemos firmemente en un plan de estudios desafiante y diverso que fomente la creatividad, la innovación y la asunción de riesgos que son necesarios para triunfar en una comunidad global.

I. Expectativas Sociales para el Aprendizaje

- Actuar con respeto, integridad y compasión
- Tomar decisiones informadas acerca de tu bienestar y el de otros
- Demostrar responsabilidad por tus acciones
- Actuar de manera consciente con los intereses de la comunidad en mente
- Ampliar tu conocimiento y tu respeto por las culturas del mundo

II. Expectativas Cívicas para el Aprendizaje

- Demostrar una combinación de conocimiento, habilidades, valores y motivación para hacer la diferencia
- Cultivar tu percepción de contribuir al bien común
- Abogar por un cambio positivo a través de la participación activa en el proceso democrático
- Estar expuesto y animado a integrarse en oportunidades de participación cívica

III. Expectativas Académicas para el Aprendizaje

- Asistir a todas las clases puntualmente y preparado
- Ser responsable de terminar todos los trabajos y tareas
- Aprovechar el período de *Advisory* completando la tarea o presentándose con otros maestros cuando sea necesario
- Asistir a sesiones de asesoramiento académico (*tutoring*)
- Hacer preguntas y pedir ayuda cuando sea necesario

IV. Expectativas de Conducta para el Aprendizaje

- Demostrar buen comportamiento en el plantel, en el salón, en línea, y en persona, que sea considerado hacia los demás alumnos, maestros y personal
- Conocer y obedecer todas las indicaciones y las expectativas del distrito, el salón de clases y el plantel
- Ser educado, cortés y atento
- Hacerse responsable de tus propios actos
- Ser lo mejor de ti



El programa de Intervención y Apoyo para el Comportamiento Positivo (PBIS, por sus siglas en inglés) es el sistema que el distrito escolar Phoenix Union utiliza para reconocer y apoyar el comportamiento positivo del alumno. Su propósito es ayudar a crear y mantener un ambiente escolar positivo y seguro en cada escuela y en cada salón de clases.

El Proceso:

- ✚ Equipos escolares, que consistirán de personal, alumnos y padres, crearán una tabla de Expectativas de Comportamiento Positivo para cada escuela y determinarán maneras de reforzar comportamientos positivos.
- ✚ PBIS estará disponible en cada plantel y será modelado por los adultos.
- ✚ Los alumnos serán elegibles para recibir incentivos como la línea express de la cafetería, boletos para eventos deportivos, etc.

El personal será:

- ✚ *Compasivo y Consciente* al comprender que todos los alumnos llegan a nosotros con diferentes antecedentes y habilidades de vida,
- ✚ *Creativo y Contundente* al encontrar nuevas maneras de apoyar a los alumnos que necesitan ayuda para mejorar su comportamiento, y
- ✚ *Colaborativo y Comprometido* con la práctica de reforzar comportamiento apropiado y revisar los datos para ayudar a los alumnos a cumplir con las expectativas de comportamiento

- ✚ PBIS trabaja para reconocer a los alumnos por las buenas decisiones y acciones que realizan para ellos mismos y para los demás. Este enfoque apoya un ambiente escolar seguro y ordenado.
- ✚ Es importante que los alumnos aprendan tanto las habilidades académicas como las normas sociales que les ayudarán a triunfar ahora y como adultos.

VÍSTETE PARA TRIUNFAR

El distrito escolar Phoenix Union reconoce que el modo de vestir y la apariencia de cada alumno es una manifestación de estilo personal y de preferencia individual. No interferiremos con el derecho de los alumnos y sus padres a tomar decisiones con respecto a su apariencia, excepto cuando sus opciones afecten el programa educativo de las escuelas o la salud y seguridad de los demás. Para ese fin, los comités de los diferentes planteles deberán adoptar un código de vestimenta que se encargue de las expectativas de vestimenta y apariencia en la escuela. Estos comités deben seguir estas guías:

Los comités deben estar compuestos de representantes de todos los grupos interesados, *especialmente alumnos*. La política del código de vestimenta debe ser neutra en función del género, no discriminatoria y libre de prejuicios.

El código de vestimenta prohibirá prácticas de atuendo o apariencia que

- ✚ afecten la salud y la seguridad del plantel escolar
- ✚ interfieran con el trabajo escolar o los objetivos educativos
- ✚ produzcan desorden
- ✚ causen desgaste excesivo o daño a la propiedad escolar
- ✚ representen membresía en una pandilla
- ✚ exhiban lenguaje o símbolos obscenos, símbolos de drogas, alcohol o armas.

El atuendo y la apariencia del alumno no presentará problemas de salud o seguridad en el salón de clases ni en ningún otro lugar del plantel, ni interferirá con el proceso educativo. Los artículos prohibidos incluyen la exhibición de cualquier obscenidad, y de cualquier frase o imagen ilegal o inapropiada. Se debe usar calzado seguro.



VOZ DEL ALUMNO: INQUIETUDES, QUEJAS Y AGRAVIOS

Creemos que todos los alumnos tienen voz y que todos los alumnos tienen la responsabilidad de ejercitar su voz y sus derechos cuando ocurre algún daño en la comunidad escolar o en la comunidad en general. Por lo tanto, cuando ocurra un daño, solicitamos que nuestros alumnos sigan las pautas especificadas a continuación para incluir a la comunidad escolar en la reparación de ese daño.

LOS ALUMNOS PUEDEN PRESENTAR UNA QUEJA EN RELACIÓN A UNO (1) O MÁS DE LO SIGUIENTE:

- ✚ Violación de los derechos constitucionales del alumno
- ✚ Negación de una oportunidad igual para participar en algún programa o actividad para el cual el alumno califica, y no en relación con las capacidades individuales del alumno
- ✚ Discriminación basada en la raza, color, religión, sexo, edad, origen nacional o discapacidad
- ✚ Hostigamiento realizado por otra persona
- ✚ Intimidación realizada por otro alumno
- ✚ Acoso escolar realizado por otro alumno
- ✚ Preocupación por la seguridad personal del alumno

PROVISTO QUE:

- ✚ La razón no sea el tema de algún procedimiento disciplinario o cualquier otro procedimiento bajo las pólizas y el reglamento de este distrito, y
- ✚ El procedimiento no aplique a cualquier tema para el cual el método de repaso sea prescrito por la ley, o donde la mesa directiva no posea autoridad para actuar.

LAS GUÍAS SEGUIR SON LAS SIGUIENTES:

- ✚ La acusación deberá presentarse dentro de los treinta (30) días calendario después del día cuando el alumno supo o debió saber que existía razón para presentar la queja.
- ✚ La queja deberá presentarse solamente ante un administrador u otro miembro del personal profesional.
- ✚ La persona que reciba la queja recaudará la información del formulario de queja
- ✚ Todas las acusaciones deberán reportarse en los formularios, incluyendo toda información particular necesaria, como lo determine el superintendente. Los formularios están disponibles en la oficina de la escuela.
- ✚ La persona que reciba la queja deberá conservar la confidencialidad del tema, divulgándolo sólo a los administradores escolares correspondientes, o a su supervisor administrativo inmediato, o, de otra manera, como lo requiera la ley.

Cualquier pregunta en relación a que si la queja califica bajo esta póliza, o no, será determinada por el superintendente.

Las quejas presentadas por los alumnos pueden hacerse por alumnos solamente en su propio nombre. Un padre o tutor legal que desee presentar una queja deberá hacerlo completando los formularios bajo la póliza **KE** de Preocupaciones Públicas.

Las quejas se pueden retirar en cualquier momento. Una vez retirada la queja, el proceso no podrá abrirse de nuevo si la queja se somete de nuevo después de treinta (30) días de la fecha en que ocurrieron los hechos. La documentación falsa o que no pueda ser comprobada no se mantendrá. Los actos en retaliación o de intimidación hacia cualquier alumno que haya testificado, ayudado o participado de alguna manera en la investigación en relación a una queja, están prohibidos y constituyen evidencia para una queja aparte. El someter un reporte falso bajo esta póliza someterá al alumno a enfrentar cargos disciplinarios incluyendo hasta la suspensión o la expulsión. Cuando sea necesaria una acción disciplinaria de acuerdo a cualquier parte de esta póliza, se obedecerán las pólizas del distrito correspondientes.





REPORTE DE INCIDENTE DEL ALUMNO/FORMULARIO DE QUEJA ¡REPORTALO!

Este formulario le puede ser entregado a cualquier empleado del distrito escolar quien lo hará llegar al Director o Subdirector.

Nombre _____ Numero de Estudiante _____ Fecha _____

Por Favor marca la caja correspondiente a la violación que presuntamente ocurrió. Favor de marcar todas las que apliquen.

- Acoso escolar (bullying)
- Violencia en el noviazgo
- Discriminación
- Acoso general – Por favor marque con un círculo el tipo que está alegando ha ocurrido: Discapacidad/raza, color, origen nacional/Otro
 - Discapacidad
 - Raza, color, origen nacional
 - Religión
 - Sexual
 - Orientación sexual, identidad de género, expression de género
 - Otro, por favor se especifico _____
- Intimidación
- Título IX (asunto de sexo o género/igual acceso)
- Otro, por favor se especifico _____

DESEO PRESENTAR UNA QUEJA EN CONTRA:

Nombre de la persona(s) _____

Explica tu queja diciéndonos el problema como tú lo ves. Describe el incidente, los participantes, algún antecedente al incidente, y cualquier intento que has hecho para solucionar el problema. Asegúrate de incluir toda fecha, hora y lugares importantes. Puedes agregar hojas adicionales si es necesario.

Si alguien puede proveer más información acerca de este reporte, por favor escribe su nombre, dirección y número de teléfono.

Nombre Dirección Número de Teléfono

Solución proyectada: Indica lo que piensas que se pueda y deba hacer para resolver el problema. Se lo más específico posible.

Certifico que esta información es correcta hasta donde yo se.

Firma del Denunciante _____ Fecha _____

Documento recibido por _____ Fecha _____

Oficial de Investigación _____ Fecha _____

**Favor de referirse a la Póliza de la Mesa Directiva del distrito o el Manual de Procedimientos Estudiantiles para definiciones completas.
ADAPTADO DE UN FORMULARIO DE LA ASOCIACIÓN DE MESAS DIRECTIVAS DE ARIZONA. Rev. 7/16*

NOTIFICACIÓN DE DERECHOS DE CONFIDENCIALIDAD

La confidencialidad de los archivos educacionales es un derecho de los alumnos de escuelas públicas, y de sus padres. Dos leyes federales, el Acta de Educación de Individuos con Discapacidades (IDEA, por sus siglas en inglés), y el Acta de los Derechos Educativos de Familia y Confidencialidad (FERPA, por sus siglas en inglés) proveen tal derecho. Bajo estas leyes, "archivos educacionales" se definen como aquellos que: (1) están directamente relacionados con un alumno; y (2) son custodiados por alguna agencia o institución educativa, o por alguna persona o grupo de personas, trabajando para la agencia o institución. Como es obvio, existen archivos educacionales para cada alumno inscrito en una escuela pública. El tipo de información colectada y bajo custodia incluye, pero no está limitada a: los nombres de los alumnos y de sus padres, domicilio y números de teléfono, la fecha y lugar de nacimiento de los alumnos, fecha de inscripción en la escuela, archivos de otras escuelas a las que asistió, archivo de asistencia, materias, calificaciones, actividades, resultados de exámenes, número de créditos obtenidos, archivo de vacunas, archivo de disciplina, si existe, correspondencia de los padres, y diferentes resultados de evaluaciones, incluyendo resultados de las evaluaciones auditivas y de la vista.

De igual manera, para los alumnos con discapacidades, los archivos educacionales podrían incluir, pero no está limitado a, los materiales de evaluación, información médica y de salud, cada Programa de Educación Individual (IEP, por sus siglas en inglés), notas para los padres, notas en relación a las juntas de IEP, documentos de consentimiento de los padres, información provista por los padres, boletas, resultados de evaluaciones, materiales relacionados a acciones disciplinarias, y acuerdos de mediación.

La información es recolectada de un número de fuentes incluyendo los padres del alumno y los maestros de la escuela a la que asiste. Asimismo, con permiso de los padres, se puede obtener información adicional de otras fuentes incluyendo doctores y otros proveedores de servicios de salud.

La información se colecta para asegurar la identificación apropiada de los alumnos y los padres de los alumnos, incluyendo el mantenimiento de archivos correctos, para asegurar que el alumno sea identificado, evaluado, y que se le provea una Educación Pública Gratuita y Apropiada (FAPE, por sus siglas en inglés), de acuerdo a las leyes estatales y federales para la educación especial.

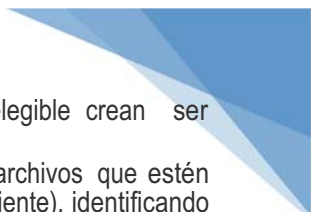
Cada agencia participando bajo la Parte B de la ley IDEA, debe asegurarse que todas las etapas de la recolección, mantenimiento, y divulgación de los archivos educacionales, sea bajo las reglas de las leyes federales de confidencialidad. Asimismo, la destrucción de cualquier archivo educacional del alumno con discapacidades, deberá realizarse de acuerdo al reglamento requerido por la ley IDEA.

La Oficina federal de Quejas de la Póliza Familiar, del Departamento de Educación de los Estados Unidos, ha provisto la siguiente noticia acerca de los derechos de los padres, bajo la ley FERPA:

El Acta de los Derechos Educativos de Familia y Confidencialidad (FERPA, por sus siglas en inglés) le concede a los padres y alumnos mayores de 18 años de edad ("alumnos elegibles") ciertos derechos con respecto a los archivos escolares del alumno. Dichos derechos son los siguientes:

- ✚ El derecho de inspeccionar y repasar los archivos escolares del alumno dentro de 45 días de haberle solicitado a la escuela el acceso.

Los padres o alumnos elegibles deberán presentarle al director de la escuela (o personal correspondiente) una solicitud por escrito que identifique los archivos que desean inspeccionar. El personal de la escuela preparará los arreglos necesarios para el acceso, y le notificará a los padres o al alumno elegible del lugar y fecha.


- 
- ✚ El derecho de solicitar la corrección de los archivos escolares que el padre o el alumno elegible creen ser incorrectos.

Los padres o alumnos elegibles pueden solicitarle a la escuela que modifique los archivos que estén incorrectos. Ellos deberán enviarle una solicitud al director (o personal correspondiente), identificando claramente la parte del archivo que desean modificada, y especificar porqué esta incorrecta. En caso de que la escuela decida no realizar tal modificación al archivo, la escuela le notificará al padre o alumno elegible de su decisión, así como de su derecho a una audiencia. Información adicional acerca de los procedimientos de una audiencia serán provistos con la notificación de derecho a audiencia.

 - ✚ El derecho a conceder la divulgación de información personalmente identificable contenida en el archivo escolar del alumno, excepto aquella información autorizada por FERPA para ser divulgada sin consentimiento.

Una excepción, la cual permita la divulgación sin consentimiento, es a los oficiales de la escuela con intereses educacionales legítimos. Se define como oficial de la escuela a cualquier persona empleada por la escuela como administrador, supervisor, instructor, o miembro del personal de apoyo (incluyendo personal médico y representante de la ley); una persona miembro de la Mesa Directiva del Distrito; una persona o compañía con quien la escuela haya hecho un contrato para realizar tareas especiales (como abogados, auditores, consultores médico, terapistas, etc.); o un padre o alumno miembros de un comité oficial, como los comités de disciplina o de quejas, o asistiendo a otro oficial de la escuela a realizar su trabajo. Un oficial de la escuela tiene intereses educacionales legítimos si el oficial necesita revisar un archivo escolar para poder cumplir con sus responsabilidades profesionales.

 - ✚ El derecho de someter una queja con el Departamento de Educación de los Estados Unidos, acerca de los distritos escolares que no cumplan los requisitos de FERPA. El nombre y domicilio de la oficina que administra a FERPA son: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.



*“Para nosotros,
alguien que está
dispuesto a dar
un paso adelante
y ayudar es
mucho más
valiente que
alguien que
simplemente
está cumpliendo
con su papel.”*

*-Margaret J.
Wheatley*

CONDUCTA

INTERVENCIONES Y APOYO

El distrito escolar Phoenix Union está comprometido a resolver incidentes de comportamiento enseñando a los alumnos habilidades sociales y emocionales, formando un comportamiento positivo y restaurando las relaciones cuando hay algún daño. Las siguientes intervenciones se utilizan para apoyar a los alumnos cuyo comportamiento les impide tener éxito en la escuela.

Paso 1: Conversación Restauradora con el Alumno



Paso 2: Notificación al Padre / Tutor Legal



Paso 3: Se Asigna Intervención/Apoyo

EVITAMOS incidentes de comportamiento estableciendo expectativas claras, fomentando relaciones positivas con los alumnos y desarrollando las habilidades socio-emocionales.

Tratamos de **CALMAR** la situación cuando surgen incidentes de comportamiento y nos aseguramos que todos los presentes estén seguros.

Buscamos la perspectiva del alumno y juntos **REFLEXIONAMOS** sobre la razón de su comportamiento.

Trabajamos junto con el personal, los alumnos y las familias para **RESTAURAR** el daño causado y encontrar la razón verdadera del comportamiento.



Menos Intensiva

- Refuerzo para Comportamiento Positivo
- Conferencia entre Padres, Maestro y Alumno
- Retiro Temporal del Salón de Clase
- Contrato de Conducta
- Conferencia con Compañeros
- Grupo de Apoyo

Moderadamente Intensiva

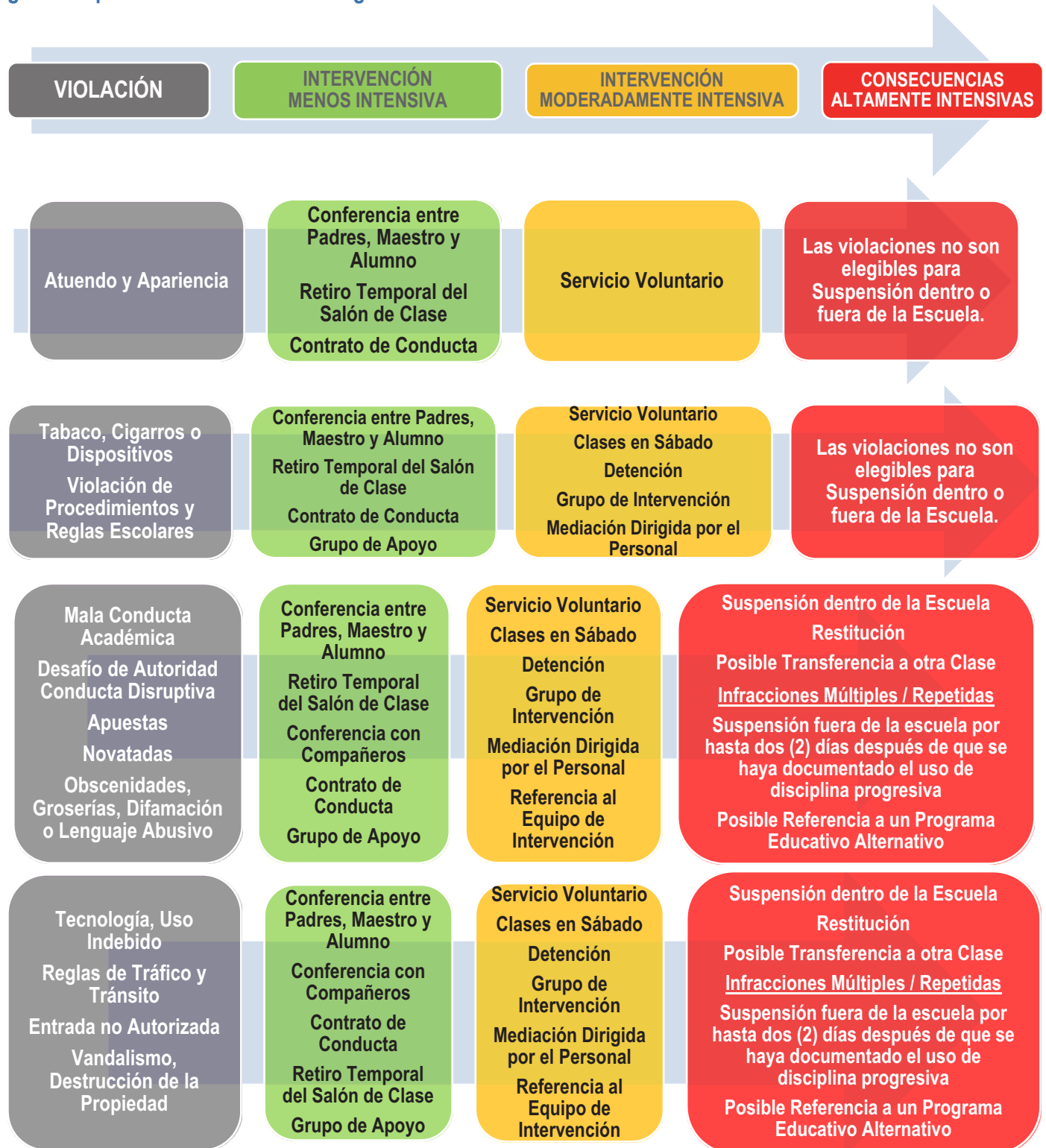
- Servicio Voluntario
- Mediación Dirigida por el Personal
- Clases en Sábado
- Detención (antes / después de la escuela, almuerzo)
- Referencia al Equipo de Intervención
- Grupos de Intervención (ASAP, Positive Choices, Jumpstart)

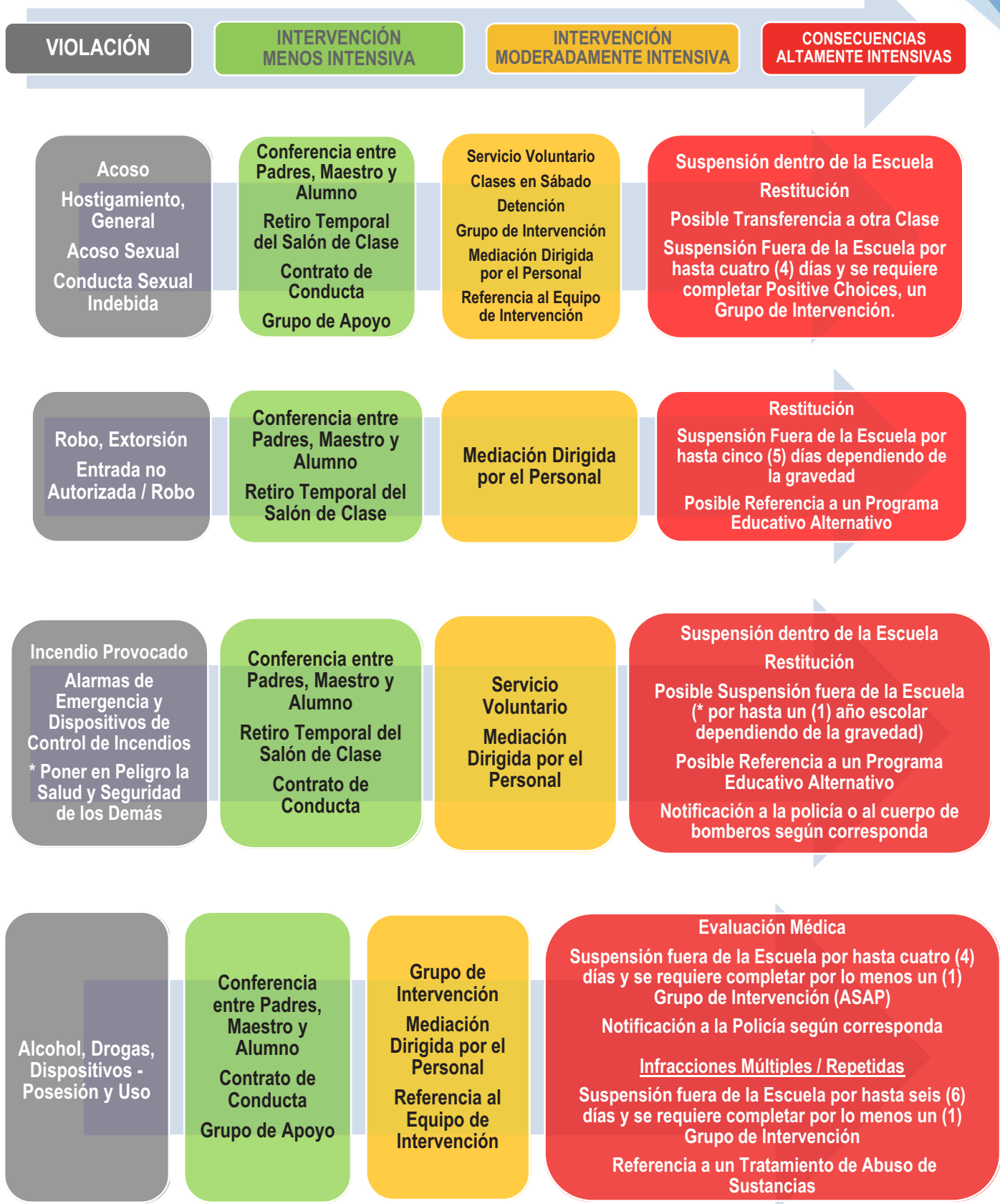
Altamente Intensiva

- Suspensión dentro de la Escuela (ISS)
- Posible Transferencia a otra Clase
- Referencia a Servicios Clínicos
- Referencia a un Tratamiento de Abuso de Sustancias
- Referencia a un Programa Educativo Alternativo

CONDUCTA

La sección de Conducta identifica el comportamiento específico para el cual los alumnos recibirán intervenciones o consecuencias. Los comportamientos se enumeran en diferentes grupos, de acuerdo al grado de posibles consecuencias asignadas.





VIOLACIÓN **INTERVENCIÓN MENOS INTENSIVA** **INTERVENCIÓN MODERADAMENTE INTENSIVA** **CONSECUENCIAS ALTAMENTE INTENSIVAS**

<p>Peleas</p>	<p>Conferencia entre Padres, Maestro y Alumno Contrato de Conducta Grupo de Apoyo</p>	<p>Grupo de Intervención Mediación Dirigida por el Personal Referencia al Equipo de Intervención</p>	<p>Posible Transferencia a otra Clase <u>Primera infracción</u> Suspensión fuera de la Escuela por hasta seis (6) días y se requiere completar por lo menos un (1) Grupo de Intervención (Positivas Choices) y Mediación Dirigida por el Personal <u>Segunda infracción</u> Suspensión fuera de la Escuela por hasta nueve (9) días y se requiere completar por lo menos un (1) Grupo de Intervención (Jump Start) y Mediación Dirigida por el Personal <u>Tercera infracción</u> Suspensión fuera de la Escuela por hasta un (1) año escolar.</p>
<p>Alcohol y Drogas - Venta o Distribución Asalto / Agresión Sexual Asalto Agravado</p>	<p>Conferencia entre Padres, Maestro y Alumno Retiro Temporal del Salón de Clase Contrato de Conducta</p>	<p>Grupo de Intervención Referencia al Equipo de Intervención</p>	<p>Posible Transferencia a otra Clase Suspensión fuera de la Escuela por hasta un (1) año escolar Referencia a un Programa Educativo Alternativo Notificación a la Policía según corresponda</p>
<p>Armas y objetos peligrosos</p>	<p>Conferencia entre Padres, Maestro y Alumno Contrato de Conducta</p>	<p>Grupo de Intervención</p>	<p>ARMAS Suspensión fuera de la Escuela por hasta un (1) año escolar. Referencia a un Programa Educativo Alternativo Notificación a la Policía Posible recomendación a la Mesa Directiva para Expulsión por al menos un (1) año escolar OBJETOS PELIGROSOS Suspensión Fuera de la Escuela por hasta seis (6) días, se requiere completar el Grupo de Intervención Jump Start.</p>
<p>Amenazas a una Institución Educativa</p>	<p>Conferencia entre Padres, Maestro y Alumno Contrato de Conducta <i>Estas intervenciones se ofrecen caso por caso si un alumno asume la responsabilidad por la amenaza y los resultados de la amenaza.</i></p>	<p>Servicio Voluntario Mediación Dirigida por el Personal Referencia al Equipo de Intervención <i>Estas intervenciones se ofrecen caso por caso si un alumno asume la responsabilidad por la amenaza y los resultados de la amenaza.</i></p>	<p>Restitución Posible Transferencia a otra Clase Referencia a un Programa Educativo Alternativo Notificación a la Policía Posible recomendación a la Mesa Directiva para Expulsión por al menos un (1) año escolar</p>

REGLAMENTO DE DISCIPLINA DE LA MESA DIRECTIVA

El propósito de este Reglamento es el de (1) definir el comportamiento que pueda resultar en que se le discipline a un estudiante y (2) establecer los procedimientos del proceso legal para varios tipos de disciplina.

Un estudiante que toma parte en conducta prohibida por éste Reglamento puede ser disciplinado. La disciplina puede incluir, pero no está limitada a una, o a cualquier combinación de los siguientes: reprimenda oral; conferencias con los padres; detención; exclusión temporal de clases; la pérdida de privilegios; la separación del alumno de sus clases; suspensión dentro o fuera de la escuela o expulsión; referencia a la agencia encargada de hacer cumplir la ley o autoridad correspondiente.

Éste Reglamento (A.R.S. §15-341) intenta que se regule el comportamiento del estudiante cuando esté: (1) asistiendo a la escuela; (2) en los terrenos de la escuela o en un evento de la escuela; (3) viajando a, o de, la escuela o un evento de la escuela; o (4) tomando parte en mala conducta relacionada de cualquier forma con la escuela o que afecte la operación de las escuelas.

Se anticipa que cualquiera de dos (2) o más violaciones de la misma regla o cualquier combinación de las reglas resultará en castigos más severos que lo que indican las guías utilizadas para una sola ofensa.

Suspensión dentro de la misma escuela, detención, y/o programas alternativos deben ser utilizados como el método preferido de disciplina para los estudiantes en vez de la suspensión fuera de la escuela, al menos que sea determinado como inadecuado por el director/designado. Las violaciones que claramente presenten un riesgo inmediato a personas o a la propiedad no serán consideradas para suspensión dentro de la misma escuela.

Cuando a un estudiante se le asigna una suspensión fuera de la escuela, por nueve (9) días o menos por una ofensa contenida en esta, es la opción del administrador permitirle al estudiante trabajar, en un proyecto de servicio comunitario aprobado, como voluntario por la mitad del número de días de la suspensión. Al comprobar que se efectuó el servicio comunitario por la mitad del tiempo de la suspensión, el estudiante será re-admitido. Esta opción solo estará disponible una vez por semestre por estudiante. El administrador que asigne las suspensiones no ofrecerá esta opción si sabe que las acciones del estudiante indican que este presenta un daño para sí mismo y para los demás.

La disciplina impuesta a los estudiantes por "ditching" (faltando a clases sin permiso) no deberá involucrar el uso de provisiones para suspensión fuera de la escuela. Los estudiantes que se encuentren "ditching" deberán ser asignados a un programa de suspensión dentro de la escuela.

Las suspensiones de largo-plazo y otros castigos que afecten la terminación de un semestre pueden resultar en la pérdida de crédito en los cursos afectados.

El archivo de disciplina del estudiante es acumulativo y será utilizado como evidencia en todos los casos de disciplina hasta que se gradúe.

DERECHOS DEL ALUMNO AL DEBIDO PROCESO

Según lo ordena la Constitución de los Estados Unidos e interpretado por las cortes, cada estudiante tiene derecho a proceso legal antes de que él/ella pueda ser suspendido o expulsado de la escuela.

Exclusión de la Clase

Si la conducta de un alumno en clase interrumpe el proceso educativo o si el alumno mantiene una mala conducta deliberada, el maestro podrá retirar al alumno de la clase por el resto de la sesión de clase ese día. El maestro deberá explicarle al alumno la razón por la cual está siendo retirado de la clase y entregarle un pase para presentarse con el administrador adecuado.

El maestro completará un formulario de Referencia de Disciplina y lo entregará al administrador apropiado explicando la ofensa cometida por el alumno. Para cualquier situación que requiera la exclusión de un alumno de la clase, el maestro deberá completar un pase apropiado dirigiendo al alumno al administrador adecuado. Un administrador llevará a cabo una conferencia con el alumno para determinar qué acciones se tomarán.

Un maestro podrá retirar a un alumno del salón de clase si cualquiera de las siguientes condiciones existe:

- El maestro ha documentado que el alumno ha interferido repetidamente con la capacidad del maestro para comunicarse efectivamente con otros alumnos en el salón de clase, o interfiere con la capacidad de otros alumnos de aprender; o
- El maestro ha determinado que la conducta del alumno es tan desordenada, disruptiva o abusiva que interfiere seriamente con la habilidad del maestro de comunicarse efectivamente con los otros alumnos en el salón de clase o con la capacidad de los otros alumnos de aprender.

El comité de revisión de ubicación determinará la ubicación del alumno si el maestro se niega a readmitir al alumno más allá de un período de clases. El proceso del comité de revisión de ubicación, para determinar la colocación del alumno en una nueva clase o reemplazo en la clase existente, no excederá de tres días hábiles a partir de la fecha en que el alumno fue retirado de la clase del maestro. **(En el caso de un alumno con una discapacidad, el comité de revisión de colocación cederá al equipo del IEP.)**

Suspensión de Emergencia

Una suspensión de emergencia ocurre cuando un estudiante es retirado de la escuela sin uso anterior de los procedimientos formales de proceso legal. Una suspensión de emergencia se permite si la presencia continua del estudiante en la escuela trae peligro a una persona(s) o propiedad o una amenaza continua de perturbación al proceso académico.

Transferencia Involuntaria

Un estudiante puede ser transferido involuntariamente del plantel escolar en el cual está inscrito(a) actualmente a otra escuela por razones de disciplina, especialmente si él/ella ha acosado o victimizado a un estudiante o empleado de la escuela actual.

Suspensión a Corto – Plazo (JKD)

Una suspensión a corto – plazo se define como un período de nueve (9) días escolares o menos.

Durante la conferencia con el estudiante en cuanto a la supuesta violación, y antes de la imposición de la suspensión, el administrador avisará al estudiante de las alegaciones y la evidencia que soporta los cargos de mala conducta.

En todas las audiencias de suspensión a corto – plazo que pueden resultar en que el estudiante sea excluido de la escuela por nueve (9) días escolares o menos, se hará un expediente de la acción tomada por el administrador. Si como resultado de una audiencia informal para suspensión a corto – plazo, el estudiante es suspendido se seguirá el siguiente procedimiento:

- Se hará el intento de notificar a los padres por teléfono
- Se mandará notificación por escrito a la última dirección en el archivo de la escuela
- Se les avisará del periodo de suspensión a los maestros, consejero, oficina de inscripción, seguridad y a la Mesa Directiva

No hay apelación disponible para una suspensión a corto – plazo.

Suspensión a Largo – Plazo (JKD)

Una suspensión a largo plazo se define como un período de diez (10) días o más.

Si la administración determina que la supuesta mala conducta del estudiante es suficientemente seria como para recomendar una suspensión a largo – plazo, de diez (10) días escolares o más, se hará una notificación de una audiencia formal para proceso legal a los padres por lo menos (5) cinco días escolares antes de la audiencia.

Se les notificará por correo certificado y regular a los padres:

- el tiempo, la fecha y lugar de la audiencia
- la descripción de la supuesta mala conducta
- la póliza de la Mesa Directiva o el reglamento administrativo violado y la disciplina ordenada en el mismo
- una copia de A.R.S. §15-843
- declaración escrita de que tendrán el derecho de presentar testigos y examinar a los testigos contrarios

A los estudiantes y padres se les dará aviso que:

- Tienen derecho a ser representados por consejo legal
- Se le debe notificar al administrador apropiado de la escuela por lo menos 48 horas antes de la audiencia si el estudiante o su(s) padre(s) serán acompañados de un abogado u otro representante
- No deberá haber más de dos representantes presentes durante una audiencia de disciplina

Al terminar la audiencia, el oficial de audiencia puede dictaminar una decisión inmediatamente o puede notificar al padre(s) y al estudiante dentro de 48 horas. Esta notificación debe hacerse por medio de una carta certificada y correo regular.

Entre el período de tiempo entre la supuesta mala conducta y el día de la audiencia, el estudiante puede permanecer en la escuela al menos que el administrador apropiado ha determinado que él/ella presenta un peligro claro y presente para sí mismo o para otras personas.

Proceso de Apelación (JKD)

Los padres tienen cinco (5) días escolares para apelar una suspensión a largo – plazo. Esta apelación debe dirigirse por escrito al director de la escuela indicando cualquier violación del proceso legal durante la audiencia de suspensión a largo – plazo o cualquier evidencia nueva no presentada durante esta audiencia.

Mientras se toma la resolución final de tal apelación(es) el estudiante regresará a clases o será puesto en suspensión dentro de la misma escuela y se le requerirá completar tareas excepto si se determina que él/ella es un peligro claro y presente para sí mismo u otros.

El director revisará la evidencia y responderá a la apelación del padre(s) dentro de cinco (5) días escolares después del recibo de la carta de apelación.

Los padres pueden apelar una suspensión a largo – plazo con el Superintendente o su designado. Esto puede hacerse solamente después de que el director haya tomado una determinación. Las apelaciones al Superintendente o su designado deben hacerse dentro de cinco (5) días escolares después del recibo de una decisión en cuanto a una suspensión a largo – plazo del director del plantel escolar local. La carta deberá describir cualquier objeción a la audiencia o a la decisión tomada.

Después de revisar el archivo del alumno, el Oficial de Audiencia del Distrito podrá decidir llevar a cabo una conferencia con el alumno y el padre o tutor, o llevar a cabo una audiencia nueva si al revisar el archivo se determina que el alumno no recibió sus derechos al proceso legal. La decisión o las modificaciones del Oficial de Audiencia del Distrito son finales.

Los procedimientos del proceso legal en referencia a una noticia de apelación, el derecho a un abogado, el derecho a examinar y presentar testigos, etc. Se encuentran en la sección de suspensión a largo plazo de este manual en página 21.

Expulsión (JKE)

La expulsión se define como la exclusión permanente de la escuela de un estudiante. La autoridad para expulsar a un estudiante recae exclusivamente con la Mesa Directiva.

El director de la escuela hará cualesquier recomendación para expulsar al estudiante a la Mesa Directiva basándose en los resultados de la audiencia para suspensión del estudiante efectuada por el director e involucrada con las supuestas muy serias ofensas dictada por el proceso legal.

La Mesa Directiva puede recomendar que se nombre a un oficial de audiencia en casos en que se recomiende la expulsión, o pueden conducir la audiencia ellos mismos. La decisión final para expulsar o restituir al estudiante recae sobre la Mesa Directiva.

No hay apelación administrativa de la decisión de la Mesa Directiva para imponer disciplina.

Los procedimientos del proceso legal sobre la notificación de la audiencia de expulsión, el derecho a representante legal, derecho para examinar a los testigos opuestos y presentar testigos, etc. Se encuentran en la sección de suspensión a largo – plazo de este manual.

Programa Alternativo a Suspensión o Expulsión (JKD)

Suspensión o expulsión puede incluir remover a un estudiante de la escuela regular y proveer servicios en un ambiente alternativo. Dicho programa es a base de disciplina intensiva y requiere trabajo académico, también puede requerir trabajo comunitario, trabajo de jardinería, recoger basura, supervisión de los padres y evaluación y otras actividades apropiadas las cuales pueden incluir pero están limitadas a conferencias con los padres, plan de comportamiento, contrato de comportamiento, intervenciones que incluyen probación que incluirán juntas semanales con trabajadores sociales o consejeros, o asignación a un mentor.

Cuando se haya determinado que un estudiante ha amenazado a un instituto educacional, el Distrito podrá modificar los requerimientos de expulsión según sea el caso. El estudiante puede ser transferido a un programa alternativo de suspensión o expulsión dentro del plantel, pero aislado de los demás estudiantes, o puede ser transferido a una localidad fuera del plantel. El estudiante podrá participar en una mediación, servicios comunitarios, restitución, y otros programas en los cuales se responsabiliza por los resultados de su amenaza. El Distrito puede requerir que los padres o tutores legales formen parte de las mediciones, servicios comunitarios, restitución u otros programas en los cuales los padres o tutores legales se responsabilizan junto con el estudiante por la amenaza.

Solicitud para Reinstitución Después de una Expulsión (JKE)

La solicitud de readmisión deberá ocurrir no antes de nueve (9) meses después de la fecha de expulsión; sin embargo, el alumno no podrá ser readmitido hasta que hayan pasado por lo menos dos (2) semestres completos. La aplicación del estudiante para ser reinstituído contendrá información indicando resolución de los problemas que resultaron en la expulsión. Es la prerrogativa de la Mesa Directiva el conceder o negar la reinstitución o estipular condiciones apropiadas para reinstitución.

La Mesa Directiva, a su discreción, puede, pero no es requerida, que lleve a cabo una audiencia en cualquier solicitud de reinstitución a la escuela. La reinstitución puede ocurrir solo al principio de un semestre.

Disciplina para alumnos con discapacidades

Todos los alumnos deben tener la expectativa de ser disciplinados de acuerdo con los mismos estándares de conducta y procedimientos de debido proceso. Cuando un alumno con una discapacidad comete una mala conducta, es política del distrito cumplir con los requisitos del Acta IDEA o la Sección 504 de la Ley de Rehabilitación en relación con las medidas disciplinarias tomadas con un alumno con una discapacidad. Para obtener información relacionada con la disciplina estudiantil para un alumno protegido bajo la Sección 504, comuníquese con el consejero de su hijo. Para preguntas relacionadas con la disciplina estudiantil para un alumno que se considere que tenga una discapacidad y recibe servicios de educación especial en un IEP, comuníquese con el Facilitador de ESS.


- ◆ IHB @ Programas Educativos Especiales
- ◆ IHBA @ Programas Educativos Especiales y Acomodaciones
- ◆ JK @ Disciplina Estudiantil
- ◆ JKD @ Suspensión del Alumno
- ◆ JKDA @ Retiro de Alumnos de Actividades Patrocinadas por la Escuela
- ◆ JKE @ Expulsión de Alumnos

Primer Idioma Otro Que el Inglés (JKD)

Si los padres o tutores del estudiante informan al Superintendente de que el idioma primario usado en el hogar es otro que el inglés y, todos los documentos de disciplina del alumno enviados a los estudiantes y padres o tutores serán ambos en inglés y, si es práctico, el idioma primario utilizado en la casa. Si se necesitan los servicios de un intérprete en la audiencia, los padres o tutores se pondrán en contacto con el escuela y solicitarán un intérprete por lo menos 48 horas antes de la audiencia.

Programas de Apoyo al Estudiante

El Distrito Escolar Phoenix Union tiene una rica historia en proporcionar programas de intervención para los alumnos que necesitan apoyo emocional. Nuestros programas de apoyo a los estudiantes están diseñados para identificar los problemas que impidan a los alumnos aprender y tener éxito en la escuela. Estos programas proporcionan educación, prevención, detección temprana, referencia a intervención, y grupos de apoyo para los estudiantes. Estos grupos proporcionan un lugar seguro en el que los estudiantes son libres de expresar sus sentimientos y preocupaciones a medida que desarrollan relaciones positivas con sus compañeros y los adultos. En la actualidad, contamos con hasta veinte grupos de apoyo disponibles en algunas de nuestras escuelas. Existe la posibilidad de añadir a los programas de intervención programas más nuevos basados en investigación a medida que los fondos estén disponibles.



*“Cada niño
está a un
paso de un
adulto
cariñoso
para ser
una historia
de éxito.”*

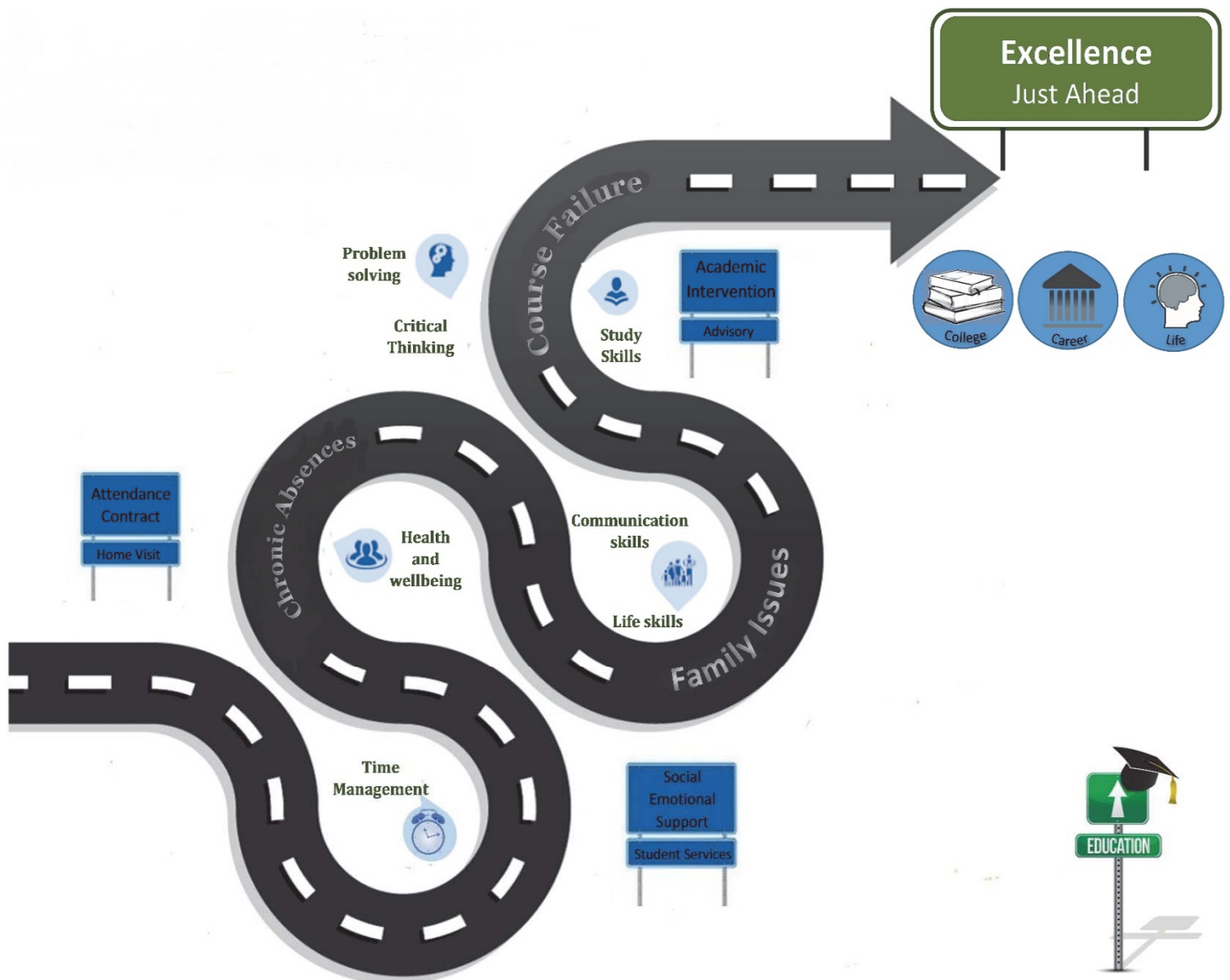
-Josh Shipp

ASISTENCIA

Ruta a la Excelencia

Súbete a la carretera de graduación y
viaja al éxito en la universidad, tu carrera y tu vida

La vida es como un camino. Tiene topes, grietas y obstáculos, pero al final, te lleva a dónde quieres ir. Cualquier obstáculo que se interponga en tu ruta, tenemos el apoyo y los servicios para ayudar a mantenerte por el buen camino.



EXPECTATIVAS DE ASISTENCIA PARA EL ÉXITO

FILOSOFÍA DE ASISTENCIA

La asistencia regular y puntual a la escuela te proporciona una base esencial para lograr el éxito académico y te ayuda en el desarrollo de hábitos necesarios para la universidad, tu carrera y tu vida. La asistencia constante te permite beneficiarte de experiencias compartidas que son parte integral de tu proceso de aprendizaje y no pueden ser replicadas fuera del salón de clases. Tus padres o tutores comparten la responsabilidad de ayudarte a desarrollar y mantener una asistencia diaria.

Entendemos que algunas ausencias son inevitables debido a problemas de salud u otras circunstancias. La Legislatura de Arizona ha enmendado la ley ARS § 15-843, referente a los procedimientos que tratan de disciplina estudiantil y absentismo. El absentismo estudiantil causado por problemas crónicos de salud, padecimientos, enfermedades o accidentes, certificados por un profesional de la salud con licencia, no será considerado como parte del estricto requisito de que el alumno no se ausente por ningún motivo, más que un número designado o un porcentaje de días durante un semestre o año escolar. Los alumnos que necesitan estar ausentes debido a problemas crónicos de salud, enfermedad, padecimientos o accidentes, pueden calificar para *Homebound*. Comunícate con la enfermera de la escuela para obtener más información.

Asimismo, también sabemos que cuando los alumnos pierden demasiadas clases, independientemente de la razón, puede ser que se atrasen académicamente. Es menos probable que un alumno tenga éxito si él o ella esta ausente crónicamente, que significa faltar 18 días o más durante el transcurso de un año escolar. Los estudios demuestran que:

- ✚ Para 6º grado, las ausencias crónicas son una señal de alerta temprana comprobada de que los alumnos están en riesgo de abandonar la escuela
- ✚ Para 9º grado, la buena asistencia puede predecir las tasas de graduación incluso mejor que las calificaciones de los exámenes del 8º grado

Las ausencias se juntan muy rápido. Un alumno es ausente crónico si él o ella pierde tan sólo dos días cada mes. Claramente, asistir a la escuela regularmente es importante y puede desempeñar un papel significativo en el éxito académico y en la experiencia de high school en general.

Asistencia Obligatoria a la Escuela

La ley de Arizona ARS §15-802, establece que todos los niños de entre seis y dieciséis años asistirán a una escuela y recibirán instrucción en al menos los temas de lectura, gramática, matemáticas, estudios sociales y ciencias.

Guías

Siempre que un alumno está ausente, es importante que tenga acceso a la información presentada en clase y a una oportunidad para compensar el trabajo escolar perdido durante su ausencia.

- ✚ El alumno será responsable de obtener todo el trabajo de recuperación al regresar de la ausencia.
- ✚ El alumno será responsable de completar todo el trabajo de recuperación de manera satisfactoria y de acuerdo con el "Plan para el Éxito" del Maestro.
- ✚ Los alumnos serán responsables de utilizar los días de *Advisory* para recibir apoyo académico adicional para el tema o los cursos perdidos debido a la ausencia.
- ✚ El maestro podrá solicitar que el alumno reciba asistencia o apoyo adicional para dominar los conocimientos y habilidades esenciales de los requisitos de la materia o del curso.

Cada escuela establecerá procedimientos para monitorear la implementación de la política de asistencia, la cual incluirá intervenciones y un proceso de apelación. Estos procedimientos de la escuela deben ser incluidos en el paquete de información que los padres reciben al comienzo del año escolar y que requieren la firma del padre y del alumno.

Un alumno puede perder crédito en una clase durante el semestre en cualquier curso, al alcanzar un total de doce (12) ausencias justificadas o injustificadas y sólo después de que se hayan agotado las intervenciones documentadas. Las intervenciones particulares de cada escuela deberán ser distribuidas al personal, los alumnos y los padres a más tardar el 31 de agosto de cada año escolar. Las apelaciones deberán ser presentadas, por escrito, a la oficina del director dentro de los 5 días siguientes a la recepción de un aviso de baja.

Procedimiento

Cada escuela implementará varias medidas de refuerzo positivo para mejorar la asistencia de los alumnos. Cuando un alumno ha estado ausente, es responsabilidad del alumno discutir el trabajo de recuperación con el maestro. El maestro trabajará en colaboración con el alumno para coordinar las horas de cualquier trabajo de recuperación, si es necesario. Esto deberá ser consistente con la Declaración del Plan de Curso o el Plan para el Éxito del maestro.

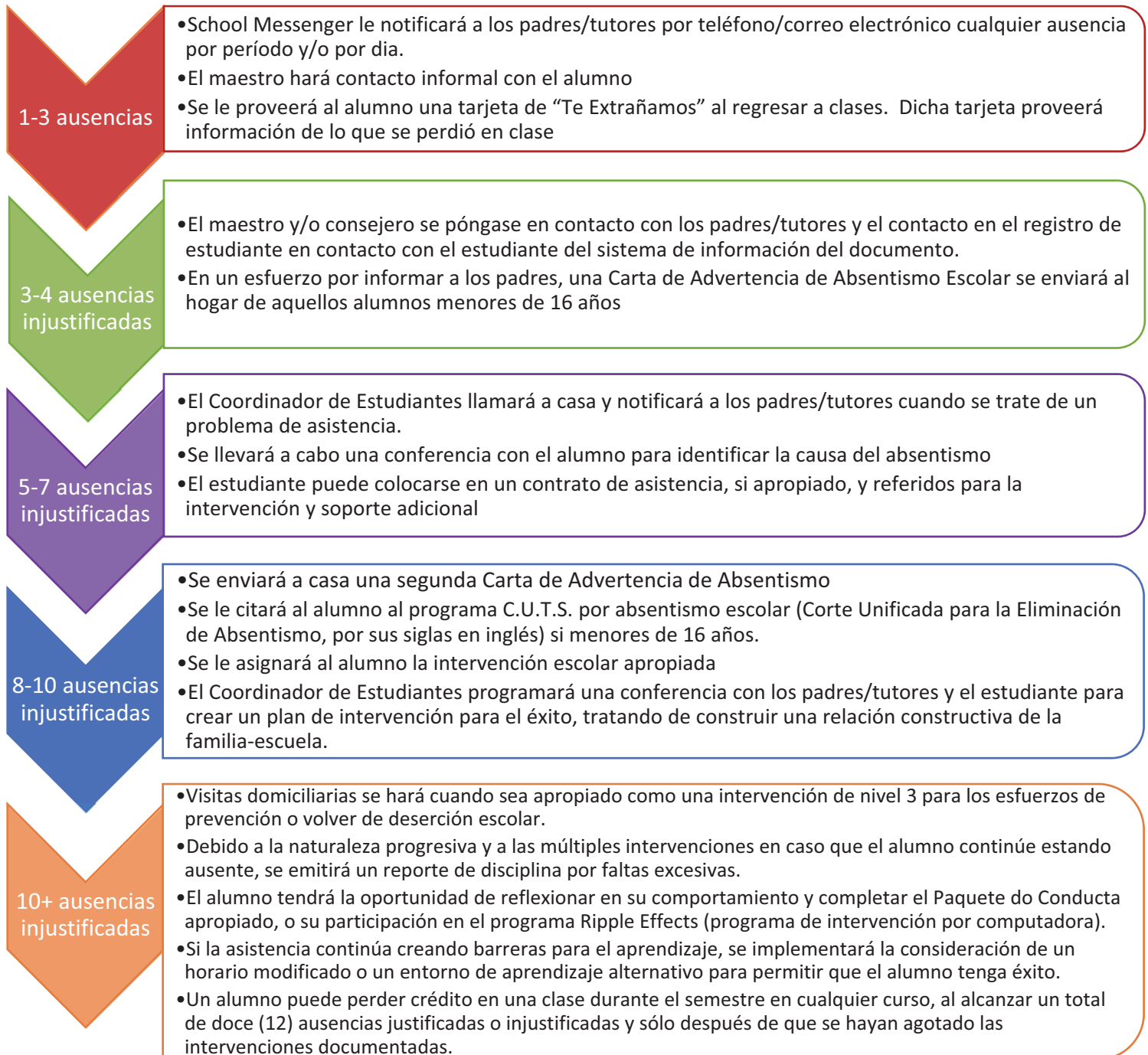
Cada escuela establecerá un procedimiento para monitorear la implementación de la política de asistencia, proveer apoyo e intervenciones, identificar la causa de las ausencias y hacer recomendaciones.

El procedimiento del plantel escolar incluirá pautas para notificar ausencias de los alumnos a los padres a no más de tres (3) ausencias. Los maestros y el personal harán un esfuerzo razonable para contactar a los padres de aquellos alumnos que tengan problemas de asistencia. Los maestros de *Advisory* harán un esfuerzo razonable para hablar con los alumnos sobre su asistencia e impacto en el éxito académico.




DIAGRAMA DE FLUJO

La misión del Distrito Escolar Phoenix Union es preparar a los alumnos para el éxito en la universidad, su carrera y la vida. Para cumplir nuestra misión, necesitamos que nuestros alumnos se comprometan a una asistencia escolar consistente. La meta de este proceso es eliminar barreras de aprendizaje en un esfuerzo por proveerle a cada alumno con la oportunidad de experimentar el éxito académico. Los padres, los maestros, así como el personal de intervención y administrativo juegan un papel crítico en el aprovechamiento académico.



- School Messenger está programado para comunicarse cada vez que el alumno está ausente en uno o más períodos de clase cada día.
- Cada escuela que participa en C.U.T.S. envía una carta de presentación a todos los hogares de alumnos en los grados 9 y 10, durante primera semana de clases.
- Las intervenciones en cada plantel puede incluir, pero no están limitadas a: Contratos de Asistencia, Visitas a Domicilio, Conferencia de Padres, Audiencias de Asistencia, Escuela Sabatina, Grupos de Asistencia (ASPIRE), Esesoramiento Académico Obligatorio, transferencia a ESD, etc.
- Todas las intervenciones y contratos serán documentados en el Sistema de Información Estudiantil.





*“Más mentes
compasivas, con
más sentido de
preocupación
por el bienestar
de otros, es la
fuente de la
felicidad.”
-Dalai Lama*

GLOSARIO

INTERVENCIONES Y APOYO

MENOS INTENSIVA

Refuerzo para el Comportamiento Positivo | Retroalimentación y atención positiva, planeada y continua, para el comportamiento apropiado.

Conferencia de Maestro, Padre y Alumno | El objetivo de una conferencia con los padres o tutores es colaborar para resolver un problema, hacer que los padres o tutores estén conscientes de las intervenciones tempranas que se han utilizado, preguntar por su opinión acerca del comportamiento e involucrarlos en la discusión de los parámetros de una nueva intervención.

Mediación de Compañeros | Una conferencia con compañeros es un proceso voluntario dirigido por los alumnos en el cual un pequeño grupo de miembros entrenados trabajan con los alumnos referidos que han violado una regla escolar o están en conflicto con otros para entender el impacto de sus acciones y encontrar maneras de solucionar las cosas.

Retiro Temporal del Salón de Clase | Retiro de un alumno de su horario regular de educación por menos de 60 minutos a un ambiente supervisado alternativo dentro del edificio de la escuela. El propósito de removerlo es permitirle al alumno una oportunidad para calmarse y reflexionar sobre su comportamiento, no para castigarlo por su conducta.

Contrato de Conducta | El alumno, el maestro y el equipo de administración y apoyo llevan a cabo una conferencia en la que el alumno participa activamente en la redacción de metas de conducta, maneras en las que se reforzará el comportamiento positivo y consecuencias del mal comportamiento relevante.

Grupos de Apoyo Estudiantil | Grupos de apoyo continuo (6-10 semanas) o contenido estructurado destinado a proporcionar educación, desarrollo de habilidades y apoyo a alumnos identificados para hacer uso de tales servicios. Al proporcionar la intervención de los grupos de apoyo estudiantiles para los alumnos identificados, los comportamientos problemáticos tempranos y las consecuencias resultantes pueden ser reducidos.

MODERAMENTE INTENSIVA

Detención (antes o después de clase, almuerzo) | Se requiere que el alumno permanezca en la escuela de 30 minutos hasta 2 horas más allá del tiempo de instrucción regular en un lugar supervisado. La detención debe utilizarse como una oportunidad para abordar la causa del comportamiento de un alumno, desarrollar habilidades sociales y emocionales y reparar relaciones con el personal o con sus compañeros.

Clases en Sábado | Las Clases en Sábado es un programa de aprendizaje que funciona en conjunción con un entorno tradicional de días entre semana. Las clases durante el sábado están orientadas a proveer oportunidades de aprendizaje adicionales, extendidas o requeridas para los alumnos. Estas oportunidades pueden ser académicas, o de comportamiento, y se ofrecen a medida que estén disponibles.

Servicio Voluntario (Servicio de Aprendizaje) | Trabajar con un alumno para diseñar y llevar a cabo un proyecto de servicio puede ayudar a mejorar la posición y el concepto de sí mismo en la comunidad escolar. Si bien el proyecto no puede estar directamente relacionado con el mal comportamiento, está al menos simbólicamente vinculado al incidente por el cual el alumno fue referido. La participación del alumno en la planificación y ejecución de un proyecto permite un mayor aprendizaje cognitivo y puede reforzar el compromiso. Un proyecto de servicio ofrece la oportunidad de que los alumnos se conecten con un modelo de conducta adulto - la persona que supervisa su trabajo debería tratarlos como un recurso verdaderamente necesario, no un delincuente que cumple una sentencia.

Mediación Dirigida por el Personal | La Mediación Dirigida por el Personal es un proceso voluntario en el que dos o tres personas en conflicto se reúnen con un facilitador adulto capacitado, en un espacio no crítico y confidencial para hablar sobre lo sucedido y resolver los problemas específicos que contribuyen al conflicto.

Equipo de Intervención | Un Equipo de Intervención analizará la situación y determinará los próximos pasos para proporcionar estrategias y apoyos para el éxito del alumno.

Grupos de Intervención | Los Grupos de Intervención se pueden asignar en lugar de una suspensión más larga. Estas intervenciones proporcionan un lugar seguro donde los alumnos pueden aprender técnicas de adaptación y recibir apoyo en áreas como el tomar decisiones, la autoestima, el manejo de la ira, el abuso de sustancias, la comunicación y las decisiones positivas. Si a un alumno se le asigna una intervención específica obligatoria, el grupo o intervención debe completarse en su totalidad o la suspensión original puede ser restablecida. Si un alumno se transfiere de una escuela a otra dentro del distrito escolar Phoenix Union o se da de baja y se reinscribe en la misma escuela, se le requerirá que complete el grupo de intervención obligatorio.

Positive Choices: El objetivo de *Positive Choices* (Decisiones Positivas) es reducir y controlar los sentimientos emocionales y la excitación fisiológica que causa la ira y proporcionar las herramientas para controlar las reacciones a través de la reestructuración cognitiva, la resolución de problemas y la comunicación. Este programa está diseñado para ayudar a las personas a reconocer y manejar la ira. Al obtener una mejor comprensión de sí mismo, los alumnos aprenderán a controlar mejor su ira para que no conduzca a actos violentos o acciones que sean perjudiciales.

Positive Choices es nuestra intervención para comportamientos violentos. Los alumnos que son disciplinados por ofensas tales como peleas, amenazas, desafío a la autoridad, etc. están obligados a asistir a 6 horas en lugar de una suspensión más larga (2 días se sirven, 2 días se reservan para completar *Positive Choices* y 2 días se reservan para mediación). Si no se completa el programa, se restablecerá inmediatamente el saldo de la suspensión.

ASAP (Programa para el Abuso de Sustancias en los Adolescentes): Esta es una intervención temprana para uso de sustancias para alumnos que son disciplinados por el uso o la posesión de alcohol, drogas o dispositivos. ASAP es un grupo de autoevaluación educacional, no una terapia o tratamiento. Este programa tiene la intención de ayudar a los alumnos que son disciplinados con una primera ofensa a aprender sobre su uso y cómo les está afectando. Ayuda al alumno, a la escuela y a los padres a determinar una respuesta apropiada a la conducta del alumno.

Los alumnos deberán asistir 8 horas en lugar de una suspensión de 4 días (2 días se sirven y 2 días se reservan). Si no se completa el programa, se restablecerá inmediatamente el saldo de la suspensión.

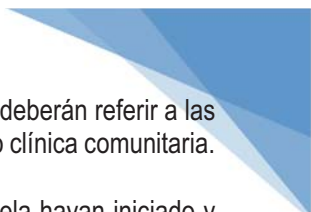
Jump Start: *Jump Start* es nuestra alternativa al programa de suspensión a largo plazo. Se centra en dominar el enojo, la autodisciplina y el control social y emocional. Se requiere que los alumnos asistan a las sesiones un total de 10 horas en lugar de una suspensión más larga. Si no se completa el programa, se restablecerá inmediatamente el saldo de la suspensión.

Los alumnos que más se beneficiarían de este programa son aquellos que no se consideran un peligro claro y presente y cuya infracción normalmente requeriría una suspensión a largo plazo. Esto puede deberse a múltiples infracciones de una variedad de tipos o múltiples violaciones relacionadas con peleas, acoso, intimidación, interrupciones severas en el salón de clase o la participación en pandillas. También puede ser apropiado para los alumnos cuyo comportamiento comienza a dar un giro negativo y la escuela considera que la participación en un grupo educativo sería beneficioso.

ALTAMENTE INTENSIVA

Servicios Clínicos | Los Servicios Clínicos se refieren a un intenso y breve modelo de asesoramiento (4-8 sesiones) para ayudar a los alumnos a eliminar barreras y a resolver un problema específico. Los servicios clínicos pueden involucrar a un individuo o a un grupo pequeño de personas y son prestados por un socio comunitario profesional, entrenado y con licencia.

COMUNIDAD: Los servicios de asesoramiento clínico prestados en la comunidad se refieren a los servicios prestados fuera de la escuela, en una agencia comunitaria, clínica u hospital.



Referencia a Tratamiento/Prevención de Abuso de Sustancias | Los profesionales de la salud mental deberán referir a las familias y a los alumnos, para quienes hay evidencia de uso o dependencia de sustancias, a una agencia o clínica comunitaria.

Referencia a un Programa Educativo Alternativo | Después de que los Equipos de Apoyo en la escuela hayan iniciado y completado intervenciones académicas o de comportamiento, y esas intervenciones no hayan tenido éxito, el alumno será referido a un entorno educativo alternativo. Los administradores serán responsables de referir a los alumnos a entornos educativos alternativos ya sea como una intervención académica o de comportamiento.

Posible Transferencia a otra Clase | Sólo después de que todas las posibles intervenciones se hayan iniciado y completado y dichas intervenciones no hayan tenido éxito, el alumno podrá ser transferido a otra clase. En caso de que un incidente presente problemas de seguridad adicionales, una transferencia de clase podrá ser inmediata.

Suspensión dentro de la Escuela (ISS) | Retiro de un alumno de su horario regular de educación por más de 60 minutos a un ambiente supervisado alternativo dentro del edificio de la escuela para participar en actividades estructuradas que desarrollen habilidades académicas, sociales, emocionales o de comportamiento.

Conducta Académica Inapropiada (JK-EC/ARS 15-841, 13-2001)

La conducta académica inapropiada incluye, pero no se limita al engaño, el plagio, la falsificación y la mentira. Un estudiante no deberá utilizar, o tratar de utilizar, el trabajo académico, o la investigación de otra persona y presentarlo como propio. Hacer trampa académica, incluyendo el uso de dispositivos electrónicos, puede resultar en la pérdida de crédito. Un estudiante no deberá utilizar, o tratar de utilizar, la identidad o la firma de otra persona y presentarlo como suya propia para beneficio propio, o con la intención de defraudar. Un estudiante no deberá hacer una declaración falsa con la intención de engañar o crear una impresión falsa o engañosa.

Alcohol, Drogas, Parafernalia – Posesión y Uso (JK-EC/ARS 4-241, 13-3411, 13-3415)

Un estudiante no debe poseer, usar, o estar bajo la influencia del alcohol o las drogas (excepto que el uso de dicho medicamento se permitirá cuando sea prescrito por un médico y se utilice de acuerdo con la receta, y las pólizas y regulaciones de la Mesa Directiva). Para los efectos de este reglamento, se define como drogas a las drogas estupefacientes, drogas peligrosas, sustancias tóxicas, marihuana y peyote, tal como estos términos se definen en ARS §13-3401, y la imitación de sustancias controladas como se define en ARS §13-3451. Se incluirá el uso de medicamentos de venta libre y los alucinógenos. Un estudiante no deberá poseer, o usar la parafernalia de drogas como se define por ARS §13-3415.

Alcohol y Drogas – Venta, Distribución o Tráfico (JK-EC/ARS 4-241, 13-3411)

Ningún estudiante deberá vender, poseer para vender, ofrecer para vender o repartir, alcohol o drogas (excepto que el uso del medicamento se permitirá cuando sea prescrito por un médico y se utilice de acuerdo con la receta, y con las pólizas y regulaciones de la Mesa Directiva). Para los efectos de este reglamento, se define como drogas a las drogas estupefacientes, drogas peligrosas, sustancias tóxicas, marihuana y peyote, y la imitación de sustancias controladas. Un estudiante no podrá vender, ofrecer para vender, transferir o utilizar parafernalia de drogas.

Incendio Provocado/Incendio Premeditado de una Estructura Ocupada (JK-EC/ARS 13-1701, 13-2911)

Un estudiante no deberá comenzar, intentar comenzar o promover la propagación de cualquier incendio o explosión. Esto incluye actividades educativas tales como un experimento aprobado y supervisado por el maestro en una clase de química. Una persona comete incendio premeditado de una estructura ocupada al dañar consciente e ilegalmente una estructura ocupada al causar conscientemente un incendio o una explosión. A.R.S. § 13 a 1701, 2. Una estructura ocupada significa una estructura como se define en el párrafo 4 en el que uno o más seres humanos están presentes, o existe la posibilidad de que estén presentes, o estén tan cerca como para estar en peligro equivalente en el momento en el que ocurre el incendio o la explosión. El término incluye cualquier vivienda, ya sea ocupada, desocupada o vacante.

Asalto (JK-EC/ARS 13-1203, 13-2911)

Para los efectos de esta regla, asalto se define como causar daño físico a otra persona, intencional o imprudentemente; poner a otra persona en temor razonable de daño físico intencionalmente; y tocar a otra persona con la intención de herir, insultar o provocar a dicha persona.

Asalto con Agravantes (JK-EC/ARS 13-1204)

Una persona comete asalto con agravantes, si la persona comete asalto como se define en la sección 13-1203 bajo cualquiera de las siguientes circunstancias: 1. Si la persona causa un serio daño físico a otra, 2. Si la persona utiliza un arma mortal o un instrumento peligroso, 3. Si la persona comete el asalto después de ingresar a la propiedad privada de otra persona con la intención de cometer el asalto, 4. Si la persona cuenta con dieciocho años de edad, o mayor, y comete el asalto contra un menor de quince años de edad, o menor, 5. Si la persona comete el asalto sabiendo o pudiendo saber que la víctima es un oficial de policía, o una persona siguiendo las indicaciones de un oficial durante la ejecución de sus deberes oficiales, 6. Si la persona comete el asalto sabiendo o pudiendo saber que la víctima es un maestro o cualquier otra persona empleada por cualquier escuela, o se encuentra en cualquier parte de los edificios o vehículos utilizados para propósitos escolares, o cualquier maestro o enfermero visitando la propiedad privada en el transcurso de los deberes profesionales del maestro o del enfermero, o cualquier maestro participando en cualquier actividad educativa autorizada llevada a cabo fuera de las instalaciones de la escuela.

Acoso Escolar (JK-EC/ARS 15-341)

El acoso escolar puede ocurrir cuando un estudiante o grupo de estudiantes participan en alguna forma de comportamiento que incluye actos tales como la intimidación o el hostigamiento que

- tiene el efecto de dañar físicamente a un estudiante, dañar la propiedad de un estudiante, o colocar a un estudiante en temor razonable de daño o daños a la propiedad,
- es suficientemente severo, persistente o dominante que la acción, conducta o amenaza crea un peligro de entorno intimidatorio, amenazador o abusivo en forma de daño físico o emocional,
- se produce cuando hay un desequilibrio real o percibido de poder o de fuerza, o
- puede constituir una violación de la ley.

El acoso escolar a un estudiante o grupo de estudiantes se puede manifestar a través de medios escritos, verbales, físicos o emocionales, y puede ocurrir en una variedad de formas, incluyendo, pero no limitado a

- exposición a comentarios despectivos por escrito o de manera verbal, impresa o gráfica, extorsión, explotación, insultos, o propagación de rumores, ya sea directamente o a través de otra persona o grupo de personas, o por medio de acoso cibernético,
- exposición a rechazo social u ostracismo,
- contacto físico incluyendo, pero no limitado a empujar, golpear, patear, o escupir, y
- daños o robo de propiedad personal.

Peligro Claro y Presente

La ley define el peligro claro y presente como una amenaza para la salud, la seguridad o el bienestar del público. Se ha interpretado que "claro" significa que la amenaza de peligro es real o indiscutible, no supuesta o imaginada. "Presente" significa algo que existe en este momento y no algo que no existe todavía o que ha dejado de existir.

Acoso Cibernético

El acoso cibernético es, pero no está limitado a, cualquier acto de acoso cometido por medio del uso de tecnología electrónica o aparatos de comunicación electrónica, incluyendo dispositivos telefónicos, redes sociales y cualquier otra comunicación por Internet, usando computadoras, redes, foros y listas de correos escolares, o cualquier propiedad del distrito escolar, y a través de los medios y equipos electrónicos personales de cada individuo.

Abuso en el Noviazgo

Todos los estudiantes tienen el derecho de ser libres de discriminación sexual y acoso sexual en la escuela. El abuso en el noviazgo es una forma de acoso sexual. El abuso en el noviazgo es un patrón de comportamiento en el cual una persona usa o amenaza con usar el maltrato físico, sexual, verbal o emocional para controlar al ex-novio/a o novio/a. Los comportamientos pueden incluir, pero no están limitados a:

- Abuso Físico: Cualquier contacto intencional, físico no deseado, causado por el abusador o un objeto bajo el control del abusador, aunque tal contacto haya causado, o no, dolor o lesiones al ex-novio/a o novio/a.
- Abuso Emocional: la imposición intencional de angustia mental o emocional por medio de amenaza, presión, acoso, humillación, destrucción del autoestima, u otras conductas no deseadas, que hacen daño verbal o no verbal hacia al ex-novio/a o novio/a.
- Abuso Sexual: Cualquier comportamiento sexual o contacto físico hacia el ex-novio/a o novio/a que no es deseado y/o que interfiere con la habilidad de que el ex-novio/a o novio/a consienta o controle las circunstancias de interacción sexual.
- Amenazas: La amenaza de cualquier forma de abuso mencionadas anteriormente, o la amenaza de revelar información privada a los padres, compañeros o maestros, o cualquier otra amenaza hecha con la intención de forzar al ex-novio/a o novio/a de cambiar su manera de ser.

Desafío de Autoridad (JK-EC/ARS 13-2911, 15-841)

Un estudiante deberá obedecer las indicaciones y peticiones razonables de los maestros, administradores y otros empleados del Distrito y deberá responder a las solicitudes de información de estas personas de una manera veraz. Por ejemplo, un alumno se rehúsa a obedecer indicaciones, contesta de manera irrespetuosa, o actúa de manera socialmente grosera.

Conducta Desordenada (JK-EC/ARS 13-2911, 15-841)

Un estudiante no deberá participar en ninguna conducta que pueda interrumpir cualquier función, proceso o actividad escolar. La disrupción en el salón de clases es cualquier alteración que se produce dentro del salón de clases durante el tiempo de instrucción. La disrupción en la escuela es cualquier alteración que se produce antes, durante o después de clases, pero que no se produce en el salón. La provocación verbal es el uso de gestos o lenguaje que incluye rumores que puedan provocar pelear a otro estudiante. Un acto agresivo menor ocurre cuando un estudiante se involucra en contacto físico leve y no apropiado tal como golpes o empujones con la intención de causar daño. También incluye cualquier otra conducta que demuestre comportamientos perjudiciales de bajo nivel.

Vestido y Apariencia Personal (JK-EC/ARS 15-841)

La vestimenta y la apariencia personal de un estudiante no podrán presentar problemas de salud o de seguridad o causar la interrupción de las actividades educativas. No deberán usarse o mostrarse artículos de vestimenta con palabras obscenas, o lemas inapropiados. La vestimenta inmodesta o indecente no será tolerada y se debe usar calzado.

Debido Proceso

El debido proceso consiste en un conjunto de procedimientos requeridos constitucionalmente diseñados para asegurar que cada alumno sea tratado de manera justa para determinar si la conducta justifica o no una disciplina.

Alarmas de Emergencia y Dispositivos de Control de Fuego (JK-EC/ ARS 13-1709, 13-2911)

Un estudiante no deberá activar o utilizar cualquier dispositivo de alarma de incendio o de control de emergencia a menos que el estudiante crea razonablemente que existe una emergencia que justifique el uso del dispositivo. El estudiante y/o los padres o tutores, serán responsables de cualquier cargo atribuido por la ciudad, el condado o agencia gubernamental.

Poner en Peligro la Salud y la Seguridad de Otros (JK-EC/ARS 13-1201, 13-2911)

Un estudiante no podrá participar en una conducta que ponga en peligro o razonablemente pareciera poner en peligro la salud o la seguridad de otros estudiantes, empleados escolares u otras personas.

Peleas (JK-EC/ARS 13-1202, 13-2911)

Un estudiante no deberá involucrarse mutuamente en una pelea física con cualquier otro estudiante, empleado de la escuela, o cualquier otra persona.

Apuestas (JK-EC/ARS 13-3302)

Un estudiante no deberá participar en cualquier juego o actividad que implica un elemento de riesgo o probabilidad con la intención de que algún bien o propiedad será intercambiado basado en el resultado del juego o actividad.

Hostigamiento, General (JK-EC/ARS 15-341)

El hostigamiento es un comportamiento intencional de un estudiante o grupo de estudiantes que es perturbador o amenazante hacia otro estudiante o grupo de estudiantes. Las conductas intencionales que caracterizan el hostigamiento incluyen, pero no se limitan al acecho, las novatadas, el rechazo social, los insultos, el contacto físico no deseado y comentarios molestos verbales o por escrito, fotografías y gráficas. El hostigamiento puede estar relacionado, pero no limitado a, raza, orientación religiosa, orientación sexual, expresión de género, identidad de género, origen cultural, situación económica, tamaño o apariencia personal. Las conductas de hostigamiento pueden ser directas o indirectas y a través del uso de las redes sociales.

Gun-Free Schools Act

El Acta para Escuelas Libres de Armas (GFSA, por sus siglas en inglés) requiere que cada estado o área que recibe fondos federales bajo la Ley de Educación Primaria y Secundaria (ESEA, por sus siglas en inglés) tenga una ley que requiera que todas las agencias educativas locales (LEA, por sus siglas en inglés) en el estado o área expulsen de la escuela por al menos un año, a cualquier alumno que sea capturado introduciendo un arma de fuego a la escuela o en posesión de un arma de fuego dentro de la escuela. Sus leyes también deben autorizar al funcionario administrativo en jefe de la agencia a modificar, por escrito, cualquier expulsión, caso por caso. Además, el Acta GFSA establece que la ley debe interpretarse de manera que sea consistente con la Ley de Educación de Individuos con Discapacidades (IDEA, por sus siglas en inglés).

Novatadas e Iniciación (JK-EC/ARS 15-2301)

Están prohibidas las novatadas. Un estudiante puede participar en un rito de iniciación sólo cuando la actividad ha recibido la aprobación expresa del director y esta supervisada adecuadamente. Todas las iniciaciones que podrían involucrar abuso o amenazas verbales, físicas, sexuales, o de cualquier otro tipo, quedan absolutamente prohibidas. Las iniciaciones relacionadas con cualquier club de la escuela, equipo deportivo, u otro grupo están sujetas a las prohibiciones anteriores, ya sea si la conducta ocurre en las instalaciones de la escuela, o no. "Iniciación/novatadas" se define como cualquier acto intencional o imprudente cometido por un estudiante, ya sea individualmente o incluyendo otras personas, contra otro estudiante, y en la cual lo siguiente se aplica:

- El acto fue cometido en conexión con una iniciación/novatada, en asociación con, o el mantenimiento de, membresía en cualquier organización que está asociada con una institución educacional.
- El acto contribuye a un riesgo substancial de daño físico, daño mental o degradación, o causa daño físico, daño mental o degradación personal.

"Organización" se define como un equipo atlético, asociación, orden, sociedad, cuerpo militar, cooperativo, club, grupo similar afiliado con una institución educacional y la cual membresía consiste principalmente de estudiantes inscritos en esa institución.

Drogas Ilícitas

Las drogas ilegales incluyen, pero no se limitan, a éxtasis, cocaína o crack, alucinógenos, heroína, marihuana, metanfetaminas, otras drogas ilícitas, u otras drogas desconocidas.

Intimidación

La intimidación es una conducta intencional por un alumno o grupo de alumnos que coloca a otro alumno o grupo de alumnos en una situación de miedo por daños a su persona o a su propiedad. La intimidación se puede manifestar emocional o físicamente, ya sea directa o indirectamente, y usando medios sociales.

Infracciones Múltiples y Repetidas (JK-EC/ARS 15-841)

Infracciones Múltiples: Si el archivo de disciplina del estudiante contiene infracciones de varias reglas, esto puede dar lugar a sanciones más severas que los criterios para una sola ofensa.

Infracciones Repetidas: Si el archivo de disciplina del estudiante contiene dos o más infracciones de la misma regla, esto puede dar lugar a sanciones más severas que los criterios para una única ofensa.

**El expediente de un alumno es cumulativo y será usado como evidencia en todas las cuestiones de disciplina hasta su graduación.*

Obscenidad, Difamación, Lenguaje Grosero o Abusivo (JK-EC/ARS 13-2911)

Un estudiante no deberá usar gestos o lenguaje grosero, difamatorio u obsceno en forma oral, visual o escrita o distribuir con conocimiento material difamatorio u obsceno. Las palabras o el material difamatorios son aquellos que son falsos y exponen a una persona al odio, el desprecio, la burla, el disgusto, o cualquier reacción equivalente, o son falsos y tienen una tendencia a poner en duda la ocupación, empresa u oficina de una persona. Los materiales obscenos pueden incluir, pero no se limitan a los que una persona promedio, aplicando los estándares contemporáneos de la comunidad escolar, encontraría, tomada en su conjunto, que apelan a intereses lascivos y carecen de valor literario, artístico, político o científico. El estándar que se utilizará es el de la comunidad escolar, reconociendo que los estudiantes son, como grupo, más jóvenes y más sensibles que la población general adulta.

Suspensión fuera de la Escuela (OCS)

Retiro temporal de un alumno del edificio de la escuela por un período de tiempo especificado. Un alumno suspendido no será elegible para participar en actividades relacionadas con la escuela, incluyendo, pero no limitado a ceremonias de graduación, eventos atléticos, organizaciones después de clases o actividades patrocinadas por la escuela. La Suspensión Fuera de la Escuela deberá utilizarse como último recurso y sólo cuando no hay otras intervenciones disponibles en la escuela.

Restitución

Reembolso o compensación por pérdidas o daños.

Sextear

Sextear es el acto de enviar mensajes o fotografías de naturaleza sexual de manera electrónica, específicamente entre teléfonos celulares y otros dispositivos móviles (Consejo Nacional para la Prevención del Crimen).

Acoso Sexual (JK-EC/ARS 15-341)

Se espera que todos los estudiantes siempre se comporten de tal manera para proveer un ambiente libre de acoso sexual. Cualquier estudiante que participe en acoso sexual mientras sea miembro de la comunidad escolar o mientras esté en propiedad escolar estará en violación de esta política. El acoso sexual consiste en avances sexuales no bien recibidos,

solicitudes para favores sexuales, y otra conducta verbal o física de naturaleza sexual cuando hecha por un estudiante hacia otro estudiante o miembro del personal. El acoso sexual puede incluir, pero no está limitado a asaltar, tocar, impedir, o bloquear el movimiento y gestos lascivos. El continuar expresando interés sexual después de haber sido informado que el interés no es bien recibido y el abuso durante el noviazgo es una forma de acoso sexual. Un cargo substancial en contra de un estudiante del Distrito resultará en acción disciplinaria, la cual puede incluir suspensión o expulsión.

Conducta Sexual Inapropiada (JK-EC/ARS 13-1401)

Mientras se encuentre en la escuela o en un evento escolar, un estudiante no deberá involucrarse en conducta sexual que la comunidad escolar o el público en general probablemente encontrarán ofensiva, indecente o groseramente inadecuada. Tal conducta incluye actos como la exposición inadecuada de alguna parte privada del cuerpo; contacto íntimo con alguna parte privada del cuerpo de otro individuo; o besos y caricias afectivas muy intensas. Una parte privada del cuerpo, en este contexto, se define como un área del cuerpo que generalmente se asocia con el sexo y que esta normalmente cubierta con ropa cuando se está en público.

Suspensión

"Suspensión" se define como la dada de baja temporal del privilegio de asistir a la escuela por un periodo de tiempo específico.

- Largo-plazo: La exclusión de un estudiante de clases por un periodo de más de diez días escolares.
- Corto-plazo: La exclusión de un estudiante de clases por un periodo de diez días escolares o menos.
- Estudiantes discapacitados, de acuerdo a IDEA, tendrán el derecho a un repaso de ubicación antes de una suspensión a largo-plazo o expulsión.
- Un estudiante suspendido no será elegible para participar en actividades relacionadas con la escuela incluyendo pero no limitadas a ceremonias de graduación, eventos atléticos, organizaciones después de clases, o actividades patrocinadas por la escuela.
- "La duración de la suspensión" se define a continuación:
 - Una suspensión de un semestre es lo que resta del semestre en curso;
 - Una suspensión de dos semestres, junto al siguiente semestre inmediato;
 - Una suspensión de dos semestres, es igual a una suspensión de un año

Tecnología, Uso Indebido (JK-EC/ARS 15-341, 15-381, 8-309)

El uso incorrecto de la computadora, infracción a la red, el uso indebido de dispositivos de telecomunicación o cualquier otra tecnología puede incluir, pero no se limitan a cualquiera de los siguientes: Amenazar o abusar de cualquier estudiante, empleado de la escuela, o cualquier otra persona a través de mensajes electrónicos, por ejemplo, acoso cibernético, o sextear; el uso de una computadora de la escuela de cualquier manera para tener acceso a materiales obscenos; el permitir que el material obsceno permanezca en el sistema informático sin notificación inmediata al personal apropiado de la escuela; el proveer o usar el número de identificación y la contraseña digital de otro estudiante; El uso inadecuado del número de identificación y contraseña, fuera de la escuela; Entrar en los directorios, archivos o programas digitales de la escuela sin autorización por escrito del personal escolar apropiado; y el copiar software del sistema informático de la escuela. El uso de tecnología que podrían interrumpir cualquier función, proceso o actividad escolar.

Robo, Extorsión (JK-EC/ARS 13-1802, 13-1804, 13-2911)

Robo: Un estudiante no deberá tener, usar, o tomar prestada la propiedad de otra persona sin el permiso de dicha persona para utilizar o tomar la propiedad.

Extorsión: Un estudiante no deberá tener, usar, o tomar prestada cualquier propiedad con fraude, engaño, o amenazas directas o implícitas.

Amenaza

Ocurre una amenaza cuando una persona indica de palabra o por conducta el intento de causar heridas físicas o daño serio a una persona o a su propiedad.

Evaluación de Amenazas

El conjunto de información disponible para determinar factores causales relevantes por medio de un procedimiento multifacético, como lo adopta la División de Seguridad y Prevención Escolar del Departamento de Educación de Arizona, incluyendo una investigación inicial del incidente a la cual se le dará seguimiento (como sea necesario) con una recolección de archivos educativos, entrevistas con otras personas involucradas o que tengan conocimiento de la situación, un probable examen breve y/o un examen clínico completo de factores de riesgo y de protección. Todo lo mencionado se revisa por el Equipo de Control de Amenazas para determinar no sólo el grado de peligro potencial presente, sino también las recomendaciones apropiadas que se consideren necesarias para controlar al alumno o a la situación.

Amenaza a Una Institución Educativa (JK-EC/ARS 13-1202, 13-2911, 15-841)

"Amenazas a una institución educacional" se define como la interrupción o disrupción a una institución educacional cuando se involucran en una o más de lo siguiente, incluyendo pero tampoco se limita a:

- Amenazas para causar daño físico a cualquier miembro de la facultad de una institución educacional o a cualquier persona que asiste a una institución educacional.
- Amenazas para causar daño a cualquier institución educacional, la propiedad de cualquier institución educacional, la propiedad de cualquier persona que asiste a una institución educacional.
- Presentándose o continuando en la propiedad de cualquier institución educacional con el propósito de obstruir o perturbar el uso legal de la propiedad, hecho en cualquier manera para negar u obstruir a otros el uso legal de la propiedad.
- Resistirse a obedecer una orden legal de abandonar la propiedad de una institución educacional.

El Distrito requiere por ley (A.R.S. 13-2911) expulsar de la escuela por lo menos dos (2) semestres a cualquier estudiante que haya amenazado a una institución educacional. Si el estudiante se responsabiliza por los resultados de sus amenazas, la ley de expulsión puede ser modificada según sea el caso.

Tabaco, Cigarros, Parafernalia - Posesión y Uso (JK-EC/ARS 13-3622, 36-798)

Según la ley estatal, es contra la ley que los estudiantes tengan en su posesión o usen tabaco en cualquier forma en el plantel escolar, actividades escolares, o cualquier tipo de propiedad escolar. Los cigarrillos electrónicos o los cigarros en cualquier forma, y los artículos para fumar como pipas, narguiles, etc., tampoco se permiten en el plantel de la escuela, en actividades escolares, o cualquier tipo de propiedad de la escuela.

Reglas de Tránsito y Transporte (JK-EC/ARS 28-3473, 15-341)

Reglas de Tránsito (Uso de Vehículo Motorizado) Cuando opere un vehículo motorizado en la escuela o en un evento escolar, el estudiante deberá seguir todas las reglas escolares y de tránsito. El estudiante deberá operar el vehículo de una manera segura y prudente. Para poder estacionarse en la escuela, los estudiantes deberán demostrar prueba de licencia, registro, y cobertura de seguro.

Reglas de Transporte (Público y Escolar) Todos los estudiantes que viajan en el autobús escolar o cualquier transporte público no deberán violar las pólizas del Manual de Procedimientos del Estudiante del Distrito Phoenix Union en camino hacia o desde la escuela. Los operadores de autobuses podrán ponerse en contacto con la policía cuando sea necesario.

Entrar sin Permiso/Visitas no Autorizadas a Otros Planteles (JK-EC/ARS 13-1501, 15-841)

Ningún estudiante deberá estar presente en un plantel escolar sin autorización. Esto incluye un estudiante suspendido o expulsado. Además, ningún estudiante deberá estar presente en cualquier otro plantel de la escuela sin la aprobación del administrador, excepto para asistir a eventos escolares apropiados o eventos públicos.

Entrada no Autorizada/Allanamiento (JK-EC/ARS 13-1506)

Un estudiante no deberá obtener o intentar obtener, allanamiento forzado o no autorizado, o la toma de las instalaciones o los edificios escolares.

Vandalismo, Destrucción de Propiedad Privada (JK-EC/ARS 13-1602, 13-2911, 15-842)

Ningún estudiante deberá dañar, destruir o desfigurar incluyendo, pero no limitado a graffiti o 'tagging', cualquier propiedad de la escuela o propiedad privada de otra persona.

Violación de Procedimientos y Reglas de la Escuela (JK-EC/ARS 15-841)

Una violación a los procedimientos de la escuela puede ocurrir cuando se encuentra en el plantel, en el camino de ida o vuelta de la escuela, o al asistir a un evento escolar. Por ejemplo: A un estudiante que no lleva su credencial de identificación con foto se le puede solicitar, por la autoridad competente, el presentar y llevar la tarjeta de identificación. Si se rehúsa, él o ella puede estar sujeto a ser retirado de las instalaciones del distrito.

Armas y Artículos Peligrosos (JK-EC/ARS 13-2911, 13-3101, 15-841)

Ningún estudiante deberá poseer o usar armas, explosivos, o artículos peligrosos, que pudieran ser interpretados como capaces de causar daño físico a una o varias personas. Las armas y los objetos peligrosos incluyen, pero no se limitan a pistolas, pistolas de juguete, armas simuladas, cadenas, cuchillos, garrotes, nudillos de acero, fuegos artificiales, explosivos, etc. Un arma simulada se define como un instrumento que visualiza o representa un arma. Un artículo peligroso se define como cualquier cosa que, bajo las circunstancias en las que se utiliza, se trata de utilizar, o se amenaza con utilizar, es capaz de causar la muerte o lesiones físicas graves. Esta definición puede incluir, pero no se limita a armas, bombas, encendedores y otros artefactos incendiarios, así como armas de fuego.

Asistencia

Se debe considerar presente a un alumno si, a) él o ella asiste más de la mitad de un período de clase o, b) si él o ella está participando en una actividad autorizada por la escuela.

Tipos de Ausencias:

Justificadas: Un profesional de la salud (médico, dentista, plan de salud, etc.) o un padre, tutor legal o persona responsable de un alumno deberá verificar las ausencias, presentando un justificante firmado indicando el motivo de la ausencia al regresar a la escuela. Los padres deberán llamar a la oficina de asistencia de la escuela, si es posible, el día de la ausencia, o antes.

Explicadas: Una ausencia explicada (no a causa de una enfermedad, una cita médica, enfermedad grave o muerte de un miembro de la familia) es cuando un padre o tutor retira al alumno de la escuela con el conocimiento previo y la aprobación de la escuela. Los padres deben llamar a la oficina de asistencia de la escuela, si es posible el día de la ausencia, o antes.

Ausencias por Actividad Escolar: A los alumnos se les permite estar ausentes para asistir a una actividad extracurricular si están autorizados por la escuela. Una ausencia por razones escolares será codificada como "*Brown Slip*", que es una ausencia justificada para un evento relacionado con la escuela o patrocinado por la misma. Las actividades extracurriculares incluyen, pero no se limitan a excursiones, eventos deportivos y actividades estudiantiles.

Injustificadas: Una ausencia en la cual el alumno está fuera de la escuela o la clase, y que no califica como justificada o explicada. Cuando un padre o tutor no llama para reportar una ausencia, la ausencia será marcada como injustificada. El director puede determinar o cambiar la ausencia de injustificada a justificada o de justificada a injustificada.





*“Siempre
hay una
manera -
si estas
comprometido.*

*“-Tony
Robbins*

FORMULARIOS



EL PADRE O TUTOR DEBERÁ FIRMAR ESTE FORMULARIO

APELLIDO	NOMBRE	NUM. DE EST.
ESCUELA	GRADO	FECHA
NOMBRE DEL PADRE		

Phoenix Union High School District #210
Acuse de Recibo del Manual del Alumno de Phoenix Union High School District para 2017-2018

Acepto y acuso de recibo del Manual de Procedimientos del Alumno de PUHSD que incluye información sobre:

- Confirmación de Domicilio (ver formulario adjunto)
- Visitantes en las Escuelas (ver formulario adjunto)
- Procedimientos de Asistencia, Disciplina y Debido Proceso (ver formulario adjunto)
- Acuerdo de Seguridad del Alumno (ver formulario adjunto)
- Recibo de la Póliza sobre Amenazas en Contra de una Institución Educativa (ver formulario adjunto)
- Uso de la Tecnología durante la Instrucción: Acuerdo del Usuario (ver formulario adjunto)

Afirmo que he leído todos los documentos del Manual de Procedimientos del Alumno del distrito escolar Phoenix Union para el año 2017-2018. Acepto cumplir con las condiciones y reglas de este manual.

Firma del Alumno

Fecha

Firma del Padre o Tutor

Fecha

EL PADRE O TUTOR DEBERÁ FIRMAR ESTE FORMULARIO

APELLIDO

NOMBRE

NUM. DE EST.

ESCUELA

GRADO

FECHA

Encuestas, Análisis, y Evaluaciones

La Ley de Protección de los Derechos de los Estudiantes (PPRA, por sus siglas en inglés) y otras leyes relevantes de Arizona otorgan a los padres y a los alumnos mayores de 18 años o que sean menores emancipados ("alumnos elegibles") ciertos derechos sobre la realización de encuestas, la recopilación y el uso de información para propósitos de mercadotecnia, así como ciertos exámenes físicos. Estos incluyen el derecho a:

• Dar su consentimiento antes de que los alumnos sometan encuestas que tengan que ver con una o más de las siguientes áreas protegidas ("encuesta de información protegida"):

1. Afiliaciones, opiniones o creencias políticas del alumno o de sus padres;
2. Historia de salud mental o información de salud mental;
3. Comportamiento o actitudes sexuales;
4. Comportamiento ilegal, antisocial o auto inculporio;
5. Evaluaciones críticas de otros con quienes el alumno tiene una relación familiar cercana;
6. Relaciones privilegiadas reconocidas legalmente, como con abogados, médicos o ministros;
7. Prácticas, afiliaciones o creencias religiosas del alumno o de sus padres;
8. Ingresos u otra información financiera, excepto la requerida por la ley para determinar la elegibilidad de algún programa;
9. Posesión legal de armas o municiones;
10. Historia electoral;
11. Auto-suficiencia en referencia a la planeación para emergencias, desastres y la interrupción de servicios esenciales;
12. Información biométrica del alumno;
13. Antecedentes médicos o información médica; o
14. La calidad de las relaciones interpersonales en el hogar.

• Ser notificado y tener la oportunidad de excluir la participación de un alumno en:

1. Cualquier otra encuesta de información protegida, independientemente de la financiación;
2. Cualquier evaluación o examen físico invasivo no urgente, requerido como condición de asistencia, administrado por la escuela o su agente, y no necesario para proteger la salud y seguridad inmediatas de un alumno, excepto exámenes de audición, visión o escoliosis, o cualquier evaluación o examen físico permitido o requerido por la ley del estado; y
3. Actividades que involucren la recopilación, divulgación o uso de información personal obtenida de los alumnos para la comercialización, venta o distribución de alguna otra manera, de tal información a terceros.

• Inspeccionar, con previa solicitud y antes de su uso por la administración:

1. Las encuestas de información protegida para los alumnos;
2. Los instrumentos utilizados para recolectar información personal de los alumnos para cualquiera de los mencionados propósitos de mercadeo, ventas u otros fines de distribución; y
3. El material didáctico utilizado como parte del plan de estudios.

PUHSD ha adoptado políticas, en consulta con los padres, con respecto a estos derechos, así como arreglos para proteger la privacidad de los alumnos en la administración de encuestas protegidas y la recopilación, divulgación o uso de información personal para fines de mercadeo, ventas u otros fines de distribución. PUHSD notificará directamente a los padres y alumnos elegibles de estas pólizas por lo menos anualmente al comienzo de cada año escolar y después de cualquier cambio sustancial. De acuerdo con el estatuto A.R.S. § 15-117, PUHSD obtendrá el consentimiento informado del padre, por escrito, antes de administrar cualquier encuesta que sea retenida por PUHSD y que solicite información personal relacionada con áreas protegidas. PUHSD también notificará directamente a los padres y alumnos elegibles, por correo tradicional o correo electrónico, por lo menos anualmente al comienzo de cada año escolar, de las fechas específicas o aproximadas de las siguientes actividades, así como la oportunidad de optar por no participar en ellas:

- Recopilación, divulgación o uso de información personal para la comercialización, venta u otra distribución;
- Administración de cualquier encuesta de información protegida no financiada, en su totalidad o en parte, por el Departamento de Educación de los Estados Unidos; y
- Cualquier evaluación o examen físico invasivo no urgente, como se describió anteriormente.

Los padres o alumnos elegibles que crean que sus derechos han sido violados pueden presentar una queja ante la Oficina del Procurador General de Arizona, la Oficina del Procurador del Condado de Maricopa o la Oficina de Cumplimiento de la Política Familiar.

Padre o Tutor

Estoy de acuerdo en permitir que mi hijo participe en todas las encuestas, análisis y evaluaciones aprobadas por PUHSD:

Nombre del Padre o Tutor

Firma del Padre o Tutor

Fecha

No estoy de acuerdo en permitir que mi hijo participe en ninguna encuesta, análisis o evaluación aprobadas por PUHSD:

Nombre del Padre o Tutor

Firma del Padre o Tutor

Fecha

SI USTED NO TIENE OBJECIONES A LA DIVULGACIÓN DE INFORMACIÓN DE DIRECTORIO, USTED NO NECESITA FIRMAR ESTE FORMULARIO.

APELLIDO **NOMBRE** **NUM DE EST**

ESCUELA **GRADO** **FECHA**

Aviso de Divulgación de Información del Alumno y Formulario de Exclusión

La Ley de Derechos Educativos y Privacidad de la Familia (FERPA, por sus siglas en inglés) requiere que el distrito escolar Phoenix Union ("Distrito"), con ciertas excepciones, obtenga su consentimiento por escrito antes de la divulgación de información de identificación personal. Sin embargo, el Distrito puede divulgar apropiadamente la "información de directorio" sin el consentimiento por escrito, a menos que usted haya hecho saber al Distrito que usted no quiere que la información de directorio de su hijo sea revelada, por medio de la devolución de este formulario a la escuela de su hijo dentro de las dos semanas inmediatas después de su inscripción. El propósito principal de la información de directorio es permitir que el Distrito incluya información de los registros de educación de su hijo en ciertas publicaciones escolares. El Distrito ha designado lo siguiente como información de directorio para los alumnos:

Nombre	Fechas de asistencia
Domicilio	Estatus de inscripción
Correo electrónico	Participación en actividades y deportes reconocidos oficialmente
Número de teléfono	Peso y altura, si es un miembro de un equipo deportivo de la escuela
Fotografía	Reconocimientos y premios recibidos
Grado	Institución educativa previa más reciente
Campo de Estudio	

La información de directorio, que es información que generalmente no se considera perjudicial ni una invasión de privacidad si se libera, también se puede compartir con organizaciones externas sin el consentimiento previo por escrito de los padres. Dichas organizaciones externas incluyen, pero no se limitan a organizaciones comunitarias o de padres, universidades estatales y colegios comunitarios que buscan información para admisión y becas, compañías que fabrican anillos de graduación o publican anuarios. Además, dos leyes federales requieren que el Distrito, que recibe asistencia bajo la Ley de Educación Primaria y Secundaria de 1965, según su enmienda (ESEA), proporcione a los reclutadores militares, al solicitarla, la siguiente información: listas de nombres, domicilios y teléfonos – a menos que los padres o tutores hayan solicitado al Distrito que no desean que la información de su hijo sea divulgada sin su previo consentimiento por escrito.

Si usted no desea que el Distrito divulgue alguno o todos los tipos de información designados anteriormente como información de directorio de los registros educativos de su hijo sin su previo consentimiento por escrito, usted debe notificar al Distrito por escrito dentro de las primeras dos semanas de inscripción marcando las casillas apropiadas abajo, firmando y devolviendo este formulario a la escuela de su hijo.

Exclusión Completa de la Divulgación de Información de Directorio del Alumno

_____ Opto por excluir a mi hijo de todas las divulgaciones de información de directorio. Tenga en cuenta que seleccionar esta opción también nos prohíbe la divulgación de información a los reclutadores militares y a las universidades estatales y colegios comunitarios.

Exclusión Limitada de la Divulgación de Información de Directorio del Alumno

_____ Opto por excluir a mi hijo de todas las divulgaciones de información de directorio a las **Universidades Estatales y Colegios Comunitarios**. El seleccionar esta opción nos permite cualquier otra divulgación.

_____ Opto por excluir a mi hijo de todas las divulgaciones de información de directorio a las **Fuerzas Armadas, los Reclutadores Militares, o Escuelas Militares**. El seleccionar esta opción nos permite cualquier otra divulgación.

_____ Opto por excluir a mi hijo de todas las divulgaciones de información de directorio en **todas las publicaciones estudiantiles**. No usen el nombre o la imagen de mi hijo en boletines, anuarios o en programas de graduación, obras de teatro, deportivos, etc. El seleccionar esta opción nos permite cualquier otra divulgación.

Nombre del Padre o Tutor

Firma del Padre o Tutor

Fecha

COMPLETE Y FIRME ESTE FORMULARIO SOLO SI USTED **NO DESEA** QUE SU HIJO USE EL INTERNET

APELLIDO **NOMBRE** **NUM DE EST**

ESCUELA **GRADO** **FECHA**

Formulario de Permiso Estudiantil de Exclusión de Internet

Como padre o tutor de un estudiante de Phoenix Union High School District (PUHSD), he leído la Póliza EDDDB del Distrito sobre Tecnología, Internet e Información, y también el Procedimiento Operacional E-251-0P-2 sobre el Uso de Servicio de Información Electrónica por Estudiantes y Miembros de la Comunidad. Entiendo que el acceso a las computadoras y redes de información electrónica de Phoenix Union High School District es para fines educativos. Entiendo que es imposible que Phoenix Union High School District restrinja el acceso a todos los materiales controversiales, y no voy a responsabilizar al Distrito por materiales adquiridos en redes y sistemas de PUHSD que no son consistentes con los propósitos educativos del Distrito. Si mi estudiante ha obtenido materiales controversiales, informaré al administrador escolar de la escuela donde asiste mi hijo. Acepto responsabilidad total de la supervisión de mi hijo(a) cuando use una cuenta o red de Phoenix Union High School District y no esté en un ambiente escolar.

Por favor marque la casilla a continuación si desea que su hijo sea excluido del uso de internet. Este formulario debe ser sometido al comienzo de cada año escolar.

Acceso Negado

Yo **NO** doy mi permiso que Phoenix Union High School District ofrezca ami hijo acceso al internet, y afirmo que la información en este formulario es correcta.

Nombre del Padre o Tutor

Firma del Padre o Tutor

Fecha

COMPLETE Y FIRME ESTE FORMULARIO SOLO SI USTED **NO DESEA** QUE SU HIJO PARTICIPE EN LAS ACTIVIDADES DE NOTICIAS Y MEDIOS DE COMUNICACIÓN LISTADAS ABAJO:

APELLIDO **NOMBRE** **NUM DE EST**

ESCUELA **GRADO** **FECHA**

Formulario de Exclusión de los Medios de Comunicación

Su alumno puede ser entrevistado, grabado, fotografiado o filmado por los medios de comunicación o el distrito para historias en el periódico, la radio o la televisión. En algunos casos, estas historias, fotografías o videos pueden ser publicadas en el Internet para acceso público. El nombre del alumno, su fotografía, o la entrevista pueden usarse en publicaciones del distrito o los medios de comunicación, al menos que usted nos indique lo contrario. Tal solicitud debe ser aprobada por la oficina de Relaciones Comunitarias del distrito escolar Phoenix Union, la cual se asegurará que se protejan los intereses del alumno, la escuela y el distrito. La seguridad y el bienestar de los alumnos son nuestras prioridades. Actuaremos con prudencia y cautela en la práctica de este tema

Por favor marque las cajas apropiadas debajo si quiere excluir a su hijo de estas actividades. Los alumnos que tengan 18 años de edad o más pueden llenar este formulario sin el permiso del padre o tutor. Favor de someter este formulario a la oficina de la escuela dentro de las siguientes dos semanas a partir de la fecha de recibo de esta noticia. Este formulario deberá someterse al principio de cada año escolar.

Nota: No se requiere autorización para los eventos que estén abiertos a la comunidad o que se lleven a cabo en lugares públicos como paseos, eventos deportivos o presentaciones.

- NO quiero que el personal del Distrito entreviste, grabe, fotografíe o grabe en video a mi hijo para uso de la escuela o el Distrito en publicaciones o videos, o en promociones tales como anuncios.
- NO quiero que los medios de comunicación entrevisten, graben, fotografíen o graben en video a mi hijo para historias en el periódico, la radio, la televisión o el Internet.

Mi hijo y yo renunciamos a cualquier derecho de reclamo con el cual podamos contar en contra de la escuela y el distrito escolar Phoenix Union, los cuales pudieran originarse de entrevistas, fotografías, videotapes o grabaciones de audio, conocidas o desconocidas, y mantendré al distrito, y a los sucesores interesados, libres de dichos reclamos.

Nombre del Padre o Tutor

Firma del Padre o Tutor

Fecha

SI EL ALUMNO CUENTA CON 18 AÑOS DE EDAD O MÁS (*la firma del padre/tutor legal no es necesaria*):

Firma del Alumno

Fecha

CONFIRMACIÓN DE DOMICILIO

APELLIDO	NOMBRE	NUM DE EST
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ESCUELA	GRADO	FECHA
----------------	--------------	--------------

Fecha de Nacimiento (mm/dd/yy): _____

Dirección de Correo Postal del Alumno (Incluya # de edif. o depto.): _____

Ciudad, Estado y Código Postal: _____

Domicilio Físico del Alumno (Incluya # de edif. o depto.): _____
(Complete si la dirección postal es un *P.O. Box*)

Ciudad, Estado y Código Postal: _____

Número de Teléfono de Casa del Alumno (Incluya código de área): _____

Doy permiso para que me llamen a este número usando el equipo automático del Distrito

Número de Teléfono Celular del Alumno (Incluya código de área): _____

Doy permiso para que me llamen a este número usando el equipo automático del Distrito

Número de Teléfono Celular del Padre o Tutor (Incluya código de área): _____

Doy permiso para que me llamen a este número usando el equipo automático del Distrito

Dirección(es) de Correo Electrónico del Padre o Tutor:

1. _____

2. _____

Favor de presentar copia de un documento que tenga el nombre completo y el domicilio o la descripción física de la propiedad donde reside el alumno como comprobante de domicilio con este formulario. (No P.O. Boxes)

Nombre del Padre o Tutor

Firma del Padre o Tutor

Fecha

KI-E Visitantes en las Escuelas

Requisitos y Reconocimiento para Visitar la Escuela

El distrito Phoenix Union High School District N° 210 (de ahora en adelante, PUHSD) publica este aviso para guiar a aquellos que visitan las escuelas de PUHSD (visitantes). Este aviso satisface en parte la exigencia de la póliza KI de la Mesa Directiva (Visitantes en las escuelas) de que el Superintendente establezca procedimientos de visita para el control de las personas que no sean empleados o alumnos de PUHSD que ingresan a las instalaciones de PUHSD. Estos requisitos se aplican a cualquier persona que no sea un empleado o un estudiante de PUHSD cuando la persona se encuentre en instalaciones de PUHSD o cuando la persona asiste a un evento patrocinado por PUHSD llevado a cabo fuera de las instalaciones de PUHSD. Cualquier empleado de PUHSD puede hacer cumplir estos requisitos.

Las pólizas KFA (Conducta Pública en Propiedad Escolar) y KI, así como la medida administrativa KI-RA (visitantes en las escuelas) de la Mesa Directiva, describen el comportamiento que PUHSD exige de un visitante. Estos requisitos tienen por objeto asegurar que los estudiantes, empleados y visitantes estén seguros, y que un visitante no interfiera con los programas administrativos, educativos y de operación de la escuela. Una copia de KFA, KI, KI-RA, y KI-RB están disponibles bajo petición.

PUHSD puede solicitar a cualquier visitante el repasar la información siguiente, y colocar sus iniciales y firma en este formulario donde se indica, demostrando que ha entendido y que cumplirá las expectativas de conducta.

1. Nadie podrá entrar en las instalaciones de la escuela, incluyendo a visitar o auditar una clase o asistir a otra actividad escolar, sin la aprobación previa del director. Se anima a los padres a visitar la escuela de sus estudiantes para eventos y actividades especiales programadas. Con el fin de evitar conflictos con los eventos programados o la interrupción de actividades educativas críticas (tales como exámenes), los padres deberán, con anticipación, presentar al director una solicitud de visita a clases, para que el director pueda programar una fecha y hora.
2. Durante el día escolar, el visitante deberá reportarse a la oficina central al llegar, proporcionar una identificación apropiada, y firmar su nombre en el registro de visitantes. El visitante deberá permanecer en el área de la oficina hasta que el director o designado otorgue la autorización para abandonar esa zona.
3. El visitante deberá cumplir con las indicaciones de cualquier empleado de PUHSD. El director, un asistente del director, o un miembro del personal de seguridad de la escuela normalmente proporcionarán tales indicaciones, pero otros empleados de PUHSD también pueden hacerlo en circunstancias inusuales o imprevistas. Un visitante de un salón de clases deberá cumplir con las peticiones y las instrucciones del maestro.
4. La primera responsabilidad del maestro es con la clase en grupo. Por lo tanto, a un maestro no le será posible conversar largamente con un visitante. Un padre puede hacer arreglos para una conferencia con un maestro poniéndose en contacto con la oficina del director.
5. Antes o después del día escolar, el visitante podrá entrar en las instalaciones de PUHSD sólo para asistir a un evento al que fue invitado, o para utilizar las instalaciones que PUHSD ha designado para uso público limitado. Los visitantes que asistan a una función especial deberán permanecer en el área que PUHSD designe para dicha función.
6. Cualquier visitante que provoque la alteración del orden público de cualquier tipo será objeto de expulsión y exclusión de las instalaciones de PUHSD.
7. Cualquier empleado de PUHSD puede exigir a un visitante que viola los requisitos de PUHSD para los visitantes, o cualquier otra póliza de PUHSD, abandonar las instalaciones de PUHSD. El incumplimiento de solicitud para identificarse, o de cualquier dirección legal de un empleado de PUHSD, es una violación a las pólizas de PUHSD. Cualquier incumplimiento de estas instrucciones legales puede someter a un visitante a juicio por violación de los estatutos de Arizona (A.R.S. § 13-2911, Interferencia con una Institución Educativa).

Recibo de los Procedimientos de Asistencia, Disciplina y Debido Proceso

He leído y entiendo las siguientes Reglas de Política de la Mesa Directiva del distrito escolar Phoenix Union y entiendo además que estas violaciones podrían resultar en la exclusión de la escuela. También entiendo que el expediente de disciplina de un alumno es acumulable y se utilizará como evidencia en todas las cuestiones disciplinarias hasta su graduación. Además, entiendo que las instalaciones de los planteles o ciertas áreas de los planteles pueden estar bajo vigilancia electrónica.

Mala Conducta Académica	Infracciones Múltiple y Repetidas
Alcohol, Drogas, Dispositivos - Posesión y Uso	Obscenidades, Groserías, Difamación o Lenguaje Abusivo
Alcohol y Drogas – Venta, Distribución o Tráfico	Acoso Sexual y Conducta Sexual Indebida
Incendio Provocado	Tecnología, Uso Indebido
Asalto y Asalto Agravado	Robo, Extorsión o Falsa Representación
Acoso / Hostigamiento General	Amenazas a una Institución Educativa
Desafío de Autoridad	Tabaco/Dispositivos para Fumar - Posesión o Uso
Conducta Disruptiva	Reglas de Tráfico (vehículos motorizados) y Tránsito (en la escuela y en la ciudad)
Atuendo y Apariencia	Entrada no Autorizada
Alarmas de Emergencia y Dispositivos de Control de Incendios	Entrada no Autorizada / Robo
Poner en Peligro la Salud y la Seguridad de Otros	Visitas no Autorizadas a otros Planteles
Peleas	Vandalismo, Destrucción de la Propiedad
Apuestas	Violación de Procedimientos y Reglas Escolares
Novatadas	Armas y Objetos Peligrosos

Acuerdo de Seguridad del Alumno

Como alumno del distrito escolar Phoenix Union, y por mi seguridad personal, acuerdo seguir las reglas de seguridad que se enlistan a continuación mientras me traslado hacia y desde la escuela:

Si camino a la escuela:

- No voy a atravesarme entre las calles; cruzaré utilizando solo los cruces de peatón adecuados.
- Evitaré los juegos bruscos cerca de calles e intersecciones.
- Estaré alerta; No me distraeré con celulares o dispositivos electrónicos.
- Respetaré a los demás peatones, ciclistas, conductores y propietarios de casas o negocios.

Si uso el autobús escolar o transportación pública:

- Me comportaré apropiadamente mientras esté en el autobús o transporte público, en las paradas y en los Centros de Tránsito.
- Respetaré a los demás en el autobús o transporte público, en las paradas y en los Centros de Tránsito.

Si conduzco mi auto a la escuela:

- Conduciré con seguridad y obedeceré todas las reglas de tránsito del Departamento de Vehículos Motorizados, así como las leyes del estado de Arizona.
- Estaré alerta; No me distraeré con celulares o dispositivos electrónicos.
- Respetaré a los demás conductores, peatones, ciclistas, y propietarios de casas o negocios.

En todo momento:

- Me pondré en contacto con mis padres o tutor legal si no voy directamente a casa.
- Notificaré de inmediato a la administración de la escuela si ocurre un incidente en el que me sentí inseguro, ya sea dentro o fuera de la escuela.
- Seré respetuoso con la comunidad (casas, parques, negocios, etc.).
- Estaré consciente de las leyes de vagancia y entrada no autorizada.
- Tendré en cuenta el toque de queda establecido por la Ciudad de Phoenix.

****Horario de Toque de Queda para jóvenes menores de 16 años es de 10pm – 5am;
Jóvenes de entre 16 y 17 años de edad es de 12am – 5am***

En actividades patrocinadas por la escuela:

- Se me deberá trasladar de manera segura hacia y desde la actividad patrocinada por la escuela.
- Se me deberá recoger no más de 30 minutos después del final de cualquier actividad patrocinada por la escuela.
- Se me puede revocar el privilegio de asistir a actividades patrocinadas por la escuela por mi seguridad, por asuntos de disciplina, o por violación del límite de 30 minutos.

Recibo Sobre Póliza de Amenazas a una Institución Educativa

La prioridad del Distrito de Escuelas Preparatorias Phoenix Union es la seguridad de las escuelas. La seguridad es el elemento esencial de un ambiente de aprendizaje para tener éxito en la realización de los estudiantes y éxito académico. Los estudiantes deben ser responsables por sus propios actos, ya que pueden poner en riesgo la salud y seguridad de los estudiantes y empleados de la escuela.

El Distrito de Escuelas Preparatorias Phoenix Union *requiere por ley expulsar de la escuela por lo menos un año* a cualquier estudiante que se ha determinado haber amenazado a una institución educativa. La ley de expulsión puede ser modificada según sea el caso si el estudiante toma responsabilidad por el resultado de la amenaza. El Distrito cumplirá con todos los requerimientos y procedimientos federales y estatales para estudiantes bajo la protección del Acta Educativa de Individuos con Discapacidades (IDEA) o por la Sección 504 del Acta de Rehabilitación de 1973.

La póliza sobre amenazas se explica en detalle en el **Manual de Procedimientos Estudiantiles**. Las siguientes categorías de mala conducta pueden formar parte y ser incluidas en las categorías generales de "Amenazas a una Institución Educativa" dependiendo de las circunstancias de cada caso:

- Asalto o Asalto con agravantes a otro estudiante o a un miembro de la facultad
- Incendio premeditado/incendio imprudente
- Amenazas de bomba
- Mala conducta en el camión
- Destrucción o desfiguramiento de propiedad ajena
- Poner en peligro
- Dispositivos explosivos
- Extorsión
- Incitación
- Mala conducta sexual
- Amenazas, intimidación o abuso verbal a un estudiante o a un miembro de la facultad
- Weapons

He leído y entiendo la póliza de la Mesa Directiva sobre amenazas a una institución educativa. Además, entiendo que la violación de esta póliza puede resultar en ser expulsado de la escuela.

Uso de Recursos Tecnológicos en la Instrucción

Acuerdo del Usuario

Los detalles del acuerdo del usuario se discutirán con cada usuario potencial de los servicios de información electrónica (SIE). Cuando el acuerdo firmado se haya regresado a la escuela, al usuario se le permitirá el uso de los recursos SIE.

Términos y Condiciones

USO ACEPTABLE. Cada usuario deberá:

- Usar el SIE como apoyo a los objetivos educativos personales, en consistencia con las metas y los objetivos educativos del Distrito Escolar.
- Acordar a no someter, publicar, desplegar, o extraer material difamatorio, incorrecto, abusivo, obsceno, de naturaleza sexual, amenazante, racialmente ofensivo o ilegal.
- Obedecer todas las leyes y regulaciones de las marcas registradas y los derechos reservados.
- No divulgar su domicilio, números de teléfono o información personal de identificación, a menos que haya sido autorizado por el personal designado de la escuela.
- Entender que el correo electrónico o la comunicación electrónica directa no son privados y el personal de la escuela está autorizado para leerlos y supervisarlos.
- No utilizar la red de manera que interrumpa el uso de dicha red por los demás.
- No utilizar el SIE para propósitos comerciales.
- Obedecer el código de conducta del Distrito.
- No intentar dañar, modificar o destruir el software o el equipo, ni interferir con la seguridad del sistema.
- Entender que el uso inapropiado puede resultar en la cancelación del permiso para usar los servicios de información electrónica (SIE) y en acciones disciplinarias apropiadas incluyendo la expulsión de los alumnos.

Asimismo, el uso apropiado para los empleados del distrito se extiende hasta incluir los siguientes requisitos:

- Supervisar a los alumnos haciendo uso del SIE
- Acordar ingresar el usuario y la contraseña personalmente y supervisar la actividad cuando se les permita a otros el uso de las cuentas del Distrito.
- Aceptar responsabilidad por las cuentas electrónicas asignadas por el Distrito, incluyendo la protección de la contraseña.
- Tomar todas las precauciones, incluyendo el mantenimiento de las contraseñas y la protección de los archivos y los directorios, para prevenir el uso de las cuentas y los archivos del Distrito por personas no autorizadas.

RESPONSABILIDAD PERSONAL. Reportaré cualquier uso inapropiado del SIE ala administración o al administrador del sistema, como sea apropiado.

Entiendo que varios servicios y productos están disponibles pagando una cuota *y acepto mi responsabilidad personal por cualquier gasto sin autorización del Distrito.*

ETIQUETA EN LA RED. Debo obedecer las reglas generalmente aceptadas de la etiqueta en la red.

Por lo consiguiente:

- Seré amable y utilizaré el lenguaje apropiado. No enviaré, o animaré a otros a enviar, mensajes abusivos.
- Respetaré la privacidad. No divulgaré cualquier domicilio o números personales de teléfono o información personal identificable.
- Evitaré las interrupciones. No utilizaré la red de manera que interrumpa el uso del sistema por los demás.
- Observaré las siguientes consideraciones:
 - Seré breve.
 - Intentaré usar buena ortografía y redactar los mensajes de manera fácil de entender.
 - Usaré títulos cortos y descriptivos para los artículos.
 - Someteré artículos solamente a grupos o personas conocidas.

SERVICIOS

El Distrito Escolar niega específicamente cualquier responsabilidad por la precisión de la información. Mientras que el Distrito hará todo esfuerzo por asegurar el acceso a material apropiado, el usuario tiene la responsabilidad de cómo utiliza los servicios de información electrónica (SIE) y se arriesga a confiar en la información obtenida.



Center for Educational Excellence
4502 North Central Avenue
Phoenix, AZ 85012

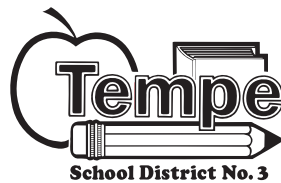
TEMPE ELEMENTARY SCHOOL DISTRICT FAMILY HANDBOOK

Student Discipline and General Information

2017-2018

**Tempe Elementary Schools
3205 S. Rural Road - Tempe, Arizona 85282**

Visit us at www.tempeschools.org



MESSAGE TO PARENTS/GUARDIANS REGARDING FAMILY HANDBOOK

The purpose of the Family Handbook is to establish a standard of conduct for Tempe Elementary School District No. 3 students which will provide the best possible educational climate for the students, faculty, staff and general public.

This handbook outlines the District's standards and procedures for student discipline. Following the rules will ensure an atmosphere of safety and courtesy for all children.

Also included are the criteria for the promotion of pupils from grade to grade.

Please review the information in this handbook and talk about it with your child. **You and your child must sign the Parent/Guardian/Student Agreement below and return it to school as soon as possible.**

Please complete and submit one agreement for each TD3 student.

.....

PARENT/GUARDIAN/STUDENT AGREEMENT 2017-2018

My child and I have read and discussed the following handbook provided by the District:

- **Family Handbook**, including the information on the annual notification regarding confidentiality of student education records, (including directory information), Electronic Information Services User Agreement, student discipline, promotion criteria and general guidelines.

My child and I agree to comply with all the provisions of this Family Handbook while my child is enrolled in TD3, including, but not limited to, the Electronic Information Services User Agreement.

I have been given the opportunity to ask for clarification and ask questions regarding the discipline program and procedures. I understand I may call the school for more information.

I give permission for my child to participate in any survey described in A.R.S. § 15-117 subsection A and PPRA. Details can be found on pages 3 and 4 of this handbook.

I DO NOT give permission for my child to participate in any survey described in A.R.S. § 15-117 subsection A and PPRA. Details can be found on pages 3 and 4 of this handbook.

Student's Name

Grade

Student's Signature

Parent/Guardian Name

Parent/Guardian Signature

Teacher Name

Date

**SPANISH TRANSLATION OF THIS HANDBOOK IS AVAILABLE AT YOUR SCHOOL.
LA TRADUCCIÓN EN ESPAÑOL DE ESTE MANUAL, ESTÁ DISPONIBLE EN SU ESCUELA.**

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PARENTS' RESPONSIBILITY FOR STUDENT ATTENDANCE

Arizona Revised Statutes (A.R.S. §15-802) mandates that children between the ages of six and sixteen years shall attend school for the full time school is in session unless exempted according to law. Regular attendance is essential if students are to receive the best possible educational opportunities.

IT IS THE RESPONSIBILITY OF THE PARENT to authorize any absence of the pupil from school and notify the school in advance or at the time of any absence. The attendance officer may investigate the reason for absence of more than two consecutive days if the school has not had contact with the family. **It is also necessary for parents to provide a phone number at the time of enrollment where the parents can be reached. Parents must notify the school as soon as possible of any change in this phone number.**

Tempe Elementary School District No. 3 Attendance Guidelines

Please call or email the school office each day your child is absent within 30 minutes of school starting time.

Excused Absences

A pupil shall be excused from school when the absence is one of the following: death in family, doctor's appointment, court appearance for the child, illness, religious holidays (as defined by the parent), lack of immunizations (5 days only), lice (3 days only), and deployment-related absences. Documentation may be requested for these absences.

Unexcused Absences

Any absence for reasons other than those listed as EXCUSED ABSENCES are deemed unexcused. Examples of unexcused absences include the following: take your child to work day, caring for siblings, vacation, failure to call the school, missed bus, lack of immunizations (more than 5 days), lice (more than 3 days).

Attendance Intervention Timeline

- **3 unexcused absences:** A staff member confers with student and parent/guardian.
- **5 unexcused absences:** Principal sends letter to the address on record warning parent/guardian of possible court proceedings if student's absences continue. Possible home visit by school staff.
- **9 unexcused absences:** A staff member makes a personal contact with parent/guardian.
- **12 unexcused absences:** District staff hand-delivers or sends letter to parent/guardian. The parent/guardian and/or student may be issued a citation for violation of Arizona Revised Statute A.R.S. § 15-802. A citation would require that the parent/guardian appear in court and consequences may include participation in a Parent Truancy Class and program fees to attend the class. If convicted, it is a Class 3 Misdemeanor punishable by jail time and/or fine.
- **15 unexcused absences:** Principal sends letter to the address on record warning parent/guardian of possible court proceedings if student's absences continue. The parent/guardian and/or student may be issued a citation for violation of Arizona Revised Statute A.R.S. §15-802. A citation would require that the parent/guardian appear in court and consequences may include participation in a Parent Truancy Class and program fees to attend the class. If convicted, it is a Class 3 Misdemeanor punishable by jail time and/or fine.
- **18 unexcused absences:** District staff hand-delivers or sends letter to parent/guardian. The parent/guardian and/or student may be issued a citation for violation of Arizona Revised Statute A.R.S. §15-802. A citation would require that the parent/guardian appear in court and consequences may include participation in a Parent Truancy Class and program fees to attend the class. If convicted, it is a Class 3 Misdemeanor punishable by jail time and/or fine.

Additional citations and/or letters may be sent to parents to address attendance. Good attendance is vital for success in school. It is important that parents and the school work together to ensure good attendance.

A child who is habitually truant or who has excessive absences may be adjudicated an incorrigible child as defined in A.R.S. § 8-201. Absences may be considered excessive when the number of absent days exceeds ten percent of the number of required attendance days prescribed in A.R.S. § 15-802 subsection B, paragraph 1. For TD3 this is 18 days (excused and unexcused combined). At 18 combined excused and unexcused absences a staff member may make personal contact with parent.

"Habitually truant" means a truant child who is truant for at least five school days within a school year.

"Truant" means an unexcused absence for at least one class period during the day.

"Tardy" means missing instructional time by being late to school or being checked out early from school.

Unless otherwise exempted, a person who has custody of a child, who does not provide instruction in a home school and who fails to enroll or fails to ensure that the child attends a public, private, or charter school is guilty of a class 3 misdemeanor. A parent who fails to comply with the duty to file an affidavit of intent to provide instruction in a home is guilty of a petty offense.

STUDENT Electronic Information Services User Agreement

Tempe Elementary School District No. 3
Tempe, Arizona

The District may provide electronic information services (EIS) to qualified students, who attend Tempe Elementary School District No. 3. Electronic information services include networks (e.g., LAN, WAN, Internet), databases, electronic mail and any computer-accessible source of information, whether from hard drives, compact disks (CDs), Digital Video Disks (DVDs), or other electronic sources.

IMPORTANT NOTE: Should you choose that your child NOT use EIS, including computers, you MUST contact your school by LETTER within two weeks.

Terms and Conditions

- I will use the EIS to support my personal educational objectives consistent with the educational goals and objectives of the Tempe Elementary School District No. 3 and will refrain from using the EIS for any purpose, or in any manner prohibited by this user agreement.
- I agree not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material or engage in cyberbullying.
- I will abide by all copyright and trademark laws and regulations.
- I will not reveal home addresses, personal phone numbers or personally identifiable data of myself or others.
- I will not use the network in any way that would disrupt the use of the network by others.
- I will not use the EIS for commercial purposes.
- I will abide by the Student Discipline Handbook while using the EIS.
- I will use only Tempe Elementary School District No. 3 approved search engines.
- I will strive to use correct spelling, punctuation and grammar when sending electronic mail or publishing documents.
- I will take responsibility for any account that is given to me and will keep my password and/or user ID private. I will only use passwords and user IDs assigned to me.
- I will not attempt to harm, modify, add or destroy software or hardware nor interfere with system security.
- I will report any misuse of the electronic information resources immediately to a teacher, administrator, and/or other staff member. I will report all accidental misuse of technology to my teacher, administrator, and/or staff member immediately.
- I understand that electronic mail or direct electronic communication is not private and may be read and monitored by District employed persons.
- I understand that many services and products are available through EIS for a fee. I will obtain authorization prior to accessing or using a service that requires a fee and will accept responsibility for any expenses incurred for such use.
- I understand that Tempe Elementary School District No. 3 specifically denies any responsibility for the accuracy of information accessed through the use of EIS. While the district will make an effort to ensure access to proper materials, the user has the ultimate responsibility for how the electronic information service is used and bears the risk of reliance on the information obtained.
- I understand that Tempe Elementary School District No. 3 does not assume the liability for information lost, damaged, or unavailable due to technical and/or other difficulties.
- I understand that Tempe Elementary School District No. 3 reserves the right to establish rules and regulations as may be necessary for the efficient operation of the EIS.
- I understand that Tempe Elementary School District No. 3 provides technology protection measures (filtering) that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography, or, with respect to use of the computers by students, harmful to students.
- I understand that inappropriate use may result in cancellation of permission to use the electronic information services (EIS) and appropriate disciplinary action up to and including expulsion.
- I will not attempt to subvert, disable security or alter workstation settings.

NOTIFICATION OF RIGHTS

Surveys: Pupil Information, Parental Permission, Informed Consent, and Definitions

(A.R.S. § 15-117)

At the beginning of every school year, every school district shall obtain written informed consent from the parent of a pupil to participate in any survey pursuant to subsection A of this section for the entire year. A parent of a pupil may at any time revoke consent for the pupil to participate in any survey pursuant to subsection A of this section. All surveys conducted pursuant to subsection A of this section shall be approved and authorized by the school district. The school district is subject to the penalties prescribed in subsection L of this section. A teacher or other school employee may not administer any survey pursuant to subsection A of this section without written authorization from the school district.

Subsection A:

Notwithstanding any other law, each school district shall obtain written informed consent from the parent of a pupil before administering any survey that is retained by a school district or the department of education for longer than one year and that solicits personal information about the pupil regarding any of the following:

1. Critical appraisals of another person with whom a pupil has a close relationship.
2. Gun or ammunition ownership.
3. Illegal, antisocial, or self-incriminating behavior.
4. Income or other financial information.
5. Legally recognized privileged or analogous relationships, such as relationships with a lawyer, physician, or member of the clergy.
6. Medical history or medical information.
7. Mental health history or mental health information.
8. Political affiliations, opinions, or beliefs.
9. Pupil biometric information.
10. The quality of home interpersonal relationships.
11. Religious practices, affiliations, or beliefs.
12. Self-sufficiency as it pertains to emergency, disaster, and essential services interruption planning.
13. Sexual behavior or attitudes.
14. Voting history.

Please visit <http://www.azleg.gov/ars/15/00117.htm> for additional information and the complete statute.

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

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes and certain physical exams. These include the right to:

- **Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):**
 1. Political affiliations or beliefs of the student or student’s parent;
 2. Mental or psychological problems of the student or student’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents; or
 8. Income, other than as required by law to determine program eligibility.

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

- **Inspect, upon request and before administration or use:**
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

Tempe Elementary School District No. 3 has policies regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Tempe Elementary School District No. 3 will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify, such as through U.S. Mail or e-mail, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

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

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

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920**

ANNUAL NOTIFICATION TO PARENT(S)/GUARDIAN(S) REGARDING CONFIDENTIALITY OF STUDENT EDUCATION RECORDS

Tempe Elementary School District No. 3 has established written policies regarding the collection, storage, retrieval, use and transfer of student educational information collected and maintained pertinent to the education of all students to ensure the confidentiality of the information and to guarantee parents'/guardians' and students' rights to privacy. These policies and procedures are in compliance with federal and state laws. District Policies and Regulations may be reviewed by contacting any school or the Student Support Department of the District.

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." The Governing Board has established written policies regarding the collection, storage, retrieval, release, use and transfer of student educational information collected and maintained pertinent to the education of all students to ensure the confidentiality of the information and to guarantee parents'/guardians' and students' rights to privacy. These policies and procedures are in compliance with:

The Family Education Rights and Privacy Act; Title 20, United States Code, Sections 1232g and 1232h; and the Federal Regulations (34 C.F.R., Part 99) issued pursuant to such act;

Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act of 2001 (USA PATRIOT ACT);

Every Student Succeeds Act (ESSA) of 2015;

The Individuals with Disabilities in Education Act: 20 U.S.C. Chapter 33; and the Federal Regulations (34 C.F.R. Part 300); and

Arizona Revised Statutes, Title 15, sections 141 and 142.

The Individuals with Disabilities Education Act (IDEA) is a federal law that protects the rights of students with disabilities.

In addition to standard school records, for children with disabilities, education records could include evaluation and testing materials, medical and health information, Individualized Education Programs (IEP) and related notices and consents, progress reports, materials related to disciplinary actions and mediation agreements. Such information is gathered from a number of sources, including the student's parents and staff of the school of attendance. Also, with parental permission, information may be gathered from additional pertinent sources, such as doctors and other health care providers. This information is collected to assure the child is identified, evaluated and provided a Free Appropriate Public Education in accordance with state and federal special education laws.

Each agency participating under part B of IDEA must assure that all stages of gathering, storing, retaining and disclosing of education records to third parties complies with the federal confidentiality laws.

In addition, the destruction of any education records of a child with a disability must be in accordance with IDEA regulatory requirements.

RIGHT TO INSPECT AND REVIEW

Student education records are collected and maintained in the office of the child's school and/or the Student Support Department under the supervision of the school Principal and/or the Director of the Student Support Department. Student education records help in the instruction, guidance and educational progress of the student, to provide information to parent(s)/guardian(s) and staff members, to provide a basis for the evaluation and improvement of school programs and for legitimate educational research. The students' records maintained by the District may include – but are not necessarily limited to, identifying data, report cards and transcripts of academic work completed, standardized achievement test scores, attendance data, reports of psychological testing, health data, teacher or counselor observations and verified reports of serious or recurrent behavior patterns. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Otherwise, records are not released to most agencies, persons or organizations without prior written consent of the parent(s)/guardian(s).

Parents of eligible students have the right to inspect and review the student's education records maintained by the school within 45 days of a request made to the school administrator. Schools are not required to provide copies of records unless it is impossible for parents of eligible students to review the records without copies. Parent(s) may request a copy of materials contained in the child's record, when it is not practicable for the parent(s) to inspect and review the records at the school. Schools may charge a fee for copies.

Prior to review, the parent(s) must sign the Request to Examine Confidential Records form, which identifies the records they wish to inspect. The parent(s) will be notified of the time and place where the records may be inspected. The parent(s) may review all student records prior to any Individualized Education Program (IEP) meeting or hearing relating to the identification, evaluation or placement of the child.

School personnel will be available to explain the contents of the records to the parent(s).

RIGHT TO AMEND EDUCATION RECORDS

Parent(s) may request that the District amend a record and to add comments of their own, if they believe information in the record file is inaccurate or misleading. The request should be made in writing to the school Principal, clearly identifying the part of the record the parent(s) want changed and specifying why it is inaccurate or misleading. If the school decides not to amend the record as requested, the parent(s) will be notified of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedure will be provided to the parent(s) when notified of the right to a hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

ANNUAL NOTIFICATION TO PARENT(S)/GUARDIAN(S) REGARDING CONFIDENTIALITY OF STUDENT EDUCATION RECORDS (cont'd)

RIGHT TO CONSENT TO DISCLOSURE

Parent(s) or eligible students have the right to require their consent to disclosure of personally identifiable information contained in the student's education records by the prior written consent of the parent(s) or eligible student(s), except to the extent that FERPA authorizes disclosure without consent. The school may, without consent of parent(s) or student(s), disclose a student's record under the following circumstances:

- To school officials within the District who have a legitimate educational interest. A school official is a person employed by the school as an administrator, supervisor, or support staff member (including health staff and law enforcement unit personnel or similar role); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent/guardian or student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- Under the Family Educational Rights and Privacy Act (FERPA), (a) Student information will be maintained in part on behalf of the District by Northwest Evaluation Association (NWEA) and its contractors in order to provide assessment and research services to the District; (b) NWEA employees, and employees of NWEA's contractors shall be deemed school officials for the purpose of access to PII derived from Student Information only if they have a legitimate interest in maintaining, organizing, or analyzing the data for assessment and research purposes under the District's agreement with NWEA; and (c) PII derived from Student Information and maintained by NWEA shall not be further disclosed to third parties, except as allowed by FERPA and authorized by the District or by the District's agreement with NWEA. The District is responsible for any notices to parents required under FERPA.
- Upon the request of another school district, where the student seeks or intends to enroll, all student records, including but not limited to disciplinary records and medical records, are transferred where the student is seeking or intends to enroll on a full or part-time basis.
- The State Department of Education, so long as the intended use of data is consistent with the department's statutory powers and responsibilities.
- In order to comply with a judicial order or lawfully issued subpoena.
- Where the disclosure is information designated as "directory information" by the District as provided below.
- Specified officials for audit and evaluation purposes.
- Appropriate parties in connection with financial aid to a student.
- Organizations conducting certain studies for or on behalf of the school.
- Accrediting organizations.
- State and local authorities, within a juvenile justice system, pursuant specific to State law.
- In connection with a health or safety emergency of the student or other persons, the information is necessary and needed to address the emergency.
- Other limited circumstances permitted under FERPA.

Student education records are kept in strict confidence by the District's staff. Personally identifiable information about students will **NOT** be released or sold for commercial purposes.

DIRECTORY INFORMATION

The District designates the following personally identifiable information contained in a student's education records as "directory information" and may disclose that information without prior written consent:

- Student's current school name
- Student SAIS ID number
- Student's name
- Student ethnicity
- Names of the student's parent(s)/guardian(s)
- Student's gender
- Student's address and telephone listing
- Student's image in a photograph or video
- Parent/Guardian address, home and work telephone numbers and e-mail address
- Student's Mother's first and last name on birth certificate
- Student's date and place of birth
- Student's grade level
- Student's electronic mail address
- Student's dates of attendance (by grading period, not individual dates)
- Student's enrollment status (e.g., fractional student, full-time)
- Student's weight and height if a member of an athletic team
- Student's achievement awards or honors received
- The student's most recent schools or school districts attended before enrollment in the District
- Student's extracurricular participation

NOTE: The above mentioned directory information may be disclosed on an individual student **unless** the parent(s)/guardian(s) of the student or eligible student send(s) a letter to the school Principal within two (2) weeks after the initial enrollment, refusing to let any or all of the categories of directory information be issued. This designation will remain in effect unless modified by the written direction of the student's parent(s)/guardian(s).

Please give careful consideration before directing the school Principal to not release "directory information." There are instances in which parent(s)/guardian(s) may desire the disclosure of "directory information."

Examples of use of the above information may include, but is not limited to:

- Student yearbooks
- Programs for the District awards ceremony or school concerts
- Rosters for sports activities
- Honors or achievements to be included in District publications, local newspapers or magazine publications.

ANNUAL NOTIFICATION TO PARENT(S)/GUARDIAN(S) REGARDING CONFIDENTIALITY OF STUDENT EDUCATION RECORDS (cont'd)

- Class lists for school events or activities
- Student writing/artwork on class or District Internet web pages
- An interview, photograph, or video taken by District personnel, TV news staff, newspaper reporter or photographer for use in/on:
 - printed publications
 - websites
 - social media platforms
 - school marquee signs
 - television, radio, or video programming
 - promotional materials, advertising, or public service announcements.

Please be assured that a staff member – such as a teacher, Principal or a member of the District’s Community Affairs and Marketing team – always accompanies reporters and photographers on school grounds.

RIGHT TO FILE A COMPLAINT

Copies of the district student education records, confidentiality policies and procedures may be reviewed in the assigned office in each school. A parent or eligible student has the right to file a complaint with the Family Educational Rights and Privacy Act Office in Washington D.C.,

if they believe that the district has violated the provision of FERPA. A parent/guardian or eligible student has the right to file a complaint with the Family Educational Rights and Privacy Act office in Washington, D.C.

The address is:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920**

DESTRUCTION OF SPECIAL EDUCATION RECORDS

Parent(s)/guardian(s) of special education students will be informed at the time of the initial placement in special education, that personally identifiable information collected, maintained or used to provide educational service to the student will be destroyed four (4) years after special education services in Tempe Elementary School District No. 3 has ended. A permanent record of a student’s name, address, phone number, grades, attendance record, classes attended, grade level completed and year completed, may be maintained without time limitation.

DISCIPLINE SUPPORT PROGRAM

INTRODUCTION

Maintaining acceptable behavioral standards in schools is essential to creating a quality learning environment. Therefore, each school in the District has a discipline program that is designed to encourage positive student behavior and emphasize positive action to encourage appropriate student behavior.

The District supports self-discipline as the governing concept for student behavior. School faculty and staff are committed to promoting and implementing a discipline plan that enables students to become effective problem solvers and decision makers and helps students learn self-control.

If a student finds illegal substances (drugs, alcohol, tobacco, etc.) or a dangerous instrument on a school campus, including in his/her backpack or on his/her person, he/she must immediately report or turn the substance or instrument in to a school official. If this is found to be an inadvertent act, discipline/consequences may be reduced or waived. This possible reduction or waiver does not apply to possession of illegal substances or weapons.

BASIC EDUCATIONAL RIGHTS

The District will strive to ensure that the following basic educational rights are not compromised:

1. The student’s right to a quality education, which is differentiated and free from disruption.
2. The educator’s right to teach or administer free from verbal/physical intimidation and assault.

3. The parent’s right to a quality education for his/her child and the protection of students, educators and school property.

EXPECTATIONS FOR STUDENT CONDUCT

Students are expected to respect the personal and property rights of others and cooperate with all members of the school community.

Students are required to:

1. Comply with District policies and regulations.
2. Submit to the authority of school administrators, teachers and the Governing Board.
3. Attend school and meet school obligations.
4. Maintain a standard of conduct that reflects socially acceptable behavior.
5. Accept responsibility for their actions.
6. Respect the rights of others.
7. Dress appropriately and practice habits of good personal health and hygiene.
8. Help maintain school property and other property of the school community.

SEXUAL HARASSMENT

It is the policy of the Tempe Elementary School District No. 3 to maintain a learning and working environment that is free from sexual harassment.

DISCIPLINE SUPPORT PROGRAM (cont'd)

It shall be a violation of this policy for any member of the Tempe Elementary School District No. 3 staff to harass another staff member or student through conduct or communications of a sexual nature as defined in Governing Board Policy ACA. It shall be a violation of this policy for any student in the Tempe Elementary School District No. 3 to harass another student or any staff member through conduct or communications of a sexual nature as defined in Governing Board Policy ACA.

Anyone who is a victim of sexual harassment, or knows of the occurrence of such conduct, should immediately inform the Principal, Assistant Principal or Superintendent. All matters involving sexual harassment will remain confidential unless disclosure is required by law or it is determined to be necessary by the Superintendent or his/her designee.

STUDENTS PLACED BY THE DISTRICT AT THE ARIZONA SCHOOL FOR THE DEAF AND THE BLIND

This District will notify the Arizona School for the Deaf and the Blind (ASDB) of ASDB's obligation to notify the District of all reports and

investigations of sexual harassment involving the District's students that occur on ASDB's premises, in any of ASDB's programs or on ASDB buses that transport students to and from ASDB. Once the District is notified by ASDB that a report of sexual harassment has been made, the District shall be responsible for confirming that ASDB conducts a prompt investigation and that ASDB provides the District with the results of the investigation, including what remedial or disciplinary action will be/have been taken to address the matter, if any such action is warranted.

PARENT CONCERNS

A parent who has concerns about any disciplinary matter involving a student should initially speak to the staff member involved. If unable to come to a resolution with the staff member, the parent should contact the Assistant Principal or Principal. If necessary, a meeting will be held. If no resolution can be reached, the parent may contact the appropriate district administrator.

SEARCH AND SEIZURE

Students possess the right of privacy of person as well as freedom from unreasonable search and seizure of property guaranteed by the Fourth Amendment of the Constitution. This individual right, however, is balanced by the school's responsibility to protect the health, safety and welfare of all its students. School employees may conduct searches when they have reason to suspect that the health, safety or welfare of students may be in danger. The following search or seizure guidelines will be followed:

1. General searches of school property and personal items may be conducted at any time when there is a reasonable cause for school employees to believe that something which violates a law or school rule is on school property and when the search is reasonable in its scope. Also, searches may be conducted when a student, or parent, gives voluntary consent to search. Such searches may be made without the student present.
2. Illegal items (e.g. firearms, weapons, drugs, tobacco, alcohol) or other possessions reasonably determined to be a threat to the safety or security of others or which might interfere with school purposes may be confiscated.
3. Items that disrupt or interfere with the educational process may be removed from a student's person.
4. A student's person may be searched when there is reasonable cause to believe that the student is in possession of illegal or prohibited items.
5. The school maintains ownership of student lockers and storage areas. Student lockers and storage areas may be searched on a periodic basis to protect the health, safety and rights of the students.

DISCIPLINARY ALTERNATIVES

The following are disciplinary options that school officials may use when a student engages in conduct warranting disciplinary action:

INFORMAL TALK

A school administrator, teacher and/or counselor talks with the student to explain how the student should behave.

CONFERENCE

A school administrator meets with the student. The school counselor and/or other school employees may participate in the conference as well. A behavior intervention plan may be created for the student. This action is recorded in the student's Discipline Profile.

PARENT NOTIFICATION

The parent is notified about the student's misconduct and may be asked to meet with the student, school personnel and any other appropriate individuals. This action is recorded in the student's Discipline Profile.

SUSPENSION OF PRIVILEGES

The student is prohibited from participating in one or more non-academic activities. Examples of privileges that may be temporarily suspended include, but are not limited to: recess, school dances, assemblies, field days, athletics, transportation on District vehicles, field trips, or promotion activities. This action is recorded in the student's Discipline Profile.

DETENTION

The student is kept after school and assigned academic or other work during the period of detention.

IN-SCHOOL SUSPENSION (ISS) or IN-SCHOOL INTERVENTION (ISI)

The student is reassigned to an ISS/ISI classroom for one to ten days. The student is supervised by a certified teacher and is expected to complete regular class assignments and to follow specified behavioral guidelines. IEP goals and objectives for Special Needs students will continue to be met during the period of in-school suspension/in-school intervention. This action is recorded in the student's Discipline Profile.

INTRODUCTION

Tempe Elementary School District No. 3 has developed a strict District-wide Zero Tolerance Program to ensure safe and appropriate behavior. Unsafe or inappropriate conduct while traveling to or from the bus stop, or at a bus stop or while riding the bus may result in disciplinary action.

The strength of this program is drawn from the consistent application and enforcement of the program at all levels. The success of the Zero Tolerance Program relies on swift intervention by the drivers, the Transportation Department, school administrators and parents alike. The bus driver will refer student misconduct to the Principal or designated representative, who then will discuss the matter with the student. Appropriate warning or bus suspension will be communicated to the student in person and to the parent or guardian by telephone and/or in writing. Students have the privilege of riding District transportation, however, when a student fails to practice

BEHAVIOR INTERVENTION PLAN

A customized, written behavior intervention plan is created for the student. This action may be recorded in the student's Discipline Profile.

PARENT CUSTODY

The student is released from school with two (2) hours of dismissal for the remainder of the school day in the custody of the student's parent(s). This action is recorded in the student's Discipline Profile.

SHORT-TERM SUSPENSION

(one to ten consecutive school days)

The student's privilege of attending school is temporarily withdrawn for one to ten consecutive school days. The student may not come onto District property or attend District functions. This action is recorded in the student's Discipline Profile.

LONG-TERM SUSPENSION

(eleven or more consecutive school days)

The student's privilege of attending school is temporarily withdrawn for eleven or more consecutive school days. The student is allowed to return to school on a specified date. The student may not come onto District property or attend District functions during the period of suspension without prior approval of the Superintendent. This action is recorded in the student's Discipline Profile.

SUMMARY SUSPENSION

The student is immediately removed from school because the student appears to present a clear and present danger to self or others. Due process procedures are initiated as soon as practicable. This action is recorded in the student's Discipline Profile and the student's Disciplinary File.

EXPULSION

The student's privilege of attending school is permanently withdrawn and the student is prohibited from attending any school in the District. The student may not come onto District property or attend District functions without prior approval of the Governing Board. This action is recorded in the student's Discipline Profile and the student's Disciplinary File.

STUDENT TRANSPORTATION

safe and proper conduct, the privilege may be suspended. (See School Bus Misconduct Form in this handbook).

To provide a better and safer environment for all children, buses are equipped with video surveillance cameras. These systems have both audio and video recording capability. Due to confidentiality laws, school bus video viewing is restricted, on a need-to-know basis, to students and District staff only.

Students who are transported on buses, or other vehicles provided by the District are under the authority of the driver who is operating the vehicle. Students are also required to follow District policies, regulations and rules while being transported. Parents are requested to review transportation rules with students and encourage appropriate behavior. Drivers have the authority and the responsibility to stop a bus or proceed to a campus, if in the driver's opinion, student(s)' behavior has impaired

**TEMPE ELEMENTARY SCHOOL BUS SAFETY AND DISCIPLINE PROGRAM
SCHOOL BUS MISCONDUCT FORM**

Student Name _____ School Name _____ Bus # _____ Date _____/_____/____ a.m./p.m.
Time _____

Your child has violated one or more of the District's rules on school bus conduct, (as indicated below):

LEVEL I

- Failure to remain properly seated
- Loud disruptive talking or yelling
- Failure to take assigned seat
- Eating/drinking/chewing on bus
- Bothering other passengers
- Throwing objects on the bus
- Crossing behind the bus
- Continuously late to bus stop
- Opening window
- Other _____

1 2 3 4 5 6

LEVEL II

- Profanity, obscene language or gestures
- Extending head or arm out of bus window
- Vandalizing District property
- Verbal abuse of another student
- Defiant behavior shown to bus driver or assistant
- Spitting on the bus
- Throwing objects at the bus
- Fighting
- Other _____

1 2 3 4

LEVEL III

- Lighting matches/lighter on bus
- Throwing objects from the bus
- Verbal abuse of, or physical assault on driver or assistant
- Igniting smoke/stink bomb on bus
- Smoking on bus
- Activating or tampering with emergency equipment
- Weapon, simulated weapon, firearm, destructive device or dangerous instrument (on bus or at the stop)
- Shoving student(s) into path of on-coming bus
- Physical assault on student
- Spitting on a person
- Other _____

1 2 3

Warning given? YES _____ times NO
 NOT APPLICABLE

COMMENTS: _____

Driver's Signature _____

Date _____

ATTENTION PARENT Please sign and return original (**white**) copy of this form to school immediately! Keep the **yellow** copy for your records.

- Your child may continue to ride the bus, however _____
- All bus privileges are suspended for _____ days. Suspension begins on _____.
Your child may resume riding on _____.
- All bus privileges are revoked for the remainder of the school year.
- Please call _____ immediately at _____ to set up a conference.

Parent Notified: in person by telephone by mail Date notified: _____

School Comments: _____

SEE REVERSE FOR MORE INFORMATION ABOUT ZERO TOLERANCE AND THE LAW ↓

MINIMUM CONSEQUENCES

LEVEL I

- First Offense**
 - Conference with student
 - Parent signs/returns ticket
- Second Offense**
 - Conference with parent (telephonic or personal) and student (if parent fails to conference, then student will receive 3-day suspension of bus riding privileges—same as third offense)
 - Parent signs/returns ticket
- Third Offense**
 - 3-day suspension of bus riding privileges
 - Conference with parent (telephonic or personal) and student (if parent fails to conference, then student will remain suspended until parent conferences, but not for less than 3 days)
 - Parent signs/returns ticket
- Fourth Offense**
 - 7-day suspension of bus riding privileges
 - Conference with parent (telephonic or personal) and student (if parent fails to conference, then student will remain suspended until parent conferences, but not for less than 7 days)
 - Parent signs/returns ticket
- Fifth Offense**
 - 30-day suspension of bus riding privileges
 - Conference with parent (**in person**) and student (if parent fails to conference, then student will remain suspended until parent conferences, but not for less than 30 days)
 - Parent signs/returns ticket
- Sixth Offense**
 - Suspension of bus riding privileges for remainder of school year or for 4 months (carried over to next school year), whichever is greater
 - Parent signs/returns ticket

LEVEL II

- First Offense**
 - 5-day suspension of bus riding privileges
 - Conference with parent (telephonic or personal) and student (if parent fails to conference, then student will remain suspended until parent conferences, but not for less than 5 days)
 - Parent signs/returns ticket
- Second Offense**
 - 10-day suspension of bus riding privileges
 - Conference with parent (telephonic or personal) and student (if parent fails to conference, then student will remain suspended until parent conferences, but not for less than 10 days)
 - Parent signs/returns ticket
- Third Offense**
 - 30-day suspension of bus riding privileges
 - Conference with parent (**in person**) and student (if parent fails to conference, then student will remain suspended until parent conferences, but not for less than 30 days)
 - Parent signs/returns ticket
- Fourth Offense**
 - Suspension of bus riding privileges for remainder of school year or for 4 months (carried over to next school year), whichever is greater
 - Parent signs/returns ticket

LEVEL III

- First Offense**
 - 10-day suspension of bus riding privileges
 - Conference with parent (**in person**) and student (if parent fails to conference, then student will remain suspended until parent conferences, but not for less than 10 days)
 - Parent signs/returns ticket
 - Other District/Legal action as deemed appropriate
- Second Offense**
 - 30-day suspension of bus riding privileges
 - Conference with parent (**in person**) and student (if parent fails to conference, then student will remain suspended until parent conferences, but not for less than 30 days)
 - Parent signs/returns ticket
 - Other District/Legal action as deemed appropriate
- Third Offense**
 - Suspension of bus riding privileges for remainder of school year or for 4 months (carried over to next school year), whichever is greater
 - Other District/Legal action as deemed appropriate
 - Parent signs/returns ticket

All students in Tempe Elementary School District No. 3 who ride buses are subject to **policies and regulations designed to provide safe transportation**. These policies and regulations (contained in Governing Board Policy EEAE and EEAE) are available for review on campuses and at the District Office. Any behavior which distracts the driver is considered a serious hazard to the safe operation of the bus, and as such, jeopardizes the safety of all passengers, the driver, and others. Please remember that **riding the bus is a privilege**, not a right, and as such the consequences of misconduct could result in your child being denied transportation. Furthermore, be advised that a student suspended from riding the bus is also prohibited from riding buses on field trips and for other activities, and may therefore be denied the opportunity to participate on such trips. Suspension of bus riding privileges does not relieve parents of the responsibility of sending a child to school. Each of these rules is considered extremely crucial to the safe operation of our school buses, and has been established by the School Governing Board under Policy EEAE and in accordance with Arizona State Administrative Code, as a way to **protect all children**. It is therefore imperative that your child follow these rules.

STUDENT TRANSPORTATION (cont'd)

his or her ability to safely operate the bus. If an afternoon bus seems to be running more than 30 minutes late, parents are encouraged to contact either the school or the Transportation Department at **(480) 642-1540, then press 1 for an operator.**

Morning buses can sometimes be delayed due to traffic conditions, street repairs or bus mechanical problems. Children are advised to be at the bus stop no more than 10 and no less than 5 minutes before their scheduled pickup time. If the bus is more than 15 minutes late, the student who lives closest to the bus stop, and who has access to a phone, should call **(480) 642-1540, then press 1 for an operator.** The other children should remain together at the bus stop. Clocks and other timekeeping devices vary. The correct time (used by our transportation department) can be seen at **www.time.gov.**

SPECIFIC RULES

The following specific rules must be followed on all District vehicles:

1. Obey the driver at all times.
2. All students must ride their assigned bus, to and from their assigned stop. If you wish for your child to ride a different bus or a different bus stop, it is necessary that the school receive a signed and dated note. Otherwise the school staff nor the driver will allow your child to ride a different bus.
3. Remain properly seated (facing forward, feet towards the floor and out of the aisle, back against the seat back) until the bus or vehicle has completely stopped and the door has been opened.
4. Keep the aisles clear: no feet, bags or musical instruments are allowed in the aisles. Backpacks must be held in laps.
5. Keep hands, arms, feet, legs and head inside the vehicle.
6. Keep windows up at all times unless instructed otherwise by the driver.
7. Do not throw anything at the bus, inside the bus or from the bus.
8. No eating, drinking (other than water) or chewing gum allowed on school buses.
9. Maintain orderly conduct at bus stops or other designated loading/unloading spots.
10. Weapons, tobacco, alcohol, drugs, laser pointers, balloons of any kind and skateboards are prohibited.
11. Glass items, large items or sharp objects are not to be transported on school buses.
12. Animals and insects are not allowed on school buses. If these are needed for class purposes, it is recommended that parents transport them to and from school.

13. No headphones of any kind are allowed to be used while on the bus. No cell phones, cameras or MP3-type players may be used or out of backpacks at anytime on the bus. These items may be confiscated if seen. The District will not investigate if these types of items become lost or stolen.
14. No verbal or visual profanity, no gang signing and no screaming while on the bus. Talk quietly or in a normal indoor conversational voice at all times.
15. No perfumes, hairsprays, colognes, fragranced items or other aerosols may be sprayed on the bus or immediately before boarding the bus due to potential for serious respiratory reaction by others.
16. Parents and other non-TD3 students are prohibited from entering the bus.
17. All athletic-type balls must be transported in a backpack or athletic-type bag.

LIABILITY FOR DAMAGE TO A DISTRICT VEHICLE

Students who cut, deface or otherwise damage a school vehicle may be denied transportation privileges and may be suspended or expelled from school. Under Arizona law, parents are liable for damage done to school property by their children and they will be charged for the cost of such damage.

DISCIPLINARY ACTION FOR VIOLATION OF TRANSPORTATION RULES

In emergency situations, or for serious violations, transportation privileges may be revoked without prior notice. Suspension of transportation privileges for up to one school year may be imposed at the Principal's discretion.

PARENT'S RESPONSIBILITY TO TRANSPORT

The withdrawal of transportation privileges does not relieve parent(s) of the responsibility of sending the student to school. A.R.S. §15-802 (A). A parent's inability to transport or arrange transportation for his/her child will not be considered as a basis for revoking a suspension.

NON BUS RIDER SAFETY

Please show your child which route you would like him/her to follow to and from school. **Children should not be on the school campus more than 30 minutes before school starting time.** All students need to obey the crossing guard and follow instructions. Students should walk in groups when possible. **Skateboards, scooters, roller blades and roller skates are not allowed on school grounds.**

BICYCLES

Students in grades three through eight shall be allowed to ride their bicycles to and from school and park them on school premises, at their own risk, during school hours. **Students in grades kindergarten through second grade may be allowed to ride their bicycles to and from school only upon written notification to the Principal from their parents or guardians.**

Parents are encouraged to remind their children of the need for safety when riding bicycles.

Students who ride bicycles are expected to:

1. Walk bicycles across intersections and while on school grounds.
2. Park bicycles in the space provided and go directly to the playground or into the building.
3. Lock bicycles. The District cannot assume responsibility for loss or damage.
4. Walk or ride bicycles with (in the same direction as) traffic, using bike lanes when available.
5. The use of helmets is highly recommended.

STUDENT DRESS

The District encourages students to take pride in their attire as it relates to the school setting. Students should dress in a manner that, in addition to the following guidelines, takes into consideration the educational environment, safety, health, and welfare of self and others. Students' dress shall be neat, clean, and in good taste. The administration is authorized to require students to change their attire in instances where individual dress does not meet the stated requirements. A student who refuses to do so will be subject to suspension. Continued refusal may result in expulsion.

- Shoes must be worn at all times. Closed shoes are to be worn for any type of physical activity, such as physical education and recess.
- Jewelry shall not be worn if it presents a safety hazard to self and/or others.
- Profane or defamatory writing on clothing or jewelry is not acceptable.
- No hats may be worn inside school buildings by male or female students, except for properly approved occupational safety headgear required for special classes.
- Gang-related personalization is not permitted on hats, on items of clothing, or on one's person.
- Obscene language or symbols, or symbols of drugs, sex, alcohol or tobacco on clothing are expressly prohibited.

If your school has uniforms, you must adhere to its guidelines. On special days (i.e., holidays, spirit days) the dress code may be modified when permitted by the administration. Students will be allowed to wear protective outside clothing. Please properly mark your child's jacket, sweater, lunch box, etc., with your child's full name so that these items are easily identifiable. Lost and found areas are provided in the schools for lost articles.

ELECTRONIC DEVICES/CELL PHONES

Electronic Devices, including cell phones, smartphones, iPods, Game Boys, tablets, laptops, and smart watches, etc. are not allowed to be used at school if they are found to be a disruption in an educational environment. While we know that cell phones can be disruptive at school, we realize that many parents are choosing to have their child carry a cellular phone for before and/or after school communication and safety purposes.

If you, as a parent or guardian, have decided that it is necessary for your child to carry a cell phone, we ask that you be aware of the following and discuss this with your child:

- The Tempe District does not assume responsibility for the loss of, or damage to, personal property. If your child has a cell phone on campus or on the bus and it is damaged or stolen, we will not be able to utilize administrative time to investigate the incident, nor will the District be able to take any financial responsibility for the cell phone or cell phone charges.
- Cellular phones must be turned off and in backpacks or otherwise out of view at all times while on the school campus and on the bus. If a student has a cell phone out while on campus during the school day or on the bus, or if the cell phone is a disruption or distraction in any way, it will be confiscated and the parent/guardian will need to come to the school office to pick it up. Repeated occurrences will result in appropriate disciplinary action.

Please assist us in keeping our learning environment free from distractions.

I.D. BADGES

Middle School students are expected to wear ID badges on campus, on the bus, and to all school sponsored activities. Failure to wear an ID badge may result in loss of privileges and/or disciplinary action.

PROHIBITED CONDUCT

Set forth below are categories of prohibited conduct that may subject a student to disciplinary action. This list is not meant to be exhaustive, but it does include many of the more common and/or serious kinds of prohibited conduct.

Prohibited conduct that is attempted but not completed may subject the student to discipline to the same extent as if the conduct was completed.

The categories of prohibited conduct are meant as guidelines only and are not intended to limit the District's ability to discipline students if the District determines that the student's conduct generally falls within the parameters of the categories of prohibited conduct or otherwise warrants disciplinary action.

Students may be subject to discipline for engaging in prohibited conduct: possession, use, sale, sharing, or distribution of tobacco, alcohol, drugs or drug paraphernalia:

1. While the student is going to and from school (including conduct at or near school bus stops and on the bus);
2. While the student is off campus during the normal school day (including release periods);
3. While the student is at a school event (on or off campus, during or after the normal school day)
4. In any other context in which the District may lawfully discipline the student.

Although all misconduct merits attention and action, the following misconduct will not be tolerated:

1. Continued open defiance of authority, habitual profanity or vulgarity;
2. Conduct involving weapons (including, but not limited to: firearms, slingshots, knives, explosive devices, pepper spray or a simulated weapon, which means an instrument displayed or represented as a weapon);

The Gun-Free Schools Act and state statute generally require a one-year minimum expulsion of any student who brings a firearm to school.

3. Conduct involving illegal and/or prohibited substances (including, but not limited to: possession, use, sale, sharing, or distribution of tobacco, alcohol, drugs or drug paraphernalia);

TD3 IS A "DRUG-FREE ZONE"

Sale, sharing, and/or distribution of narcotics or illegal drugs **will** result in the student or students being recommended for **expulsion** from school. Students accepting or purchasing an illegal substance will result in the recommendation of a long-term suspension. Students possessing or using illegal drugs may be recommended for long-term suspension or expulsion.

4. Conduct involving property damage, vandalism and/or arson; (Arizona law makes parents liable for damage done to school property by their children.)
5. Conduct involving physical and/or verbal assault, aggression, bullying, intimidation, sexual or other harassment; (Anyone who is a victim of, or knows of the occurrence of such conduct, should immediately inform the Principal, Assistant Principal or Superintendent.)
6. Conduct involving extortion or theft; and
7. Conduct involving insult or abuse of school employees on school grounds or while a teacher is engaged in the performance of his/her duties (a misdemeanor, pursuant to A.R.S. §15-507).
8. Conduct involving the misuse of technology.

MANDATORY EXPULSION RECOMMENDATION

For the following offenses committed in school buildings, on school grounds, on school buses or at school bus stops, going to and from school, using district property for any purpose, or attending a district-sanctioned event, there will be a mandatory referral of expulsion to the Governing Board:

- Possessing, use of, or assisting another person in possessing a firearm (as defined in JICI Weapons in School), loaded or unloaded, operable or inoperable;
- Possessing, use of, or assisting another person in possessing a BB/pellet gun;
- Selling, sharing, or distributing of narcotics or illegal drugs;
- Threat against an institution;
- Possession and/or use of explosive devices other than fireworks.

The school administration is required by A.R.S. §15-515 to notify the police regarding a student's misconduct involving weapons.

The categories of misconduct and range of possible consequences on pages 22-27, are examples of the kinds of misconduct requiring discipline and are not intended as a complete list of all possible types of misconduct. The guidelines for discipline represent the usual range of consequences for the types of misconduct listed.

The guidelines will be followed unless the Principal and the Superintendent agree on a more or less severe consequence warranted by the unusual circumstances of the offense or the history of the offender. For any misconduct that is not listed, the Principal and the Superintendent will agree on a consequence that is similar and consistent with the examples that are listed.

DUE PROCESS PROCEDURES FOR SHORT-TERM SUSPENSION, LONG-TERM SUSPENSION AND EXPULSION

SHORT-TERM SUSPENSION (1-10 consecutive days)

Step 1: Informal Due Process Hearing

1. The student is told what he/she is accused of doing and the evidence that exists to support the allegation. The student is then given the opportunity to explain his/her version of the situation.
2. The school Principal/designee involved will make reasonable efforts to verify facts and statements prior to making a decision regarding discipline.
3. The school Principal/designee may immediately suspend a student whose presence creates a danger to self or others. Due process procedures will be initiated as soon as practicable.

Step 2: Decision Regarding Discipline

1. After the informal due process hearing, the school Principal/designee may:
 - Suspend the student for up to ten (10) days;
 - Choose other disciplinary alternatives;
 - Exonerate the student; or
 - Suspend the student for ten days pending a recommendation that the student be given a long-term suspension or expulsion.
2. A written record of the decision will be kept in the student's Discipline Profile.
3. No appeal is available from the imposition of a short-term suspension.

Step 3: Notice Regarding Discipline

1. Reasonable efforts shall be made to notify the parent(s)/guardian(s) of the decision to impose the short-term suspension. If such notification is not possible, the student will be isolated until dismissal time and then given a written message to be delivered to the parent(s)/guardian(s) by the student.
2. A letter will be sent to the parent(s), guardian(s) or emancipated minor within a reasonable time to explain the terms (including the possibility that a long-term suspension and/or expulsion is being recommended) and reasons for the suspension.

3. Prior to the student's readmission to school, a conference will be scheduled with the parent(s), guardian(s) or emancipated minor to discuss the student's conduct and to explore possible solutions to the student's problem(s).

Homework and Class Assignments

The student or his/her parent(s)/guardian(s) may request that his/her teacher(s) make homework and/or class assignments available at a designated location. The student is responsible for making such arrangements and to have the completed assignments returned to the teacher(s) for grading and credit. Students who successfully complete such assignments will be given a reasonable time to make up tests upon returning to school.

Restrictions

During the period of suspension, the student is not permitted on District property and is not permitted to participate in District functions or activities without special permission and prior approval of the appropriate supervising Director.

LONG-TERM SUSPENSION (11 or more consecutive days)

Step 1: Informal Due Process

1. The student is told what he/she is accused of doing and the evidence that exists to support the allegation. The student is then given the opportunity to explain his/her version of the situation.
2. The school Principal/designee involved will make reasonable efforts to verify facts and statements prior to making a decision regarding discipline.
3. The school Principal/designee may immediately suspend a student whose presence creates a danger to self or others. Due process procedures will be initiated as soon as practicable.

Step 2: Decision Regarding Discipline

1. After the informal due process hearing, the Superintendent or Superintendent's designee may:
 - Proceed with a recommendation for long-term suspension;
 - Choose another disciplinary alternative;
 - Exonerate the student; or
 - Immediately impose a short-term suspension pending imposition of a long-term suspension.
2. A written record of the decision will be kept in the student's Discipline Profile.

DUE PROCESS PROCEDURES FOR SHORT-TERM SUSPENSION, LONG-TERM SUSPENSION AND EXPULSION (cont'd)

Step 3: Notice of Intent to Impose Long-Term Suspension

If a long-term suspension is recommended and the Superintendent concurs, a written Notice of Intent to Impose a Long-Term Suspension shall be mailed and/or hand-delivered to the parent(s), guardian(s) or emancipated minor at the last known address. This letter should contain the information required pursuant to Policy JKD.

Step 4: Request for a Formal Due Process Hearing

The parent(s), guardian(s) or emancipated minor may submit a written request for a formal hearing. The request must be received by the Superintendent **within five (5) working days** after the Notice of Intent to Impose a Long-Term Suspension has been hand-delivered or **within ten (10) working days** if mailed.

Step 5: Imposition of Long-Term Suspension When Hearing is Not Requested

If the Superintendent does not receive a written request for a formal hearing within five (5) working days after the Notice of Intent to Impose a Long-Term Suspension has been hand-delivered or within ten (10) working days, if mailed, the suspension shall take effect as approved by the Superintendent.

Step 6: Notice of Hearing

If a timely written request for a formal hearing is received, a hearing date will be scheduled within five (5) working days after the request has been received. Written notice regarding the hearing will be provided to the parent(s), guardian(s) or emancipated minor no less than five (5) working days prior to the hearing. This letter shall include the information required pursuant to Policy JKD.

Step 7: Formal Due Process Hearing

1. The Superintendent or Superintendent's designee shall act as the hearing officer.
2. The student shall be allowed to remain in school pending the outcome of the hearing, unless the student's presence in school constitutes a danger to the student or others or unless a short-term suspension has been imposed and is in effect.
3. The hearing may be rescheduled: (1) upon request of the parent(s), guardian(s), emancipated minor or the administration, if good cause is shown; (2) upon written agreement of the parties; or (3) as deemed necessary by the Superintendent/designee.

Step 8: Hearing Findings and Decision

1. The Superintendent/designee shall prepare a written decision within five (5) working days after the hearing. Copies of the decision shall be provided to the parent(s), guardian(s) or emancipated minor and Principal.
2. The Superintendent's/designee's decision is binding upon the parties, subject to appeal to the Governing Board. The decision shall take effect upon verbal or written notification of the decision, which occurs first.
3. The suspension shall be reported to the Governing Board within five (5) working days.

Step 9: Appeal to Governing Board

1. The Superintendent's decision of long-term suspension may be appealed to the Governing Board. The appeal must be in writing and submitted to the Governing Board within five (5) working days after the decision has been hand-delivered or within ten (10) working days of the date the decision was mailed to the parent(s), guardian(s) or emancipated minor and Principal.
2. The notice of appeal shall indicate the specific factual and/or legal basis for the appeal.
3. The Governing Board shall review the appeal in executive session at its next regularly scheduled board meeting or within 14 working days, whichever is more appropriate.
4. The parent(s)/guardian(s) or emancipated minor shall be provided notice of the date, time and place of the executive session at which the appeal is to be considered by the Board; notice of their right to attend; and notice of their right to the minutes and testimony or to record the session at their own expense. The parent(s)/guardian(s) or emancipated minor may object to having the review of the appeal considered in executive session. Such objections must be made in writing to the Board at least thirty-six (36) hours prior to the Governor Board meeting. Upon receipt of the objection, the review will be held in open meeting once appropriately noticed on a Board agenda, but in no event later than the next regularly scheduled Board meeting after the objection is received.

Step 10: Governing Board Decision

1. The Governing Board may affirm the decision of the Superintendent, schedule another hearing, modify the recommended punishment or take other appropriate action.
2. If the Governing Board affirms a long-term suspension, the suspension shall become effective the day after the Governing Board makes its decision. The Governing Board's decision is final.

DUE PROCESS PROCEDURES FOR SHORT-TERM SUSPENSION, LONG-TERM SUSPENSION AND EXPULSION (cont'd)

3. Written notice of the decision shall be provided to the parent(s), guardian(s) or emancipated minor.

Restrictions

During the period of suspension, the student is not permitted on District property and may not participate in District functions or activities without special permission and prior approval from the appropriate supervising District-level Administrator. The student is also prohibited from enrolling in any District school during the period of long-term suspension.

EXPULSION

Step 1: Informal Due Process

1. The student is told what he/she is accused of doing and the evidence that exists to support the allegation. The student is then given the opportunity to explain his/her version of the situation.
2. The school Principal/designee involved will make reasonable efforts to verify facts and statements prior to making a decision regarding discipline.
3. The school Principal/designee may immediately suspend a student whose presence creates a danger to self or others. Due process procedures will be initiated as soon as practicable.

Step 2: Decision Regarding Discipline

1. After the informal due process hearing, the Superintendent or Superintendent's designee may:
 - Proceed with a recommendation for expulsion;
 - Choose another disciplinary alternative;
 - Exonerate the student; or
 - Immediately impose a short-term suspension pending imposition of expulsion.
2. A written record of the decision will be kept in the student's Discipline Profile.

Step 3: Notice Regarding Discipline

If expulsion is recommended, written notice that expulsion is being recommended will be mailed to the parent(s) or guardian(s).

Step 4: Written Notice of Intent to Expel and Notice of Due Process Hearing

A Written Notice of Intent to Expel and Notice of Hearing to the responsible parent(s) or guardian(s) will be mailed by certified mail

return receipt requested or delivered by hand (with adult witness present) at least five (5) working days prior to the formal hearing. A copy of this letter will remain on file, and the letter shall contain the information required pursuant to Policy JKD, including, but not limited to, the following:

1. A statement of the charges and the rule or regulation violated, the extent of the punishment to be considered, the date, time and place of the hearing and notice of the right to object to the Governing Board's decision to hold the hearing in executive session and the letter shall contain the information required pursuant to Policy JKD, including, but not limited to, the following:
 - A statement of the charges and the policy, regulation, or rule violated;
 - The extent of the punishment to be considered;
 - The date, time, and place of the hearing; and
 - Notice of the right to request that the hearing be open to the public.

Step 5: The Formal Due Process Hearing

1. The formal hearing will consist of the following minimum requirements:
 - The student will be informed of the charges and the rules or regulations that he/she is alleged to have violated.
 - The student and/or parents/guardians may testify and introduce evidence.
 - The student may be represented by counsel.
 - The student may present witnesses and introduce documentary evidence.
 - The student or his/her counsel may cross-examine witnesses presented by the administration.
 - The administration may cross-examine the student's witnesses and introduce documentary evidence.
 - The Governing Board or hearing officer may cross-examine witnesses.

DUE PROCESS PROCEDURES FOR SHORT-TERM SUSPENSION, LONG-TERM SUSPENSION AND EXPULSION (cont'd)

- The administration will bear the burden of proof for the offenses alleged.
 - The hearing will be recorded either on tape or by some other appropriate manner. The student may tape-record the meeting at his/her own expense.
2. The student shall be allowed to remain in school pending the outcome of the hearing, unless the student's presence in school constitutes a danger to the student or others or unless a short-term suspension has been imposed and is in effect.
 3. The hearing may be rescheduled: (1) upon request of the parent(s), guardian(s), emancipated minor or the administration, if good cause is shown; (2) upon written agreement of the parties; or (3) as deemed necessary by the Superintendent/designee.

Step 6: Governing Board Decision

1. If the hearing is conducted by a hearing officer, the hearing officer will hear the evidence, prepare a record and make a recommendation to the Governing Board. A copy of the hearing officer's findings of fact, conclusions and recommendation shall be sent to the parent(s)/guardian(s), Superintendent and Governing Board within five (5) working days after the hearing concludes if hand-delivered or faxed, or within ten (10) working days if mailed. The hearing officer's recommendation may be appealed by the parent(s) or guardian(s). The Governing Board will review the record and the hearing officer's recommendation and

make its decision. Pursuant to A.R.S. §15-843(H), the student, parent(s)/guardian(s) or their legal counsel may attend any executive session pertaining to proposed discipline.

2. If the Governing Board conducts the hearing, the Governing Board will make its decision based upon the evidence presented.
3. If the Governing Board votes to expel the student, the expulsion will become effective the day after the Governing Board makes its decision. The decision of the Governing Board is final.
4. The parent(s), guardian(s) or emancipated minor will be provided with written notice of the decision.

Restrictions

An expelled student is prohibited from enrolling in any school in the District unless and until an application for readmittance is granted. An expelled student is not permitted on District property and may not participate in District functions or activities without special permission and prior approval from the appropriate supervising Director.

Step 7: Readmittance

An expelled student may apply for readmittance by written application through the Superintendent. Consideration will be given pursuant to Policy JKD.

DUE PROCESS PROCEDURES FOR STUDENTS WITH DISABILITIES

CHANGE OF PLACEMENT

A disciplinary placement change occurs for a student with a disability if: (1) the removal is for more than ten (10) consecutive school days; or (2) the student has been subjected to a series of removals that constitute a pattern:

- Because the series of removals total more than ten (10) school days in a school year;
- Because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and
- Because of additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.

School personnel determine on a case-by-case basis whether a pattern of removals constitutes a change of placement.

SHORT-TERM SUSPENSION

To the extent removal would be applied to non-disabled students, school personnel may remove a student with a disability from his/her current placement for a violation of school rules:

1. For not more than ten (10) consecutive school days; and
2. For additional removals of not more than ten (10) consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.

If a student is removed from his/her current placement for more than ten (10) days during the same school year and is eligible for special education and related services under the IDEA, then the school must provide educational services sufficient to enable the student to

DUE PROCESS PROCEDURES FOR STUDENTS WITH DISABILITIES (cont'd)

appropriately progress in the general curriculum and advance toward achieving IEP goals.

If a short-term suspension results in a change of placement, as described above, then a manifestation determination meeting must be held within ten (10) school days of any decision to change a student's placement for disciplinary reasons.

LONG-TERM SUSPENSION (11 or more consecutive school days) OR EXPULSION

Long-term suspensions [eleven (11) or more consecutive school days] or expulsions are a change in placement for a student with a disability. Therefore, a manifestation determination meeting must be held within ten (10) school days of any decision to change a student's placement for disciplinary reasons.

Step 1: Informal Due Process Hearing

1. The student is told what he/she is accused of doing and the evidence that exists to support the allegation. The student is then given the opportunity to explain his/her version of the situation.
2. The school official(s) involved will make reasonable efforts to verify facts and statements prior to making a decision regarding discipline.
3. The school Principal/designee may immediately suspend a student whose presence creates a danger to self or others. Due process procedures will be initiated as soon as practicable.

Step 2: Decision Regarding Discipline

1. After the informal due process hearing, the school Principal/designee may recommend long-term suspension or expulsion, choose another disciplinary alternative or exonerate the student. If the recommendation is for long-term suspension, expulsion or a short-term suspension that would result in the accumulation of more than ten (10) days short-term suspension which is determined to constitute a change of placement, the recommendation will not be acted upon until after the manifestation determination conference is held.
2. A written record of the decision will be kept in the student's Discipline Profile.
3. At the time the decision is made to recommend long-term suspension, expulsion or a short-term suspension that would result in the accumulation of more than ten (10) days short-term suspension which is determined to constitute a change of placement, the District shall provide to the parents written notification of the decision and the procedural safeguards provided under IDEA.

Step 3: Manifestation Determination Conference

The District must conduct a manifestation determination conference if it is contemplating a disciplinary removal of more than ten (10) consecutive school days or a removal that will constitute a change in placement. A District representative, the parent, and relevant members of the student's IEP Team (as determined by the parent and the District) must review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents.

The team must determine: (1) if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or (2) if the conduct in question was the direct result of the District's failure to implement the IEP. The conduct must be determined to be a manifestation of the student's disability if the team determines that the condition in (1) or (2) was met.

Alternative 1: If the team determines that the student's conduct was not a manifestation of his/her disability, then school personnel may apply the relevant disciplinary procedures in the same manner and for the same duration as the procedures would be applied to children without disabilities. However, the school must continue to provide educational services sufficient to enable the student to appropriately progress in the general curriculum and advance towards achieving IEP goals.

Note: If the student with a disability is entitled to Section 504 protections, but is not eligible under the IDEA, then the School is not obligated to provide educational services during periods of long-term suspension.

Alternative 2: If the MDR team determines that the student's conduct was a manifestation of his/her disability, the IEP Team must either: (1) conduct a functional behavioral assessment (FBA), unless the District had conducted an FBA before the behavior that resulted in the change of placement occurred, and implement a Behavioral Intervention Plan (BIP) for the student; or (2) if a BIP already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and (3) the student must be returned to the placement from which the student was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan or unless special circumstances exist.

Alternative 3: School personnel may remove a student to an interim alternative educational setting (determined by the student's IEP team) for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:

1. Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the State or a school district.

DUE PROCESS PROCEDURES FOR STUDENTS WITH DISABILITIES (cont'd)

2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the State or a school district.
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or a school district.

Notice: On the date on which the District makes the decision to make a removal that constitutes a change in placement, the District must notify the parents of that decision and provide the parents with the procedural safeguards notice.

Appeal Rights: The parent of a student with a disability who disagrees with any decision regarding a disciplinary placement or the manifestation determination may request an expedited due process hearing to appeal the decision. The District may also request a hearing if it believes that maintaining the current placement of the student is likely to result in injury to the student or others. The hearing must be requested by filing a complaint with the Arizona Department of Education.

When an appeal has been requested by either the parent or the District, the student must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for relative to the removal, whichever occurs first, unless the parent and the District agree otherwise.

DUE PROCESS PROCEDURES FOR STUDENTS WITH A 504 PLAN

Removal From School For Ten (10) Or More Consecutive School Days. Removal of a 504 student from school for more than ten (10) consecutive school days constitutes a "significant change in placement" and triggers re-evaluation and due process requirements.

A 504 team (or a "trained and knowledgeable group") must conduct a reevaluation to determine whether the student's misconduct was a manifestation of the disability. The evaluation data considered must be based on the kind of information necessary to make a competent professional decision and must be recent enough to afford an understanding of the student's current behavior. (NOTE: It is not sufficient for the team to determine only whether the student knows right from wrong.)

- a. If the team determines the misconduct is a manifestation of the disability, the student may not be expelled and the team must continue with its evaluation to determine whether the student's current educational placement is appropriate.
- b. If no such causation is found, the student may be excluded from school on the same basis as non-disabled students. The District need not continue to provide any educational services to the student during the period of long-term suspension or expulsion. The school must provide the parents with prior written notice of the District's intended action.

Non-consecutive Suspensions. A series of suspensions of less than ten (10) days each may create a pattern of exclusions that constitute a "significant change in placement."

When a student is being recommended for a suspension, which would cumulatively result in a suspension of more than ten (10) days,

the 504 team would first re-evaluate the student to determine whether the misconduct is a manifestation of the disability.

- a. If the team concludes the misconduct is not a manifestation of the disability, the student may be excluded from school on the same basis as non-disabled students. The district need not continue to provide any educational services to the student during the period of long-term suspension or expulsion. The school must provide the parents with prior written notice of the District's intended action.
- b. If the team determines that the misconduct is a manifestation of the disability, the team would then determine whether the additional days of suspension would constitute a "significant change in placement." The team must consider factors such as the length of each suspension, the proximity of the suspensions to one another and the total amount of time the child is excluded from school.
- c. If the team determines the additional suspension would constitute a "significant change in placement," the District cannot impose the suspension. The team could take other action, such as: reviewing placement options, revising the student's accommodation plan, seeking a court order to remove the student from school or obtaining a parental consent for a change in placement.

NOTE: In order to obtain a court order to remove a student from school, the District would be required to demonstrate that: (a) maintaining the student in his/her current placement is substantially likely to result in injury to himself/herself or others, and (b) the district has made reasonable efforts to accommodate the student's disability so as to minimize the likelihood that the student will injure himself/herself or others.

MANDATORY REPORTING OF CRIMINAL ACTIVITY TO LAW ENFORCEMENT

Due to the requirements of Arizona State Statutes (A.R.S. § 13-3620), school and school employees are required to report criminal activity to local law enforcement and report incidences of child abuse, neglect, sexual assault, and crimes against children to local law enforcement and

Child Protective Services. Recent changes in the law require schools to report threats, or rumors of threats, against schools, students, and school personnel. Schools must also report all incidents of non-accidental injury, which might occur during altercations at school.

DISCIPLINE PROCEDURES

The following chart shows the minimum and maximum range of disciplinary action that will be taken for each problem area. **These statements are guidelines only and do not limit the judgment of the administrator who must assess the situation and the student's behavior history.** School rules apply and students are subject to discipline including, but not limited to, the following: (1) any school activity/event, home or away, day or night; (2) to and from school or school activity, including bus stops; (3) in classrooms, on campus or on any district property.

CATEGORIES OF MISCONDUCT AND RANGE OF POSSIBLE CONSEQUENCES

VIOLATION	DEFINITION	ACTION TO BE TAKEN
Academic		
Cheating	Wrongfully securing and/or using information or assisting others to do so, including online.	Minimum: Warning Maximum: Short-Term Suspension
Forgery	Falsely and fraudulently making or altering a document, writing or using the signature or initials of another person, including online.	Minimum: Warning Maximum: Short-Term Suspension
Lying	To make an untrue statement with the intent to deceive, to create a false or misleading impression.	Minimum: Warning Maximum: Short-Term Suspension
Plagiarism	To steal and pass off the ideas or words of another as one's own.	Minimum: Warning Maximum: Short-Term Suspension
Aggression		
Aggravated Assault **	An assault in which a person causes serious physical injury to another, or an assault on a peace officer, teacher or other employee of the school district.	Minimum: Long-Term Suspension Maximum: Expulsion
Assault *	Intentionally, knowingly or recklessly causing any physical injury to another person; intentionally placing another person in reasonable apprehension of imminent physical injury or knowingly touching another person with the intent to injure, insult or provoke the person.	Minimum: ISI/ISS Maximum: Expulsion
Disorderly Conduct	Intent to disturb the peace or quiet of others.	Minimum: ISI/ISS Maximum: Short-Term Suspension
Endangerment *	Recklessly endangering another person with a substantial risk of imminent physical injury.	Minimum: Student Conference Maximum: Long-Term Suspension
Fighting *	Mutual participation in an incident involving physical violence, where there is not major injury.	Minimum: Detention Maximum: Expulsion
Minor Aggressive Acts	Non-serious but inappropriate physical contact, i.e., hitting, poking, pulling, pinching or pushing, running in the building, hallways pulling a chair from underneath another person, or other behaviors that demonstrate low level hostile behaviors.	Minimum: Student Conference Maximum: Short-Term Suspension
Recklessness	Unintentional, careless behavior that may pose a safety or health risk for others.	Minimum: Warning Maximum: Short-Term Suspension
Verbal Provocation	Use of language or gestures that may incite.	Minimum: Student Conference Maximum: Long-Term Suspension
Alcohol, Tobacco, and Other Drugs		
Alcohol Possession **	The possession of alcohol.	Minimum: Short-Term Suspension Maximum: Expulsion
Alcohol Sale/Distribution or Intent to Distribute **	Sale or intent to sell or distribute alcoholic substance or substances represented as alcohol.	Minimum: Long-Term Suspension Maximum: Expulsion
Alcohol Share *	Share means the act of giving alcohol, including passing of alcohol from one person to another.	Minimum: Short-Term Suspension Maximum: Expulsion
Alcohol Use **	The use of or being under the influence of alcohol.	Minimum: Short-Term Suspension Maximum: Expulsion

* Reported to ADE

** Required to be reported to local law enforcement, also reported to ADE

CATEGORIES OF MISCONDUCT AND RANGE OF POSSIBLE CONSEQUENCES (cont'd)

VIOLATION	DEFINITION	ACTION TO BE TAKEN
Drugs	To include inhalants, prescription drugs (not prescribed to the student who has it), over-the-counter drugs, illicit drugs, synthetic, counterfeit, or imitation drugs, drug paraphernalia, substances or unknown drugs represented as illicit drugs.	
Drug Paraphernalia	All equipment, products, and materials of any kind which are used, intended for use, or designed for use in growing, manufacturing, producing, packaging, concealing, injecting, ingesting, inhaling, or otherwise introducing a drug into the human body.	Minimum: Short-Term Suspension Maximum: Long-Term Suspension
Drug Look-a-Like/Over-the-Counter	The distribution, possession, sale, or use of imitation, look-a-like, prescription, over-the-counter medicine or drugs, substances represented as an illicit drug, unknown drug, or other drugs (e.g. bath salts, synthetic marijuana, e-cigarette, nicotine, nicotine delivery devices).	Minimum: Short-Term Suspension Maximum: Long-Term Suspension
Drug Possession **	The possession or purchase of drugs.	Minimum: Long-Term Suspension Maximum: Expulsion
Drug Sale/Distribution or Intent to Distribute **	Sale or distribution of or the intent to sell, distribute, or manufacture drugs.	Minimum: Expulsion Maximum: Expulsion
Drug Share **	Share means the act of giving drugs, including passing of drugs from one person to another.	Minimum: Long-Term Suspension Maximum: Expulsion
Drug Use **	The use of or being under the influence of drugs.	Minimum: Long-Term Suspension Maximum: Expulsion
Tobacco Possession *	Possession of tobacco substances, products, or substances represented as tobacco, including vape pens or e-cigarettes.	Minimum: Short-Term Suspension Maximum: Long-Term Suspension
Tobacco Sale/Distribution or Intent to Distribute **	Sale or distribution or the intent to distribute tobacco substances, products, or substances represented as tobacco, including vape pens or e-cigarettes.	Minimum: Short-Term Suspension Maximum: Long-Term Suspension
Tobacco Share *	Share means the act of giving tobacco including passing of tobacco from one person to another, including vape pens or e-cigarettes.	Minimum: Short-Term Suspension Maximum: Long-Term Suspension
Tobacco Use **	The use of any tobacco product.	Minimum: Short-Term Suspension Maximum: Expulsion
Arson		
Arson of Occupied Structure **	The attempt or intention to burn a building, structure, or property that is occupied.	Minimum: Short-Term Suspension Maximum: Expulsion
Arson of Structure or Property **	The attempt to or intention to burn a building, structure, or property.	Minimum: Short-Term Suspension Maximum: Expulsion
Attendance Policy		
Ditching/Unexcused Absence	Any absence from school or class that has not been excused.	Minimum: Student Conference Maximum: ISS/ISI
Leaving School Grounds without Permission	Leaving school grounds or being in an "out of bounds" area during the regular school hours without permission.	Minimum: Student Conference Maximum: Short-Term Suspension
Other Attendance Violation	Any other attendance violation.	Minimum: Student Conference Maximum: Detention
Tardy	Unexcused lateness to class or arriving to school late.	Minimum: Student Conference Maximum: Detention
Bus	Failure to comply with all rules on the bus and at bus stops.	Minimum: Student Conference Maximum: Loss of Bus Riding Privileges
See page 11 under Student Transportation for specific consequences at each level:	Level I, Level II, Level III	

* Reported to ADE

** Required to be reported to local law enforcement, also reported to ADE

CATEGORIES OF MISCONDUCT AND RANGE OF POSSIBLE CONSEQUENCES (cont'd)

VIOLATION	DEFINITION	ACTION TO BE TAKEN
Dangerous Items *		
Dangerous Items *	Possession or use of: <ul style="list-style-type: none"> • Air Soft Gun • BB Gun • Knife with a blade less than 4.5 inches • Laser Pointer • Letter Opener • Mace • Other Dangerous Item(s) • Paintball Gun • Razor Blade or Box Cutter • Simulated Knife • Taser or Stun Gun • Tear Gas 	Minimum: Short-Term Suspension Maximum: Expulsion
Firearms (including destructive devices) **	Possession or use of loaded or unloaded, operable or inoperable: <ul style="list-style-type: none"> • Destructive Device (bomb or grenade) • Handgun or Pistol • Other Firearm(s) or destructive device(s) • Shotgun or Rifle • Starter Gun 	Minimum: Expulsion Maximum: Expulsion
Other Weapons **	Possession or use of: <ul style="list-style-type: none"> • Billy club • Brass Knuckles • Knife with a blade of at least 4.5 inches • Nunchakus • Other Weapon(s) 	Minimum: Short-Term Suspension Maximum: Expulsion
Simulated Firearm	Possession of "look-alike" items, which have the appearance of or are represented to be a real weapon – <i>could be considered as a Threat to an Educational Institution.</i>	Minimum: Short-Term Suspension Maximum: Expulsion
Harassment, Bullying, Threat, or Intimidation		
Bullying/Cyberbullying *	Acts of intimidation and/or harassment that have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm, is sufficiently severe and persistent, involves an imbalance of power. Bullying may be verbal, written or physical. Cyberbullying is, but not limited to, an act of bullying committed by use of electronic technology including social media.	Minimum: Student Conference Maximum: Expulsion
Harassment, Nonsexual *	Communication with another person anonymously or by verbal, electronic, mechanical, telegraphic or written means with the intent to harass based on and/or motivated by race, ethnicity, religion, national origin or disability. Harassment may include but is not limited to social exclusion, name calling, unwanted physical contact and unwelcome verbal or written comments.	Minimum: Student Conference Maximum: Expulsion
Hazing *	Any activities that can be considered any type of initiation of another student.	Minimum: Student Conference Maximum: Expulsion
Intimidation *	Intentional use of language or conduct to frighten, attempt to frighten, or coerce another person into submission or obedience.	Minimum: Student Conference Maximum: Expulsion
Threat *	Communication by language or conduct to make or attempt to make another person fearful of physical injury. <i>May require a Threat Assessment to be conducted by school personnel.</i>	Minimum: Student Conference Maximum: Expulsion
Other School Policies		
Combustibles	Student is in possession of substance or object that is readily capable of causing bodily harm or property damage, (i.e., matches, lighters, poppers, firecrackers, gasoline, and lighter fluid.)	Minimum: Confiscation Maximum: Expulsion
Defiance, Disrespect Towards Authority and Non-Compliance	Student engages in refusal to follow directions, talks back, or delivers socially rude interactions.	Minimum: Student Conference Maximum: Long-Term Suspension

* Reported to ADE

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CATEGORIES OF MISCONDUCT AND RANGE OF POSSIBLE CONSEQUENCES (cont'd)

VIOLATION	DEFINITION	ACTION TO BE TAKEN
Disruption	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; or sustained out-of-seat behavior.	Minimum: Student Conference Maximum: Short-Term Suspension
Dress Code	Failure to comply with the school or District's dress code.	Minimum: Student Conference Maximum: Short-Term Suspension
Gambling	To play games of chance for money or to bet a sum of money.	Minimum: Student Conference Maximum: Short-Term Suspension
Inappropriate Language	Student delivers verbal or written messages that include swearing, name-calling, obscenities, vulgarity, foul, indecent, or words used in an inappropriate way.	Minimum: Student Conference Maximum: Long-Term Suspension
Negative Group Affiliation	Specific attitudes and actions of a student that typically share an identity linked to a group which may include using negative symbols, writing, apparel, or behaviors.	Minimum: Student Conference Maximum: Long-Term Suspension
Other School Policy Violation	Any other violation of school policy.	Minimum: Student Conference Maximum: Long-Term Suspension
Possession of Contraband	The possession of items that may disrupt the learning environment.	Minimum: Confiscation Maximum: Short-Term Suspension
Public Display of Affection	Holding hands, kissing, sexual touching, or other displays of affection.	Minimum: Student Conference Maximum: Short-Term Suspension
School Threat		
Threats/Intimidation/Verbal Abuse of a Staff Member	Statements (verbal or written) or actions, which attempt to threaten or intimidate a staff member (ARS § 15-507: a person who knowingly abuses a teacher or other school employee on school grounds or while the teacher or employee is engaged in the performance of their duties is guilty of a class 3 misdemeanor). <i>Could be considered as a Threat to an Educational Institution. May require a Threat Assessment to be conducted by school personnel.</i>	Minimum: Short-Term Suspension Maximum: Expulsion
Threats or Intimidation	Communication by word or conduct with the intent to cause physical injury of serious damage to a person or their property – <i>could be considered as a Threat to an Educational Institution. May require a Threat Assessment to be conducted by school personnel.</i>	Minimum: ISI/ISS Maximum: Long-term Suspension
Threatening an Educational Institution	To interfere with or disrupt an educational institution through threatening statements, including but not limited to: <ul style="list-style-type: none"> • Threatening to cause physical injury to any employee of an educational institution or any person attending an educational institution; • Threatening to cause damage to any educational institution, the property of any educational institution, the property of any employee of an educational institution, or the property on any person attending an educational institution; • Going on or remaining on the property of any educational institution for the purpose of interfering with or disrupting the lawful use of the property or in any manner as to deny or interfere with the lawful use of the property of others. • Refusing to obey a lawful order to leave the property of an educational institution. 	A student who is determined by the administration to have threatened an educational institution shall be recommended to the Governing Board for expulsion recommendation requirement for a student on a case-by-case basis, in the sole discretion of the administration, if the student agrees to participate in mediation, community service, restitution or other program(s) established by the administration in which the student takes responsibility for the threat and for the results of the threat. The administration may reassign a student who is subject to expulsion to an alternative program and may require that the student's parent(s) or guardian(s) participate in the mediation, community service restitution or other programs in which the parent or guardian takes the responsibility with the student for the threat.
Bomb Threat **	Threatening to cause harm using a bomb, dynamite, explosive, or arson-causing device.	Minimum: Expulsion Maximum: Expulsion
Chemical or Biological Threat **	Threatening to cause harm using dangerous chemicals or biological agents.	Minimum: Expulsion Maximum: Expulsion

* Reported to ADE

** Required to be reported to local law enforcement, also reported to ADE

CATEGORIES OF MISCONDUCT AND RANGE OF POSSIBLE CONSEQUENCES (cont'd)

VIOLATION	DEFINITION	ACTION TO BE TAKEN
Fire Alarm Misuse **	Intentionally pulling the fire alarm when there is no fire.	Minimum: Short-Term Suspension Maximum: Expulsion
Other School Threat **	Any other threat specific to a school or a school employee.	Minimum: Short-Term Suspension Maximum: Expulsion
Sexual Offenses		
Harassment, Sexual *	Sexual harassment is unwelcome conduct of a sexual nature that denies or limits a student's ability to participate in or to receive benefits, services, or opportunities in the school's program. It can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Does not include legitimate nonsexual touching or other nonsexual conduct.	Minimum: ISI/ISS Maximum: Expulsion
Indecent Exposure or Public Sexual Indecency *	The intentional exposure of one's private body parts in a manner that gives offense against accepted or prescribed behavior.	Minimum: ISI/ISS Maximum: Long-Term Suspension
Pornography	The possession, distribution, or sale of any pornographic materials.	Minimum: ISI/ISS Maximum: Long-Term Suspension
Technology		
Computer	Any violation of the Electronic Information Services User Agreement.	Minimum: Student Conference Maximum: Expulsion
Network Infraction	Any violation of the Electronic Information Services User Agreement.	Minimum: Student Conference Maximum: Expulsion
Telecommunication Device	Inappropriate possession or use of an electronic device or "toy" occurs when such device is possessed or used in a way that interferes with the orderly operation of the school or otherwise constitutes disruptive behavior. Electronic devices include without limitation: MP3 players, iPods, cell phones, smartphones, electronic games, digital cameras, media players, tablets, and laptops.	Minimum: Confiscation Maximum: Expulsion
Theft		
Extortion *	Knowingly obtaining or seeking to obtain property or services by means of a threat.	Minimum: ISI/ISS Maximum: Long-Term Suspension
Petty Theft	Theft of items valued \$100 or less.	Minimum: Short-Term Suspension Maximum: Long-Term Suspension
Theft	The illegal taking of another person's property without that person's consent.	Minimum: Short-Term Suspension Maximum: Long-Term Suspension
Trespassing		
	To enter or remain on a school campus or district facility without authorization or invitation and with no lawful purpose for entry. This includes students under suspension or expulsion and unauthorized persons who enter or remain on a campus or district facility after being directed to leave by the administrator or designee of the facility.	Minimum: Parent Notification Maximum: Short-Term Suspension
Vandalism		
Graffiti or Tagging	Writing on walls, drawings, or words that are scratched, painted, or sprayed on walls or other surfaces in public places.	Minimum: Detention Maximum: Expulsion
Vandalism of Personal Property *	Willful destruction or defacement of personal property.	Minimum: Detention Maximum: Expulsion
Vandalism of School Property *	Willful destruction or defacement of school property.	Minimum: Detention Maximum: Expulsion

* Reported to ADE

** Required to be reported to local law enforcement, also reported to ADE

FROM THE HEALTH OFFICE

EMERGENCY CONTACT INFORMATION

Notify the school office when you change: Phone numbers (home, work or cell); or home address. Also, notify the school office if there are changes of names and/or phone numbers for the persons you authorized to be contacted if you cannot be reached. It is important that the school be able to contact you if your child is sick or injured.

PHYSICAL EDUCATION

Check your child's schedule. On physical education days, make sure your child dresses appropriately and wears sneakers or closed-in shoes to prevent injury and enhance participation. If your student requires an excuse from P.E., please contact the school health office.

ILLNESS

Students who have been diagnosed with a communicable disease or who have symptoms that indicate a communicable condition should be kept at home for tender loving care. Before your student returns to school, the following criteria must be met:

1. If you take your child to a healthcare provider, please bring the physician report/release to return to school to the school health office before your child returns to class.
2. If antibiotics were prescribed, the student must complete 24 hours of medication dosage before returning to school.
3. The student should be fever-free for 24 hours (temperature below 99.8°F without the use of fever reducing medications) before returning to school.
4. The student must be free of diarrhea and vomiting for 24 hours before returning to school.
5. The period of contagion has passed.

MEDICATIONS

Children who require medications during school hours must have written parent/guardian permission on a school medication form. Prescription medication must be provided to the health office staff in the current, original container with the child's name on the prescription label. Over-the-counter medication must be provided in the original container and a school medication form must be completed by the parent/guardian. A separate consent for acetaminophen (non-aspirin pain reliever) is available from the health office staff. Antibiotics or other medications that are prescribed two to three times daily do not need to be given at school unless your child attends a before or after school program. If so, consult with the health office staff.

Medication cannot be sent to and from school with students. Parents/guardians must make arrangements to deliver and pick up medication from the school health office. The person picking up medication must be a parent or guardian, sibling 18 years or older, a family member or friend over the age of 18 as specified by the parent in writing or by telephone. Kid Zone staff is also acceptable. We will not transport medication on the school bus. According to (R17-9-104), "A school bus driver shall not assume responsibility for transporting any medication, whether prescription or over-the-counter that belongs to a passenger."

Self-administration of handheld inhaler, epinephrine, or diabetic management forms should be signed annually and the policy explained if a student will be transporting an inhaler, epinephrine, or diabetic supplies to and from school as well as carrying it while on campus. This complies with Arizona Revised Statutes (A.R.S. §15-341.A.38, A.R.S. §15-341.A.39, and A.R.S. §15-244.01.A1,2,3AR).

INSURANCE

The school does not provide health insurance for students. You may, however, purchase insurance through a private company. Insurance information is available from the school office.

IMMUNIZATIONS Shots and Health Records Needed

State law requires students to have immunizations to attend school. Students who have not started the immunizations or are overdue for the next dose will be excluded from school. Upon enrollment into an Arizona school, parents must provide the child's shot record that has been signed by a doctor's office or medical clinic.

Please note the immunizations required for school registration.

All Kindergarten through eighth-grade students

Hepatitis B (series of three doses)
Diphtheria, Tetanus and Pertussis (DTP)
Tdap required for sixth (11-year olds), seventh, and eighth grade
Polio
Measles, Mumps and Rubella (MMR) (two doses)
Varicella (Chicken Pox) Vaccine*
Meningococcal - required for sixth (11-year olds), seventh, and eighth grade

Preschool

Hepatitis B
Diphtheria, Tetanus and Pertussis (DTP)
Polio
Haemophilus Influenzae b (HIB) series
Measles, Mumps and Rubella (MMR) vaccine
Hepatitis A Vaccine**
Varicella

FROM THE HEALTH OFFICE (cont'd)

IMMUNIZATIONS Shots and Health Records Needed (cont'd)

* As of August 2010, all students in preschool, Head Start, kindergarten through eighth grades are required to have the varicella vaccine. Parent verification that the student has had the disease is no longer accepted.

** Children, age 1 through 5 years old, who attend a licensed day care facility or Head Start in Maricopa County must also receive the Hepatitis A vaccine.

The following list is the Children's Immunization Schedule recommended by the Centers for Disease Control and the American Academy of Pediatrics:

- **Hepatitis A** - 12 months and 30 months
- **Hepatitis B (Hep B)** - birth, 1-4 months and 6-18 months
- **Diphtheria, Tetanus and Pertussis (DTP)** - two months, four months, six months, 15-18 months and 4-6 years
- **Tetanus, Diphtheria and adult dose of Pertussis (Tdap)** is needed at 11 years or as the Tetanus, Diphtheria booster becomes due
- **Polio (OPV/IPV)** - two months, four months, 6-18 months and 4-6 years
- **Measles, Mumps and Rubella (MMR)** - 12-15 months and 4-6 years
- **Haemophilus Influenzae b Conjugate (HIB)** - two months, four months, six months, 12-15 months
- **Varicella (Var)** - 12-18 months
- **Meningococcal (MCV4)** - 11 years

The Maricopa County Department of Public Health offers immunizations to children younger than 18 years old who are uninsured. To receive information on time, date and locations of immunization clinics, call the Immunization Hotline at (602) 506-6767 (English and Spanish).

HEAD LICE/PEDICULOSIS

While head lice are not considered an infectious disease, they are more commonly found in children due to their close contact with each other. Parents should discourage their children from sharing personal items such as hats, scarves, head bands, helmets, brushes, combs, or pillows to decrease the likelihood of spread from one person to another. Lice are not a sign of poor hygiene and they do not spread disease. If someone in your child's class develops head lice, there is no reason to assume your child will "catch" head lice. Head lice are confirmed by the identification of a live louse on the head. Parents are encouraged to check their child's hair weekly and consult your school health office staff as a resource. Students identified with live lice will be sent home from school and should remain at home until properly treated and lice-free.

CHRONIC HEALTH

Please contact the school nurse if:

1. Your student's health history needs to be updated.
2. Your student will (or may) require healthcare during the school day.
3. You anticipate your student's chronic illness may cause intermittent absences. Medical Certification of Chronic Health Conditions forms are available and must be completed annually (one for each school year) by your student's healthcare provider. For example, if a child gets identified as chronically ill January 1, 2017, he/she will need a new form to cover August 2017-May 2018.

HEARING AND VISION SCREENINGS

The health office staff will be conducting hearing and vision screening throughout the school year. Please contact the school health office if you have questions about screening performed at your student's grade level. If you have concerns about your student's vision or hearing and would like him/her to be screened, please contact the health office to make that request. Results of screening are confidential. Parents/guardians will be notified of results by receiving a referral only if there are concerns about their child's screening results. Parents/guardians who do not want their child to participate in vision/hearing screening at school must contact the school health office to obtain and return a signed waiver of participation form.

GENERAL GUIDELINES

CHANGE OF ADDRESS OR PHONE NUMBER

Within five (5) days of a change, parents/guardians must provide the school office with the updated contact information. If an address changes, the parent/guardian must provide verifiable documentation of the new address. Examples include: utility bill, mortgage document, lease agreement, etc.

CHILD ABUSE REPORTING

Per state law, school employees must report reasonably suspected cases of child abuse, neglect, non-accidental injury, or sexual offenses against children to the Arizona Department of Child Safety (DCS) and local law enforcement agencies. Where parents are the alleged abusers, school personnel are not to notify parents. The Arizona Department of Child Safety (DCS) and law enforcement agencies are responsible for notification.

All school personnel are required to report if they reasonably believe that a minor is or has been the victim of abuse. Mandated reporters are protected by state law from civil or criminal liability.

GENERAL GUIDELINES (cont'd)

CHILD ABUSE REPORTING (cont'd)

Any child who is a suspected victim shall be made available to DCS and/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 with the child without permission or notice to the parents where the suspected perpetrator is a family member. DCS has the authority to obtain school records upon written request. (A.R.S. §13-3620).

CHILD FIND

In compliance with the Individuals with Disabilities Education Act (IDEA) 2004, Tempe Elementary School District No. 3 will conduct child find activities for children birth through 21 years old.

The following are the procedures: Pre-referral, Child Find and Identification

1. Review school records (from prior schools and school of current enrollment).
2. Complete a 45-day screening for school-aged children. (Private schools are requested to do the same.)
3. Document interventions attempted for school-aged children prior to referring for an evaluation.
4. Conduct screening for preschool-aged children within 45 days of parental notification to the local educational agency of concern.
5. Refer children suspected of having a disability age birth to three years to Arizona Early Intervention Program.
6. Provide information to parent(s) in writing.
7. If appropriate, refer the child for evaluation and/or other appropriate services.

For more information, call your school or the Student Support Department at **(480) 730-7286**. For more information regarding preschool screenings, call **(480) 897-6233**.

CURRICULUM NIGHT

Each school holds a Meet Your Teacher and a Curriculum Night at the beginning of the school year. We encourage all parents/guardians to attend. Teachers will give a brief presentation regarding the curriculum, academic expectations, and behavioral guidelines.

LIBRARY

Students are encouraged to check out books for independent reading. They are responsible for these materials and need to handle them with care and respect. Students who lose books and/or fail to return them will be asked to pay for the replacement of the book. Notices will be sent home with the student reminding them to look for their books. Students will also be asked to pay for the cost of replacing damaged books. Please make sure all books are returned to the school library before a student moves.

PARENT INVOLVEMENT

The Tempe Elementary School District recognizes the essential role that meaningful parent involvement plays in establishing effective learning environments. Meaningful parental involvement is defined as: 1) parent participation that supports the instructional program, 2) parent participation in the school-related decision making, and 3) parent participation that supports school/District-related activities. On-going pursuit of this goal enables the District to meet Federal and State requirements. As part of the Title I parental involvement policy (Section 1118 of the Elementary and Secondary Education Act of 1965), each school receiving Title I funds will develop a school-parent compact that outlines how parents, school staff, and students will share responsibility for improving student achievement. School compacts will be reviewed and revised as necessary annually.

To ensure effective involvement of parents and to support a partnership among the schools, parents and community for improving student achievement, the District shall provide the capacity for involvement. Capacity for involvement is provided through:

- Established district level councils. The structure of these committees ensures collaborative decision-making with parents as valued stakeholders.
- Parental involvement activities that include volunteering to serve on school council/committees.
- Training offered by various schools and district departments.
- Communication vehicles such as a school newsletter, school site council meetings, and annual Title I meetings.
- Collaboration between programs to be established through parent-staff meetings which involve parents of Title I students.
- Annual recommitment by parents, students, and teachers to the expectation outlined in the parent compact.

Parents need to be involved in creating a policy that establishes expectations for parental involvement and the means for carrying out the requirements. To this end, TD3 offers the following opportunities:

- Annual meetings held on all Title I campuses.
- School Site Council meetings held regularly to seek input.
- Communication avenues such as parent surveys, newsletters, parenting class, and written description of programs.
- PTO/PTA meetings held regularly.

The Tempe Elementary School District developed the following policies which ensure effective communication between the school, parents, and the community concerning student achievement while establishing a venue for parent and community involvement:

- Policy ABA Community Involvement
- Policy CE Administrative Councils, Cabinets, and Committees
- Policy IKAB Report Cards/Progress Reports
- Policy KA School-Community-Home Relations
- Policy KB Parental Involvement
- Policy KD Public Information and Communications

GENERAL GUIDELINES (cont'd)

PICK-UP OF STUDENTS

At times parents request that someone other than themselves pick up a child from school. For the safety of all students, we will only release students to adults listed as emergency contacts and will request individuals provide some proof of official identity prior to release. Parents wishing to change emergency contacts must do so by contacting the school office. Parents/guardians will also be asked to provide some proof of official identity when checking out students from school. Students must be picked up from school within 15 minutes after the dismissal bell. Parents/guardians unable to pick up students within 15 minutes after the dismissed bell must make arrangements for the students to be picked up. Parents/guardians must have valid contact numbers on file with the school. Students not picked up within 60 minutes of dismissal will be released to law enforcement officers.

REPORTING STUDENT PROGRESS TO PARENTS

Report cards are provided at the end of each quarter. In addition, progress reports are provided mid-quarter. Conferences for parents/guardians of children in kindergarten through eighth grade are scheduled in the fall and spring. Parents/guardians will be notified of a time to sign up for conferences or a conference notice will be sent home. Please confirm your time as soon as possible. You may reschedule if necessary – please indicate a convenient day and time when returning the conference notice. You may schedule additional conferences throughout the year. Please contact your child's teacher to arrange for a time.

SCHOOL NEWSLETTERS AND SCHOOL FLYERS

Families will receive a school newsletter on a regular basis, which will highlight important events, dates, and student activities and achievements. Occasionally other materials and bulletins may be sent to families. Students may be asked to occasionally take all notices and news home, and electronic messages may also be sent through our District's electronic flyer service, Peachjar.

In the past, our students often left school with their backpacks full of flyers. As part of Tempe Elementary School District's effort to be more eco-friendly and to embrace innovative technology, we have moved from paper to an electronic flyer delivery service. With our Peachjar program, eflyers will be posted online as visually engaging images as well as emailed to all parents. Parents interested in receiving eflyers should ensure that their school has their email contact information.

SCHOOL SAFETY

Tempe Elementary School District is committed to providing a safe learning environment for all students. In order to ensure this, emergency response procedures have been established for all schools. All school staff is trained to respond to emergencies and all schools conduct regular emergency drills. Additionally, depending on the type of emergency, a Crisis Response Team may respond to a school after an event. In the event of an emergency, the District uses a message service to deliver important information to parents and guardians, the messages are sent via telephone and/or email. Please ensure your phone number and email address are always kept up to date with the school office.

SECLUSION AND RESTRAINT PROCEDURES

In the Tempe Elementary School District, we work hard to ensure a safe learning environment for all students. The use of crisis management techniques such as restraint and/or seclusion is restricted to cases of imminent danger to the student or other persons. If a student has been restrained or secluded, parents are notified within the same school day, with written notification to follow.

SECTION 504 COMPLIANCE

In compliance with Section 504 of the Rehabilitation Act of 1973, no otherwise qualified individual with disabilities, shall solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity in Tempe Elementary School District No. 3. The law also requires that facilities be readily accessible for use by individuals with disabilities. The District intends to comply with the requirement of this law. Questions concerning the law may be addressed to the Student Support Department at the Sanchez Administration Center, 3205 S. Rural Road, Tempe. Counselors serve as Section 504 liaisons in the schools. An outline of grievance procedures is available at each school on request. The Americans with Disabilities Act (ADA) compliance officer for the District is located within the Student Support Department.

SPECIAL DIETARY REQUESTS

Nutrition Services will make meal accommodations if your student has a need for a special medically necessary diet. Requests for special diets must be submitted on the Tempe Elementary School District Special Medical Diet Request form and will require the signature of your student's health care provider. Forms are available on the Nutrition Services webpage at www.tempeschools.org. For further information call the Nutrition Services Department at (480) 642-1541 ext. 7612. If your student has special diet preferences due to religious beliefs, vegetarianism, or other personal preferences Nutrition Services can guide you on appropriate menu items to select from the established school menu.

STUDENT MEAL ACCOUNT WITH INSUFFICIENT FUNDS

It is the policy of the Tempe Elementary School District to provide meals to all students in kindergarten through eighth grade. When a student's account has insufficient funds to pay for the meal, the account will be charged. Parents/guardians shall be contacted for payment. Notification shall be through phone calls and written notification.

GENERAL GUIDELINES (cont'd)

STUDENT MEAL ACCOUNT WITH INSUFFICIENT FUNDS (cont'd)

When a negative account balance exceeds the dollar amount equivalent to ten (10) lunches:

- The principal will be notified.
- A Social Services staff member and/or a Nutrition Services staff member will contact the student's parent/guardian to determine an appropriate resolution of the circumstance.
- The student's parent/guardian will be provided application materials for the free and reduced-price meal programs.

If it is determined the District is unsuccessful in collecting debt payment, the debt may be handed over to a collection agency.

À la carte purchases such as milk or bottled water are not permitted when the account is in a negative balance.

STUDENT MEAL ACCOUNT - FREE AND REDUCED-PRICE MEAL APPLICATION REQUIREMENTS

Students eligible for free or reduced-price meals in the previous school year have the same meal benefit for the first 30 school days of the new school year. At the end of the 30th day, the benefit will expire. A new application must be submitted no later than August 31 to avoid any interruption in meal benefits. Parents/guardians must apply for meal benefits for their student(s) every school year.

If the new application is not received and processed before benefits expire, the student's account will change to a paid status and lunches will be charged at the full price. Parents/guardians will be responsible for lunch payments, and any negative balance that accrues. Free and reduced-price meal benefits do not begin until the day the application is processed and approved by the Nutrition Services Department; benefits are not retroactive.

Students new to the District are not eligible for free or reduced-price meal benefits until an application is processed and approved.

The meal application can be completed online at <http://www.tempschools.org/mealapplication> for quick submission and processing.

SPECIAL EDUCATION SERVICES

In compliance with IDEA 2004, Tempe Elementary School District No. 3 is notifying parents of the availability of special education services for students aged three (3) through 21 years old. To access services, contact the school site or call the Student Support Department at (480) 730-7287.

STUDENTS LEAVING SCHOOL

Students will not be allowed to leave school grounds during school hours. If it becomes necessary for you to take your child from school during school hours, you must sign the child out in the office. Students will be released only through the office. For your child's safety, we will not release a child from school if we only receive a phone call. We have no way of knowing who is on the other end of the phone. Students are to go directly home upon dismissal.

STUDENT WELLNESS – NUTRITION GUIDELINES AT SCHOOL

The following guidelines address foods and beverages sold or offered to students for events including fundraisers, celebrations and classroom parties during the school day. This information does not apply to lunches or snacks sent from home for individual students.

TD3 Student Wellness policy implements the federal Healthy Hunger-Free Kids Act 210 – Smart Snacks regulation and Arizona's ARS 15-242 nutrition standards. The school day is defined as the period from the midnight before, to 30 minutes after the end of the official school day. The District is committed to complying with the Arizona Nutrition Standards that support learning and student achievement through proper nutrition.

Foods – must meet one listed standard below:

- If a grain, must be at least 50% whole grain (first ingredient must be whole grain)
- If not a grain, have the first ingredient be from a major food group – fruits, vegetables, dairy, or protein foods (nuts, seeds, beans, etc.)
- Only beverages allowed are 100% juice, low-fat white milk, or non-fat white/flavored milks (chocolate milk), or water only. 8 oz. maximum for elementary grades, 12 oz. maximum for middle school grades.

Nutrition – must meet all listed standards below:

- Less than 35% of total calories from fat
- Less than 10% of total calories from saturated fats
- 0 grams of trans fats
- No more than 35% total sugar by weight
- Entrees:
 - o A maximum of 350 calories per serving as packaged or served
 - o A maximum of 480 mg of sodium as packaged or served
- Side dishes:
 - o A maximum of 200 calories per serving as packaged or served
 - o A maximum of 230 mg of sodium as packaged or served

GENERAL GUIDELINES (cont'd)

STUDENT WELLNESS – NUTRITION GUIDELINES AT SCHOOL (cont'd)

Exemptions from all standards:

- Fresh, frozen, and canned fruits and vegetables
- Reduced fat cheeses, nuts and seeds exempt for fat and saturated
- Dried fruits exempt for sugar content

To ensure food safety only pre-packaged foods with labels, or foods made in a commercial kitchen identifying the ingredients, may be shared or sold.

Visit the TD3 Nutrition Services webpage at www.tempeschools.org for more information and to view the district's Student Wellness Policy J-4950 © JL, or call (480) 642-1541.

TITLE I PROGRAM

Title I, also known as Title 1 of the Every Student Succeeds Act (ESSA) of 2015, is the largest federal aid program affecting kindergarten through high school. This program funds school districts to support supplementary services designed to improve the educational performance of low-achieving children in high-poverty schools. It's based on four pillars: accountability for results; an emphasis on doing what works based on scientific research; expanded parental options; and expanded local control to use resources where needed most.

There are 15 Title I schools in the Tempe Elementary School District: Aguilar, Arredondo, Carminati, Connolly, Curry, Fees, Frank, Gililand, Holdeman, Hudson, Laird, Nevitt, Scales, Thew, and Wood Schools.

Following are 8 facts that every parent should know about how this historic law helps your child:

- Gives schools more money.
- Holds schools accountable for results in student achievement.
- Gives parents report cards so they can see which schools are succeeding and why.
- Focuses on teaching methods that have been proven to work.
- Provides funding to help teachers learn to be better teachers.
- Provides children with before/after school, and/or summer school extended learning to master subject matter.
- Requires states to test your child every year in grades three through eight in reading and math. Your child will also be assessed once in high school. The tests will help you, your child and your child's teachers know how well your child is learning and when he or she needs extra help. For more information on Title I, call **(480) 730-7162**.

VISITING SCHOOLS

Visitors are welcome at school, however, all visitors must abide by the school's visitor policy, which can be found on each school's website and posted in the front office. For the safety of all students, the front office staff will ask you to sign in. This requirement applies to all high school age and older visitors anytime school is in session. Visitors will be issued a security badge, which shall be clearly visible at all times while on campus. You may be asked to leave keys or a driver's license until you sign out and return the badge. Thank you for your cooperation.

VOLUNTEERING IN OUR DISTRICT

Tempe School District encourages parents/guardians and community members to volunteer. Involvement can include working in the classroom with students, helping with PTA sponsored activities, chaperoning a field trip, and helping our office staff. Volunteer handbooks and applications are available at all schools, at the district office, and our website at www.tempeschools.org, under the "Our Schools" tab.

Because student safety is of great concern, all volunteers are under the direct supervision of a certified staff member at all times. We appreciate your understanding as we take measures to ensure the safety of our students. As part of our process, we require all community volunteers and parents who wish to volunteer outside of their child's classroom or chaperone a field trip receive fingerprint clearance from the district office. Fingerprint appointments may be scheduled through our district office after a completed application is received. This service is provided at no cost and is valid for 3 years. The processing time to receive information from Arizona Department of Public Safety (AZ DPS) varies and we ask that you be fingerprinted at least 60 days before you wish to volunteer. Volunteering cannot begin until fingerprint clearance is received. If you have a valid fingerprint clearance card issued by AZ DPS, you do not need to schedule a fingerprint appointment through our district. You may provide a copy of the card when you submit the application.

Due to the length of time required for processing fingerprints, the last day for fingerprint appointments will be Thursday, April 7, 2017. Appointments for the 2017-2018 school year can be made the week of July 10, 2017.

We appreciate your support and time to our students, staff and our District.

STUDENT PROMOTION AND RETENTION

GENERAL CONSIDERATIONS

1. Students will generally be promoted annually, unless the student has not achieved District standards and/or state requirements for promotion to the next grade level.
2. Teachers or IEP teams are responsible for determining whether the grade level (K-5) or subject area (Grades 6-8) promotion or retention standards have been met for the particular student.
3. Teachers and IEP teams will take particular care in retaining a student more than once at a particular grade level or during the student's elementary school career.
4. With substantiating data, a teacher may recommend that a student be exempted from one or more District standards for grade level promotion. The teacher's recommendation will be reviewed by the school's child study team, the IEP team or the school promotion/retention committee and the school Principal. The specific promotion standard exemption will be recorded in the student's file.
5. Upon parental request, a teacher or IEP team may consider retaining a student who has met District requirements for promotion to the next grade level. The teacher's recommendation will be reviewed by the school's child study team, IEP team or the school promotion/retention committee and the school Principal. The parental request will be recorded in the student's file.
6. Teachers will not recommend retention until all other available possibilities for continuous pupil progress have been considered (including, but not limited to, special help and remedial work).
7. Teachers may provide parents with written notice and request a conference anytime a student's classroom performance is deficient.
8. Teachers must provide parents with prior written notice regarding the student's unsatisfactory progress or achievement if the teacher intends to recommend retention.
9. Parents will be notified by a classroom teacher no less than ten school days prior to the end of the school calendar year if the teacher is recommending retention.
10. If a student is retained, the school will evaluate the appropriateness of the instructional program and consider modifying the program in order to better meet the student's needs the following year.
11. Parents who disagree with the school's decision regarding promotion/retention may request that the Governing Board review the decision. The request must be in writing and submitted to the Superintendent's office within twenty weekdays from the last day of the school calendar year. The parents will be notified of the date, time and place that the Governing Board will conduct its review and provide the parents with a written copy of the Governing Board's decision.

K - 8 ENGLISH LANGUAGE LEARNING (ELL) STUDENTS

When determining promotion or retention for an identified ELL student, the ELL classroom teacher will consider each of the following factors:

1. Extent of formal schooling experienced by the student, in his/her primary language, prior to enrollment in the District.

2. Length of residency, chronological age and extent of social and cultural adjustment within a new society.
3. The student's level of English language development (acquisition) as assessed on a state accepted language proficiency instrument and/or as demonstrated in classroom discussions and activities.
4. The student's level of progress toward developing proficiency in English in the areas of listening, speaking, reading and writing.

K - 8 SPECIAL EDUCATION

1. When considering promotion or retention for a student receiving special education services, the teacher and IEP team will consider each of the following factors:
 - a. Extent of achievement of goals and objectives as stated in the student's IEP.
 - b. Extent of competency of regular curriculum objectives in mathematics, reading and language.
2. Grade level placement is a part of a student's educational program, and promotion/retention is a part of a change in placement determined by the IEP team.

THIRD GRADE RETENTION

Arizona Revised Statute Section 15-701 requires school districts to retain students in third grade if they obtain a score on the reading portion of the statewide assessment that does not demonstrate sufficient reading skills as established by the board.

In accordance with Arizona law, a school district governing board MAY be allowed to promote a student who earns a reading score on the statewide assessment that does not demonstrate sufficient reading skills if the student:

1. Is an English learner or a limited English proficient student as defined in section 15-571 and has had fewer than two years of English Language instruction.
2. Is in the process of a special education referral or evaluation for placement in special education, has been diagnosed as having a significant reading impairment, including dyslexia, or is a child with a disability as defined in section 15-761 if the student's individualized education program.
3. Has demonstrated or subsequently demonstrates sufficient reading skills or adequate progress toward sufficient reading skills of the third grade reading standards as evidenced through a collection of reading assessments approved by the State Board of Education, which includes an alternative standardized reading assessment approved by the state board.
4. Receives intervention and remedial services during the summer or subsequent school year pursuant to subdivision of this paragraph and demonstrates sufficient progress based on guidelines issued pursuant to subsection B, paragraph 6 of this section.

Information regarding the Arizona Revised Statute, A.R.S. § 15-701, can be found online at: <http://www.azed.gov/mowr/>.

HAZING

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

DEFINITIONS

"Hazing" means any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student and in which both of the following apply:

- The act was committed in connection with an initiation into, an affiliation with, or the maintenance of membership in any organization that is affiliated with an educational institution.
- The act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation.

"Organization" means an athletic team, association, order, society, corps, cooperative, club, or similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.

DIRECTIONS

It is no defense to a violation of this policy if the victim consented or acquiesced to hazing.

In accord with statute, violations of this policy do not include either of the following:

- Customary athletic events, contests or competitions that are sponsored by an educational institution.
- Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate extracurricular program, or a legitimate military training program.

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

REPORTING/COMPLAINT PROCEDURE

Students and others may report hazing to any professional staff member. Professional staff members must report the incident to the school administrator or next higher administrative supervisor, in writing, with such details as may have been provided. A failure by a staff member to timely inform the school administrator or next higher administrative supervisor of a hazing allegation or their observation of an incident of hazing may subject the staff member to disciplinary action in accord with School policies. The staff member shall preserve the confidentiality of those involved, disclosing the incident only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law. Any instance of reported or observed hazing which includes possible child abuse or violations of statutes known to the staff member shall be treated in accord with statutory requirements and be reported to a law enforcement agency.

A person who complains or reports regarding hazing may complain or report directly to the school administrator or to a professional staff member. The professional staff member receiving the report/complaint shall retrieve sufficient detail from the person to complete the form designated for such purpose. At a minimum the report/complaint shall be put in writing containing the identifying information on the complainant and such specificity of names, places and times as to permit an investigation to be carried out. When a professional staff member receives the information, the staff member will transmit a report to the school administrator or supervising administrator not later than the next school day following the day the staff member receives the report/complaint.

The report/complaint will be investigated by the school administrator or a supervising administrator. The procedures to be followed are:

- An investigation of the reported incident or activity shall be made within ten (10) school days when school is in session or within fifteen (15) business days during which the school offices are open for business when school is not in session. Extension of the time line may only be by necessity as determined by the Superintendent.
- The investigator shall meet with the person who reported the incident at or before the end of the time period and shall discuss the conclusions and actions to be taken as a result of the investigation. Confidentiality of records and student information shall be observed in the process of making such a report.
- The investigator shall prepare a written report of the findings and a copy of the report shall be provided to the Superintendent.

All violations of this policy shall be treated in accord with the appropriate procedures and penalties provided for in School policies related to the conduct and discipline of students, staff, and others.

STUDENT CONCERNS, COMPLAINTS, AND GRIEVANCES

REPORTING/COMPLAINT PROCEDURE

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

- Violation of the student's constitutional rights.
- Denial of an equal opportunity to participate in any program or activity for which the student qualifies not related to the student's individual capabilities.
- Discriminatory treatment on the basis of race, color, religion, sex, age, national origin, or disability.
- Concern for the student's personal safety.

Complaints and grievances related to allegations of student violence, harassment, intimidation or bullying are to be filed in accordance with Board Policy JICK.

Provided that:

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

THE GUIDELINES TO BE FOLLOWED

- In order to allow for prompt investigation of each complaint, the student is strongly encouraged to submit a complaint within thirty (30) calendar days of the time the student knew or should have known that there were grounds for the complaint/grievance.
- The complaint/grievance shall be made only to a school administrator or a school staff member.
- The person receiving the complaint will gather information for the complaint form.
- All allegations shall be reported on forms with the necessary particulars as determined by the Superintendent. **Forms are available in the school office.**
- The person receiving the complaint shall preserve the confidentiality of the student, disclosing it only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law.

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

A student or student's parent or guardian may initiate the complaint process by completing Exhibit JII-EA.

A complaint or grievance may be withdrawn at any time. Once withdrawn, the process may not be reopened if the resubmission is longer than thirty (30) calendar days from the date of the occurrence of the alleged incident. False or unproven complaint documentation shall not be maintained.

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

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

When District officials have a reasonable belief or an investigation reveals that a reported incident may constitute an unlawful act, law enforcement authorities will be informed.

STUDENT VIOLENCE / HARASSMENT / INTIMIDATION / BULLYING

The Governing Board of the Tempe Elementary School District No. 3 believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. The Governing Board further believes a school environment that is inclusive of these traits maximizes student achievement, fosters student personal growth, and helps a student build a sense of community that promotes positive participation as citizens in society.

To assist in achieving a school environment based on the beliefs of the Governing Board, bullying in any form will not be tolerated.

Bullying: 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:

- May or may not involve repeated acts over time,
- Has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student or damage to the student's property,
- Is sufficiently severe, persistent, or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm,
- Occurs when there is a real or perceived imbalance of power or strength, or
- May constitute a violation of law.

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

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

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

Harassment: Harassment is intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Intentional behaviors that constitute harassment include, but are not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact and unwelcome verbal or written comments, photographs and graphics. Harassment may be based upon, but is not limited to, another person's race, color, national origin, religion, sex, disability, sexual orientation, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.

Intimidation: Intimidation is intentional behavior by a student or group of students that places another student or group of students in fear of harm of person or property. Intimidation can be emotional or physical, either direct or indirect, and by use of social media.

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

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

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

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

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

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

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

NONDISCRIMINATION/EQUAL OPPORTUNITY

The Board is committed to a policy of nondiscrimination in relation to race, color, religion, sex, age, national origin, veteran's and military status, sexual orientation and gender expression or identity, and disability. This policy will prevail in all matters concerning staff members, students, the public, educational programs and services and individuals with whom the Board does business.

(Governing Board Policy GBA)

J-0161

REGULATION

JB-R

EQUAL EDUCATIONAL OPPORTUNITIES

COMPLIANCE OFFICER

The Superintendent or the Superintendent's designee shall be the compliance officer. Any person who feels unlawfully discriminated against or to have been the victim of unlawful discrimination by an agent or employee of the District or who knows of such discrimination against another person should file a complaint with the Superintendent. If the Superintendent is the one alleged to have unlawfully discriminated, the complaint shall be filed with the President of the Board.

COMPLAINT PROCEDURE

The District is committed to investigating each complaint and to taking appropriate action on all confirmed violations of policy. The Superintendent shall investigate and document complaints filed within the deadline prescribed pursuant to this regulation as soon as reasonable. In investigating the complaint, the Superintendent will maintain confidentiality to the maximum extent feasible, consistent with the need to conduct a thorough investigation. The Superintendent shall also investigate incidents of policy violation that are raised by the Governing Board, even though no complaint has been made.

If after initial investigation the Superintendent has reason to believe that a violation of policy has occurred, the Superintendent shall determine whether or not to hold an administrative hearing and/or to recommend bringing the matter before the Board.

If the person alleged to have violated policy is a teacher or an administrator, the due process provisions of the District's Policy GCQF shall apply, except that the supervising administrator may be assigned to conduct the hearing. In cases of serious misconduct, dismissal or suspension proceedings in accordance with A.R.S. §15-539 *et seq.* may be initiated.

If the person alleged to have violated policy is a support staff employee, the Superintendent may follow due process and impose discipline under Policy GDQD if the evidence so warrants. The Superintendent also may recommend a suspension without pay, recommend dismissal, or impose other appropriate discipline.

If the person alleged to have violated policy is a student, the Superintendent may impose discipline in accordance with policies JK, JKD and JKE.

If the Superintendent's investigation reveals no reasonable cause to believe policy has been violated, the Superintendent shall so inform the complaining party in writing.

TIMELINES

The complaint must be filed within thirty (30) calendar days after the complaining party knew or should have known that there were grounds for a complaint/grievance.

Once the written complaint has been filed using the forms provided by the District, the Superintendent shall require the immediate supervisor, site administrator or Human Resources administrator to investigate and respond in writing to the complaining party within a reasonable timeframe.

If the immediate supervisor or site administrator cannot complete an investigation and respond in writing to the complaining party within 20 working days, he or she shall notify the Superintendent in writing, stating the reason that additional time is needed; the Superintendent may extend the time required for completion of the investigation and response for an additional period up to twenty (20) days.

The complaining party may request in writing that the Superintendent review the results of the investigation and remedial action proposed, if any, within five (5) working days of the complaining party's receipt of the response of the immediate supervisor or site administrator. The Superintendent shall provide a written decision to the complaining party and the immediate supervisor or site administrator within twenty (20) working days of the complaining party's request for review. The decision of the Superintendent shall be final unless the complaint was made against the Superintendent, in which case the complainant may request in writing that the Governing Board review the results of the investigation and remedial action proposed, in the same manner as prescribed above for review by the Superintendent.

NON-RETALIATION

No individual who in good faith reports discrimination, files a complaint or participates in an investigation conducted pursuant to this Regulation will be subjected to any discipline or retaliation on the basis of making such a report, filing a complaint or participating in the investigation. The District will take prompt and appropriate remedial and/or disciplinary action against any individual who violates this non-retaliation provision.

The Hostile Environment Harassment policy of the District maintains a learning environment free from harassment, actual or perceived, because of an individual's race, color, religion, sex, age, national origin, disability, veteran's and military status, sexual orientation and gender expression or identity. For purposes of this policy, these characteristics are referred to collectively as "protected characteristic." The District prohibits any and all forms of harassment because of any person's protected characteristic(s).

It shall be a violation of District policy for an student, teacher, administrator, other school personnel or other person to harass a student, staff member or visitor through conduct of a sexual nature, or regarding any protected characteristic, as defined by this policy.

It shall also be a violation of District policy for any teacher, administrator or other school personnel to tolerate harassment because of a student's, staff member's, or other person's protected characteristic, as defined by this policy.

The District will act to promptly investigate all complaints, either formal or informal, verbal or written, of harassment because of any person's protected characteristic; to promptly take appropriate action to protect individuals from further harassment; and, if it determines that hostile environment harassment occurred, to promptly and appropriately discipline any student, teacher, administrator, or other personnel, or take immediate and appropriate corrective action toward a visitor, who is found to have violated this policy and and/or take other appropriate action reasonably calculated to end the harassment.

HARASSMENT BECAUSE OF A PROTECTED CHARACTERISTIC

Harassment consists of verbal or physical conduct relating to an individual's, actual or perceived, race, color, religion, sex, age, national origin, disability, veteran's and military status, sexual orientation and gender expression or identity when:

- The harassing conduct is sufficiently severe, persistent, or pervasive that it affects the employee's ability to complete their duties, or creates an intimidating, threatening, or abusive work environment.
- The harassing conduct is sufficiently severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment.
- The harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance
- The harassing conduct otherwise adversely affects an individual's learning opportunities.

Prohibited conduct includes, but is not limited to:

- Verbal, written, graphic, or physical conduct relating to an employee's protected characteristic that has the purpose or effect of substantially interfering with an individual's work performance, or creating an intimidating, hostile or offensive employment environment. A protected characteristic basis for acts of harassment may be evident from the explicit statements of the perpetrator or may be inferred from the surrounding circumstances.
- A hostile environment may be created through the following examples of conduct and others: intimidation and implied or overt threats of physical violence. Physical acts of aggression or assault upon another, or damage to another's property that is motivated by the individual's protected characteristic. Demeaning jokes, taunting, racial slurs, and derogatory nicknames, innuendoes, or derogatory remarks relating to a protected characteristic.

REPRISAL

Submission of a good faith complaint or report of sexual harassment, or harassment based upon a protected characteristic will not affect the complainant or reporter's future employment, grades, learning or working environment or work assignments. The District will discipline or take appropriate action against any student, teacher, administrator, or other school personnel who retaliates against any person who reports an incident of alleged harassment or violence directed toward any person based on a protected characteristic, or any person who testifies, assists, or participates in a proceeding, investigation or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, an form of intimidation, reprisal, or harassment.

Adopted: June 8, 2016

LEGAL REF:

A.R.S
41-1461 et seq.
20 U.S.C. 1681, Education Amendments of 1972, Title IX
20 U.S.C. 1703, Equal Employment Opportunity Act of 1972
42 U.S.C. 2000, Civil Rights Act of 1964 as amended, Title VII

CROSS REF:

AC - Nondiscrimination/Equal Opportunity
ACA - Sexual Harassment
GBA - Equal Employment Opportunity
IHBA - Special Instructional Programs and Accommodations for Disabled Students
JB - Equal Educational Opportunities
KED - Public Concerns/Complaints about Facilities or Services
KFA - Public Conduct on School Property

(Office Use Only) Investigative Reporting Form (Office Use Only)

Date form was received: ____/____/____

Form received by: _____ Job title: _____

Bullying/Harassment/Intimidation Investigation Findings:

The investigating official must complete the following information once the investigation has been completed.

Date student(s) received written copy of student rights, protections and support services (JI-R): ____/____/____

Date student(s) parents were contacted notifying them of the report: ____/____/____

Allegation of Bullying/Harassment/Intimidation incident related to: (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Gender | <input type="checkbox"/> Religion |
| <input type="checkbox"/> Disability | <input type="checkbox"/> National Origin |
| <input type="checkbox"/> Sexual Orientation | <input type="checkbox"/> None |
| <input type="checkbox"/> Race or Color | |

Summary of Investigation

Bullying Harassment Intimidation None Other

Remarks:

Date Incident (if founded) entered in Synergy: ____/____/____

Incident #:

Consequences Assigned:

Date(s) of follow-up meeting with student(s) involved:

Principal or Principal designee assigned to investigate:

Printed Name: _____

Signature: _____

Investigation Completion Date:

____/____/____

Tempe Elementary School District No. 3 2017-2018 School Calendar

Dates subject to change

S	M	T	W	T	F	S
AUGUST 2017						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

S	M	T	W	T	F	S
SEPTEMBER 2017						
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

S	M	T	W	T	F	S
OCTOBER 2017						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

S	M	T	W	T	F	S
NOVEMBER 2017						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

S	M	T	W	T	F	S
DECEMBER 2017						
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Aug	7	First Day for Students
Sep	4	Labor Day Holiday - Schools Closed
	12-14	M.S. Parent/Teacher Conferences - Early Release Grades 6-8
	15	Staff Development - No School for Students
Oct	3-5	Elem., Laird & WTA Parent/Teacher Conf. - Early Release K-5, Laird & WTA
	9-13	Fall Break - Schools Closed (District Office Open)
Nov	10	Veterans Day Holiday - Schools Closed
	22-24	Thanksgiving Break - Schools Closed
Dec	25-29	Winter Break - Schools Closed
Jan	1-5	Winter Break - Schools Closed
	8	Classes Resume
	15	Martin Luther King, Jr. Holiday - Schools Closed
Feb	6-8	M.S. Parent/Teacher Conferences/ Early Release Grades 6-8
	19	Presidents' Day Holiday - Schools Closed
Mar	6-8	Elem., Laird & WTA Parent/Teacher Conf. - Early Release K-5, Laird & WTA
	12-16	Spring Break - Schools Closed
	26-29	State Testing (tentative dates)
	30	Spring Holiday - Schools Closed
Apr	2-13	State Testing (tentative dates)
May	24	Last Day for Students
	28	Memorial Day Holiday

ALL SCHOOLS – Early release every Friday

For other early release days, visit www.tempeschools.org and click on **School Calendar.**

Ward Traditional Academy (WTA) and Laird School will follow Elementary School Parent/Teacher Conferences.


S	M	T	W	T	F	S
JANUARY 2018						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

S	M	T	W	T	F	S
FEBRUARY 2018						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

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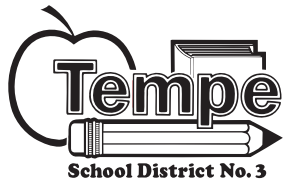
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 First/Last Day Students

 Holidays/Breaks/Staff Development

 Parent/Teacher Conferences

 Testing



Tempe★Union

HIGH SCHOOL DISTRICT

A family of schools — A community of learning

Tempe • McClintock • Marcos de Niza • Corona del Sol
Mountain Pointe • Desert Vista • Compadre

[2017-18]

Selected Student Policies & Regulations Handbook

Si necesita una traducción de este documento en español,
favor de llamar la oficina de la escuela secundaria.



I'M [IN]
TEMPE UNION

The Governing Board Policies and Administrative Regulations cited in this handbook are subject to change periodically throughout the school year. Furthermore, in many cases, summaries of the Policies and Regulations have been provided in lieu of the full text. You may access the complete and current TUHSD Governing Board Policy Manual by going to the District's website at: <http://www.tempeunion.org>.

Click on "TUHSD Policy Manual" under "Important Documents" on the left-hand side of the District's home page.

Notice of Non-Discrimination

Tempe Union High School District does not discriminate on the basis of actual or perceived race, color, national origin, sex disability, age, gender, marital status, religion, veteran or military status, sexual orientation, gender expression or identity, or socioeconomic status, or any other prohibited factor in the admission or access to, treatment or employment in its educational programs or activities. Inquiries or complaints concerning discrimination, including Title VI, Title VII, and Title IX may be referred to the Superintendent, the District's Compliance Officer:

Dr. Kenneth Baca, Superintendent
500 West Guadalupe Road
Tempe, Arizona 85283-3599
(480) 839-0292

For the purposes of complaints or inquiries under Title IX, the Superintendent designates the following individuals to act as Title IX Coordinators:

Dr. Kevin Mendivil, Associate Superintendent
Dr. Anna Battle, Assistant Superintendent of Operations
500 West Guadalupe Road
Tempe, Arizona 85283-3599
(480) 839-0292

The Superintendent also designates the Assistant Principal for Athletics at each site to act as the School's Title IX coordinator in conjunction with the Title IX Coordinators designated above. Please refer to each school's website to locate the Assistant Principal for Athletics for that school.

Inquiries concerning Section 504 may be referred to the Special Education Director, who acts as the Section 504 Coordinator:

William Santiago, Special Education Director
500 West Guadalupe Road
Tempe, Arizona 85283-3599
(480) 839-0292

August,
2017

Dear Parents/Guardians and
Students:

Welcome to the Tempe Union High School District. For those of you who are new to our schools, we are very happy to have you become a member of the Tempe Union High School District family. For those of you returning to our schools, we are very glad to have you back and hope that you enjoy another school year.

Included in this handbook are Governing Board policies and regulations that directly affect our students in a number of areas, including but not necessarily limited to: student discipline, attendance, student grievance procedures, student records, and other student rights and responsibilities. We ask that both students and parents/guardians review this handbook to become familiar with the policies and the procedures we use to govern students in these critical areas.*

ALL PARENT/GUARDIAN(S) MUST SIGN AND RETURN THE FOLLOWING DOCUMENTS: - YOUR STUDENT WILL HAVE THESE FORMS AVAILABLE FOR YOU.

- **PARENT RECEIPT OF RECEIVING HANDBOOK INFORMATION (REQUIRED)**
- **STUDENT HOUSING REQUIRED INFORMATION FORM (REQUIRED)**

- **THE STUDENT MEDIA RELEASE FORM (OPTIONAL)**
- **STUDENT DIRECTORY INFORMATION OPT-OUT FORM (OPTIONAL)**

PLEASE COMPLETE AND SIGN THE FORMS. YOUR STUDENT IS REQUIRED TO RETURN THEM TO THEIR HOMEROOM TEACHER.

The entire Tempe Union High School District Governing Board Policy Manual is available online. We encourage you to access the manual online to help answer your questions regarding District policy. Sections I and J of the Policy Manual contain most of the policies and regulations that directly apply to students.

***Si necesita una traducción de este documento en
español, favor de llamar la oficina de la escuela
secundaria.***

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**The 2017-18 Selected Student Policies & Regulations Handbook can be found at:
[www.tuhsd.k12.az.us/17-18 Student Handbook.pdf](http://www.tuhsd.k12.az.us/17-18_Student_Handbook.pdf)*

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ADMISSION OF HOMELESS STUDENTS (Policy JFABD)

This policy is intended to direct compliance with Arizona State Laws, Arizona Administrative Code and the McKinney-Vento Homeless Education Assistance Improvements Act of 2001 and should be read as consistent with those documents.

The implementation of this policy shall ensure that:

- Homeless students are not stigmatized or segregated on the basis of their status as homeless;
- Homeless students are immediately enrolled in school;
- Transportation is provided to and from the school of origin for the homeless student to the extent required by law and Policy JFAA.

Definitions

The term 'homeless students' means individuals who lack a fixed, regular and adequate nighttime residence and includes:

- Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory students who qualify as homeless because the children are living in circumstances described above.
- The term 'school of origin' means the school that the student attended when permanently housed or the school in which the student was last enrolled.
- The term 'unaccompanied youth' includes a youth not in the physical custody of a parent or guardian.

Liaison for Homeless Students

The Superintendent will designate an appropriate staff person as liaison for homeless students who will carry out duties as assigned. Among those duties will be the responsibility to coordinate activities and programs in the best interest of homeless students that will include, but not be limited to, establishment of procedures to:

- Continue the student's education in the school of origin for the duration of homelessness:
 - In any case in which a family becomes homeless between academic years or during an academic year; or
 - For the remainder of the academic year, if the student becomes permanently housed during an academic year;
- Enroll the student in any public school that non-homeless students who live in the attendance area in which the student is actually living are eligible to attend.

Best Interest of Homeless Student

In determining the best interest of the homeless student, the school shall:

- To the extent feasible, keep a homeless student in the school of origin, except when doing so is contrary to the wishes of the student's parents or guardian;
- Provide a written explanation, including a statement regarding the right to appeal, to the homeless student's parent or guardian, if the homeless student is sent to a school other than the school of origin or a school requested by the parent or guardian; and
- In the case of an unaccompanied youth, the liaison for homeless students shall assist in placement or enrollment decision, considering the views of such unaccompanied youth, and providing notice to such student of the right to appeal.

SPECIAL EDUCATION CHILD FIND

(Policy IHB and Regulation IHB-R)

The Tempe Union High School District shall inform the general public and parents within its boundaries of responsibility of special education services for students aged 3 through 21 years and how to access those services, including information regarding early intervention services for children aged birth through 2 years. The District is also responsible for public awareness and child find for children attending private schools or who are home schooled within its geographic boundaries.

The District is responsible for identifying, locating, and evaluating all children with disabilities in the District who are in the 9th grade through the age of 21, and for referring children from birth through 2 years of age to the Arizona Early Intervention Program (AzEIP) for evaluation and appropriate services. For students aged 3 through 8th grade, the students are referred to the district of residence. That district is required to screen and/or evaluate the child within the state prescribed timelines. For children aged birth through 5 years, the District is responsible to use the Arizona Child Find Tracking Form and submit it to AzEIP or the district of residence (depending upon the age of the child) within two working days of the date of initial referral. These forms can be obtained from the District Office, Special Education Department or from the social worker assigned to each campus.

For all new students to the District, the classroom teacher will be asked to complete screening forms within 45 days of enrollment. The teacher will look at the child's ability in the areas of academics, vision, hearing, adaptive, communication, social/emotional and motor skills. If any concerns are noted the child may be referred for additional help.

The District is also responsible for providing a free and appropriate public education (FAPE). The term "FAPE" means special education and related services that:

- 1) are provided at public expense, under public supervision and direction, and without charge;
- 2) meet the standards of the State education agency;
- 3) include pre-school, elementary, or secondary school education in the State; and
- 4) are provided in conformity with an Individualized Education Program (IEP) that meets Federal requirements.

Tempe Union High School District will refer any children who are suspected of having a disability for evaluation and, if appropriate, for services.

The District will make FAPE available to any child who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade.

The District will make the determination that a child is eligible for special education and related services on an individual basis by a properly constituted team.

If you have concerns about a child you know, please contact the Guidance Office at your high school.

ANNUAL NOTIFICATION OF RIGHTS UNDER FERPA REGARDING CONFIDENTIALITY OF STUDENT EDUCATION RECORDS (Policy JR and JR-R)

Confidentiality of education records is a right of public school students and their parents. This right is provided for by two federal laws, the Individuals with Disabilities Education Act (IDEA) and the Family Educational Rights and Privacy Act (FERPA). Under these laws, "education records" means those records that are: (1) directly related to a student; and (2) maintained by an educational agency or institution or by a party acting for the agency or institution. Of course, education records are maintained on every child enrolled in a public school. The types of information gathered and maintained includes, but is not limited to: the student's and parents' names, address and telephone number; the student's date and place of birth, date of enrollment in the school, records from previous schools attended, attendance record, subjects taken, grades, school activities, assessment results, number of credits earned, immunization records, disciplinary records, if any, correspondence from parents, and child find and other screening results, including hearing and vision screening results.

In addition, for children with disabilities, education records could include, among other things, evaluation and testing materials, medical and health information, each annual Individualized Education Program (IEP), notices to parents, notes regarding IEP meetings, parental consent documents, information provided by parents, progress reports, assessment results, materials related to disciplinary actions, and mediation agreements. The information is gathered from a number of sources including the student's parents and staff of the school of attendance. Also, with parental permission, information may be gathered from additional sources including doctors and other health care providers.

This information is collected to assure proper identification of a student and the student's parents and the maintenance of accurate records of the student's progress and activities in school. For children with disabilities, additional information is collected in order to assure the child is identified, evaluated, and provided a Free Appropriate Public Education (FAPE) in accordance with state and federal special education laws.

The District must ensure compliance with federal confidentiality laws at all stages of gathering, storing, retaining and disclosing education records to third parties. In addition, the destruction of any education records of a child with a disability must be in accordance with IDEA regulatory requirements.

In accordance with FERPA and IDEA, the rights of the parents regarding education records are transferred to the student at age 18, subject to limited exceptions.

The Family Educational Rights and Privacy Act (FERPA) affords parents, and in the case of students of Tempe Union High School District (the "District") who are 18 years of age or older, the students themselves ("eligible students"), certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records no more than 45 days after the day the District receives a request for access. Parents or eligible students should submit a written request to the school Principal that identifies the records they wish to inspect. The Principal or Registrar will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the District to amend a record should submit a written request to the school principal, clearly identifying the part of the record they want changed, and specify why it should be changed. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the District discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent of a parent or eligible student; please see below for some of the situations where prior written consent for disclosure is not required by FERPA. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the District Governing Board. A school official also may include a volunteer or contractor outside of the District who performs an institutional service or function for which the District would otherwise use its own employees and who is under the direct control of the District with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another District official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. Upon request, the District discloses education records without consent of a parent or eligible student to officials of another school district, charter school or other educational institution in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.
5. Parents have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in Title 34, Section 99.31 of the FERPA regulations. Except for disclosures to District officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of FERPA regulations requires the District to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A District may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

- To other school officials, including teachers, within the educational agency or institution whom the District has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the District has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school district, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the Arizona Department of Education. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State- supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the District, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the District has designated as "directory information" under §99.37 (see below). (§99.31(a)(11))
- To representatives of a state or local child welfare agency or tribal organization when such agency is legally responsible for the care and protection of the student

NOTICE FOR STUDENT DIRECTORY INFORMATION RELEASE
(Regulation JR-R and Exhibit JR-EB)

Federal law (specifically, the Family Educational Rights and Privacy Act or “FERPA”) requires that the District obtain your written consent to release any personally identifiable information or educational records concerning your child. FERPA provides many exceptions to the written consent requirement. For example, personally identifiable information or education records may be released to other school or District officials, to other schools where your child seeks to enroll, to the Arizona and United States Department of Education, and under other exceptions provided by law.

Another exception to the written consent requirement is for information designated as “directory information.” Directory information is information that is typically not considered harmful to disclose. Directory information can include items such as, but not limited to, names, addresses, phone numbers, honors and awards, participation in school activities and sports, and the like. Before the District may release directory information without your written consent, it must first inform you of those items that the District will designate as directory information, and provide you an opportunity to opt-out. The District has taken care to balance safeguarding your child’s information with ensuring that your child is informed of various opportunities and activities. Accordingly, the District has decided to designate the following information as “directory information” (information that can be released without your written consent):

- **Student’s name**
- **Student’s parents’/Legal Guardian’s names**
- **Student’s home address***
- **Student’s home telephone number***
- **Student’s District assigned electronic (e-mail) address***
- **Student’s current school of attendance**
- **Student’s major field of study**
- **Student’s photograph**
- **Student’s grade Level (9th, 10th etc.)**
- **Student’s enrollment status (part time or full time)**
- **Student’s honors and awards received**
- **Student’s dates of attendance (semester, quarter, etc., not specific days in school)**
- **Student’s participation in officially recognized activities and sports**
- **Student’s height, weight and athletic number if member of an athletic team**
- **Student’s most recently attended educational agency or institution**
- **Class rank by percentages (for example, top 10%, top 20%)***
- **Class rank by GPA (for example, 3.0 and above)***

NOTE: The items with an asterisk (*) are designated by the District as directory information only if the information is being released to: 1) Colleges, universities, and prospective employers for purposes of recruitment, notification of scholarship offers or job opportunities, and similar purposes; or 2) Tempe Union High School District-affiliated and approved groups or vendors [e.g. student groups and clubs (yearbook, student newspapers, student council, marching band, National Honor Society, and the like); student athletic teams; parent booster clubs; site council; parent-teacher groups; graduation vendors (photographs, caps and gowns, announcements), and the like]. This information will not be considered “directory information” if being requested by an individual or group that does not conform requirements above (e.g. for-profit business that are not District-approved vendors, outside media groups, and the like). In those circumstances, the information designated with an asterisk (*) will only be released if written consent is provided by the parent/guardian or eligible student.

There are various pros and cons to directory information that you must weigh as a parent. If you opt-out of directory information, the District will not release your child’s information to colleges, recruiters, or other entities providing scholarship opportunities. Your child may also miss opportunities to be on vendor lists for graduation announcements, yearbook opportunities, or other student lists for participation in clubs and activities, or his/her achievements may not be publicized in District announcements.

Another item to consider is that State and Federal law require that if directory information is released to persons or organizations who inform students of educational or occupational opportunities, then, the District is also required to provide the same access to official military recruiting representatives for the purpose of informing students of educational and occupational opportunities available to them in the military. However, you can request in writing that the District not release the student’s directory information without your prior signed and dated written consent. If you do not object in writing to the release of any or all directory information, then the District must provide military recruiters, upon request, directory information containing the student’s name, address, and telephone listing.

If you do not want any or all directory information about your student to be released to any person or organization (including District groups) without your prior signed and dated written consent, you must notify the District in writing by checking off any or all of the rejected information found on the form and returning it to your student’s school, within two (2) weeks of receiving this form, or October 31, whichever occurs first. If the Tempe Union High School District does not receive notification from you on the form within the prescribed time, the District will assume that your permission is given to use the directory information as described above.

NOTIFICATION of RIGHTS UNDER the PROTECTION of PUPIL RIGHTS AMENDMENT (PPRA)

(Policy LC, Exhibit LC_EA and Policy JR)

PPRA affords parents certain rights regarding the District's conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) --
 1. Political affiliations or beliefs of the student or student's parent;
 2. Mental or psychological problems of the student or student's family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents; or
 8. Income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a student out of* --
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- *Inspect*, upon request and before administration or use --
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law ("eligible student").

The District has policies, developed in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District will directly notify parents and eligible students of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify, such as through U.S. Mail or e-mail, parents of students and eligible students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent or eligible student to opt a student out of participation of the specific activity or survey. The District will make this notification to parents and eligible students at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents and eligible students will be provided reasonable notification of the planned activities and surveys listed below and will be provided an opportunity to opt the student out of such activities and surveys. Parents and eligible students will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

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

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

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

EMERGENCY RESPONSE PROCEDURES

The Tempe Union High School District is responsible for providing students with a safe learning environment. In order to ensure student safety, the District has implemented an Emergency Response Plan. Should an emergency or crisis situation arise in or around the schools while the schools are in session, specific procedures will be followed including communication with appropriate law enforcement and responding city and county agencies.

The following information provides information for students, parents and guardians in the event of an emergency:

- Messages and updates will be posted on the home page of the District website www.tempeunion.org as well as on the website of the school involved. The District will utilize various mass communication systems, including but not limited to social media, local television and radio broadcasts to relay information and will send messages via e-mail to available e-mail lists.
- During a lockdown or evacuation, no one, except responding emergency personnel, will be allowed to enter the campus until law enforcement has given the all clear. Designated reunification areas may be identified away from campus for parents to pick up students.
- In the event of an evacuation where students are not allowed to return to the campus, parents will be provided information regarding reunification locations using the above listed methods. District buses will be routed to areas that do not interfere with the reunification locations, and students will be returned to their home drop off locations. In the event that parents are unable to pick up their children, the children will be kept at the identified reunification location until alternate arrangements can be made. Your child will be supervised at all times.
- To prepare all members of the school community for emergency events the District will conduct periodic emergency drills at all schools. These drills will cover a variety of potential emergency situations and staff will discuss appropriate actions for each situation with students.
- During an emergency, it is important for telephone lines to be kept open for emergency communication. Please do not telephone the school or call your child's cell phone. Students may be instructed not to use their cell phones to call or to send text messages during an emergency, depending on the situation.

Please discuss this information with your child and emphasize the importance of adhering to the emergency response procedure.

TRIP REDUCTION

We are all aware of the traffic congestion and air pollution problems facing residents of the Valley. As a member of this community the Tempe Union High School District supports efforts to reduce air pollution and improve the quality of life. We encourage employees and students, whenever possible, to consider alternate ways to get to school—by carpooling or vanpooling, taking the bus, riding a bike or, if you live near enough, walking to school.

TUHSD participates in the Maricopa County Trip Reduction Program. The goal of the Program is to reduce drive-alone travel to work and school. In our efforts to comply with the Program and to make commuting less stressful and more convenient for employees and students, we offer:

- Reserved parking spots for registered car- and van-pooler
- Bike racks
- Showers for alternative transportation mode users
- Bi-annual drawings (win a prize for being an alternative transportation mode user)
- Clean Air Campaign events

To learn more about these and other benefits please contact your school's Trip Reduction Coordinator.

TEMPE UNION HIGH SCHOOL DISTRICT TECHNOLOGY USE AGREEMENT (Policy IJNDB-E)

Technology is available in the Tempe Union High School District (TUHSD) through the use of a voice, video and data network for access by students, faculty and staff.

A portion of the resources available in the TUHSD provides for access to the Internet. The Internet is an electronic highway connecting computers and users worldwide. Students, faculty and staff have access to:

- electronic mail communication with individuals and organizations throughout the world;
- information and news from multiple commercial, non-profit and governmental organizations;
- public domain/freeware software and shareware;
- discussion groups on various topics;
- numerous data bases covering topics for research

ELECTRONIC INFORMATION SERVICES USER AGREEMENT

(Policy IJNDB, Regulation IJNDB-R, and Exhibit IJNDB-E)

Details of the user agreement shall be discussed with each potential user of the electronic information services (EIS). When the signed agreement is returned to the school, the user may be permitted use of EIS resources.

Terms and Conditions

Acceptable use: Each user must:

- Use the EIS to support personal educational objectives consistent with the educational goals and objectives of the School District and in a manner that complies with District policies and regulations.
- Agree not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually inappropriate, threatening, racially offensive, or illegal material.
- Abide by all copyright and trademark laws and regulations.
- Not reveal home addresses, personal phone numbers or personally identifiable data unless authorized to do so by designated school authorities.
- Understand that electronic mail or direct electronic communication is not private and may be read and monitored by school or District officials.
- Not use the network in any way that would disrupt the use of the network by others.
- Not use the EIS for commercial purposes.
- Follow the District's code of conduct.
- Not attempt to harm, modify, add/or destroy software or hardware nor interfere with system security.
- Understand that inappropriate use may result in cancellation of permission to use the educational information services (EIS) and appropriate disciplinary action up to and including expulsion for students.

In addition, acceptable use for District employees is extended to include requirements to:

- Maintain supervision of students using the EIS.
- Agree to directly log on and supervise the account activity when allowing others to use District accounts.
- Take responsibility for assigned personal and District accounts, including password protection.
- Take all responsible precautions, including password maintenance and file and directory protection measures, to prevent the use of personal and District accounts and files by unauthorized persons.

Personal responsibility: I will report any misuse of the EIS to the administration or system administrator, as is appropriate.

I understand that many services and products are available for a fee and *acknowledge my personal responsibility for any expenses incurred without District authorization.*

Network etiquette: I am expected to abide by the generally acceptable rules of network etiquette. Therefore, I will:

- *Be polite and use appropriate language.* I will not send, or encourage others to send, abusive messages.
- *Respect privacy.* I will not reveal any home addresses or personal phone numbers or personally identifiable information.
- *Avoid disruptions.* I will not use the network in any way that would disrupt use of the systems by others.
- *Observe the following considerations:*
 - Be brief.
 - Strive to use correct spelling and make messages easy to understand.
 - Use short and descriptive titles for articles.
 - Post only to known groups or persons.

Services:

The School District specifically denies any responsibility for the accuracy of information. While the District will make an effort to ensure access to proper materials, the user has the ultimate responsibility for how the electronic information services (EIS) is used and bears the risk of reliance on the information obtained.

In order for you to use the technological resources of the Tempe Union High School District, each student **MUST** return the signed Student Receipt and Parent Receipt of Handbook Information, Student directory Release Information and Technology Use Agreement Form.

If you have any questions, contact your school/site representative or the District's Technology Infrastructure & Information Systems office.

HAZING (Policy JICFA)

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

"Hazing" means any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student, and in which both of the following apply:

- The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any organization that is affiliated with an educational institution.
- The act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation.

"Organization" means an athletic team, association, order, society, corps, cooperative, club, or similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.

In accord with statute, violations of this policy do not include either of the following:

- Customary athletic events, contests or competitions that are sponsored by an educational institution.
- Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate extracurricular program or a legitimate military training program.

It is not a defense to a violation of this policy if the hazing victim consented to or acquiesced in the hazing activity.

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

Students and others may report hazing to any professional staff member.

Professional staff members must report the incident to the school administrator or next higher administrative supervisor, in writing, with such details as may have been provided. A failure by a staff member to timely inform the school administrator or next higher administrative supervisor of a hazing allegation or their observation of an incident of hazing may subject the staff member to disciplinary action in accord with District policies. The staff member shall preserve the confidentiality of those involved, disclosing the incident only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law. Any instance of reported or observed hazing which includes possible child abuse or violations of statutes known to the staff member shall be treated in accord with statutory requirements and be reported to a law enforcement agency.

To assure that students and staff are aware of its content and intent, a notice of this policy and procedure shall be posted conspicuously in each school building and shall be made a part of the Rights and Responsibilities section of the student handbook. Forms for submitting complaints are to be available to students and staff in the school offices.

Disposition of all reports/complaints shall be reported to the Superintendent. The Superintendent will determine if the policies of the District have been appropriately implemented and will make such reports and/or referrals to the Board as may be necessary.

All violations of this policy shall be treated in accord with the appropriate procedures and penalties provided for in District policies related to the conduct and discipline of students, staff, and others.

STUDENT VIOLENCE / HARASSMENT / INTIMIDATION / BULLYING (Policy JICK)

The Governing Board believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. The Governing Board further believes a school environment inclusive of these traits maximizes student achievement, fosters student personal growth, and helps students build a sense of community that promotes positive participation as members of society.

The District, in partnership with parents, guardians, and students, shall establish and maintain a school environment based on these beliefs. The District shall identify and implement age-appropriate programs designed to instill in students the values of positive interpersonal relationships, mutual respect, and appropriate conflict resolution.

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

Definitions:

Bullying: Bullying is any written, verbal, or physical act or any electronic communication that is intended to or that a reasonable person would know is likely to harm one or more pupils by doing any of the following:

- substantially interfering with the educational opportunities, benefits, or programs of one or more pupils;
- adversely affecting the ability of a pupil to participate in or benefit from educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional stress;
- having an actual and substantial detrimental effect on a pupil's physical or mental health;
- causing a substantial disruption and/or substantial interference with the orderly operation of the school.

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

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

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

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

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

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

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

Prohibitions and Discipline

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

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

Reporting Incidents of Bullying

A student who is experiencing bullying, or believes another student is experiencing bullying, is to report the situation to the principal or another school employee. A school employee who becomes aware of or suspects a student is being bullied shall immediately notify the school administrator. School personnel shall maintain confidentiality of the reported information.

The initial notification of an alleged incident may be provided verbally. A detailed written description of the incident and any other relevant information must be provided on form(s) made available by the school and submitted to the principal within one (1) school day of the verbal report. Should the principal be the employee who observes, is informed of, or suspects a student is experiencing bullying the principal shall document the incident or concern in writing. Failure by an employee to report a suspected case of bullying may result in disciplinary action up to suspension without pay or dismissal pursuant to Board Policies GCQF and GDQD.

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

At the time a student reports alleged bullying the principal shall provide to the student who has allegedly been bullied a written copy of student rights, protections and support services available to the student and shall notify the student's parent(s) of the report.

The principal shall investigate *all* reports of bullying. If the principal determines that bullying has occurred, discipline will be administered pursuant to Board Policies JK and JKD. Regardless of the outcome of the investigation the principal will meet with the involved students to review the findings of the investigation. Subject to the restrictions of the Family Educational Rights and Privacy Act (FERPA) set out in Policy JR, the parent(s) or guardian(s) of the involved students shall also be informed of the findings of the investigation.

Documentation related to reported bullying and subsequent investigation shall be maintained by the District for not less than six (6) years. In the event the District reports incidents to persons other than school officials or law enforcement all individually identifiable information shall be redacted. Restrictions established by FERPA on disclosure of personally identifiable student information must be observed at all times.

The Superintendent shall establish procedures for the dissemination of information to students, parents and guardians. The information will include, but not be limited to, Governing Board policies, incident reporting, support services (proactive and reactive) and student's rights. The dissemination of this information shall:

- occur during the first (1st) week of each school year,
- be provided to each incoming student during the school year at the time of the student's registration,
- be posted in each classroom and in common areas of the school, and
- be summarized in the student handbook and on the District website, and the Superintendent shall establish procedures for the dissemination of information to District employees including, but not limited to
- Governing Board policy,
- preventive measures,
- incident reporting procedures,
- available support services for students (both proactive and reactive), and
- student rights.

Information will be provided to staff members at the beginning of each instructional year and on the first (1st) day of employment for new employees.

The Superintendent shall establish procedures designed to protect the health and safety of students who are physically harmed as the result of bullying. These will include, when appropriate, procedures for contacting emergency medical services, law enforcement agencies, or both.

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

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

DATING ABUSE (Policy JICL and ACA)

The Governing Board is committed to maintaining a school campus environment that is safe and secure for all students. Dating abuse will not be tolerated by the District. Students who become targets of dating abuse are entitled to certain rights that shall be respected and protected by all school employees. It is the responsibility of all District employees to respond to any incident of dating abuse they become aware of in a manner consistent with District training.

The Superintendent shall provide for procedures to ensure appropriate steps are taken to establish and maintain safe and secure schools. These shall include but not be limited to:

- an ongoing effort to enhance employee training and campus safety planning,
- establishing reporting procedures, and
- making accommodations for victims.

The Superintendent shall establish an age-appropriate dating abuse curriculum for students in grades nine (9) through twelve (12). That curriculum shall include the following components:

- a definition of dating abuse.
- the recognition of dating abuse warning signs.
- the characteristics of healthy relationships.

Dating Abuse Definition

Dating abuse is a pattern of behavior in which one person uses or threatens to use physical, sexual, verbal, or emotional abuse to control the person's former or present dating partner. Behaviors used may include but are not limited to:

- **Physical Abuse:** Any intentional, unwanted physical contact by either the abuser or an object within the abuser's control, regardless of whether such contact caused pain or injuries to the former or present dating partner.
- **Emotional Abuse:** The intentional infliction of mental or emotional distress by threat, coercion, stalking, humiliation, destruction of self-esteem, or other unwanted, hurtful verbal or nonverbal conduct toward the former or present dating partner.
- **Sexual Abuse:** Any sexual behavior or physical contact toward the former or present dating partner that is unwanted and/or interferes with the ability of the former or present dating partner to consent or control the circumstances of sexual interaction.
- **Threats:** The threat of any of the aforementioned forms of abuse, threat of disclosing private information to parents, peers, or teachers, or any other threat made with the intent of forcing the former or present dating partner to change his or her behavior.

Student Rights Relating to Dating Abuse:

- All students have the right to be free from sex discrimination and sexual harassment at school. Dating abuse is a form of sexual harassment.
- A student who reports dating abuse shall be treated with respect and dignity.
- School personnel shall take affirmative steps to prevent and respond to dating abuse that occurs both on and off campus.
- To the extent possible victims and abusers shall be separated on campus. The school shall make every reasonable effort possible to ensure the victim does not come into contact with the abuser. Any burden of change of adjusting an individual's schedule or participation in a school activity is placed on the abuser.
- A victim of dating abuse has the right to transfer to another school. A victim's decision to transfer to another school must be informed and voluntary. Should an alternative school placement be determined in the best interest of the victim all transportation needs will be accommodated by the student's parent or guardian.
- A victim has the right to be treated with respect and dignity, and not be subjected to pressure to minimize the severity of acts that occurred or to suggestions that he or she contributed to his or her own victimization.
- Students who have experienced dating abuse have the right to full cooperation from school personnel in obtaining information necessary to achieve resolution.

Students are encouraged to report all known or suspected instances of dating abuse involving themselves or other students. Although initial reports of abuse may be made verbally or in writing, verbal reports must be converted to written records on District-provided forms and confirmed by the victim for accuracy.

When District officials have a reasonable belief or an investigation reveals that a reported incident may constitute an unlawful act, law enforcement authorities will be informed.

STUDENT INTERVIEWS, SEARCHES AND ARRESTS (Policy JIH)

Interviews

School officials may question students regarding matters related to school without limitation. The parent will be contacted if a student interviewed is then subject to discipline for a serious offense. A student may decline at any time to be interviewed by a School Resource Officer (SRO) or another peace officer.

When child abuse, neglect or abandonment of a student, or other criminal activity of a parent, guardian or other custodian of a child is alleged;

If a child protective services worker or peace officer enters the campus requesting to interview a student attending the school, the school administrator shall be notified. Access to interview shall be granted when the child to be interviewed is the subject of or is the sibling of or is living with the child who is the subject of an abuse, neglect or abandonment investigation. The personnel of the District shall cooperate with the investigating child protective services worker or peace officer. If a student is taken into temporary custody in accordance with A.R.S. 8-821, the child protective services worker or peace officer may be reminded to notify the student's parent of the custody, pursuant to A.R.S. 8-823. The child protective services worker or peace officer shall be requested to establish proper identification and complete and sign a "Form for Signature of Interviewing Officer." Six (6) hours following the relinquishment of custody by the school, school personnel may respond to inquiries about the temporary custody of the child and may, if considered necessary, call the parent.

When child abuse, neglect or abandonment of a student or other criminal activity of a parent, guardian or other custodian of a child is not alleged; and

No issue of student population safety is presented. If a peace officer enters the campus requesting to interview a student attending the school on an issue other than upon request of the school or for abuse or abandonment, the school administrator shall be notified. If the officer directs that parents are not to be contacted because the interview is related to criminal activity of the parent(s)/guardian, the school official shall comply with the request. Unless these circumstances exist the parent will be contacted and will be asked if they wish the student to be interviewed. If the parent consents the parent will be requested to be present or to authorize the interview in their absence within the school day of the request. Where an attempt was made and the parent(s) could not be reached or did not consent within the school day of the request, the peace officer will then be requested to contact the parent(s) and make arrangements to question the student at another time and place.

Safety of the school population is of concern. When a peace officer is present on the campus to interview students at the request of school authorities due to concerns for the safety of the students, staff or other persons in the school population, parent contact shall only be made if a student is taken into custody or following the determination that the student may be subject to discipline for a serious offense. The SRO, present at the request of the school for the continued maintenance of safety and order, may interview students as necessary regarding school related issues as determined by school officials and parents will be contacted if the student is to be taken into custody or if the student is subject to discipline for a serious offense.

Searches

School officials have the right to search and seize property, including school property temporarily assigned to students (for example, lockers, desks, gym bags, etc.), when there is reason to believe that some material or matter detrimental to health, safety, and welfare of the student(s) is located on school premises, buses, or at school-sponsored events. Disrobing of a student is overly intrusive for purposes of most student searches and is improper without express concurrence from School District legal counsel.

Items provided by the District for storage (e.g., lockers, desks) or personal items are provided as a convenience to the student but remain the property of the school and are subject to its control and supervision. Students have no reasonable expectancy of privacy, and lockers, desks, storage areas, gym bags, et cetera, may be inspected at any time with or without reason, or with or without notice, by school personnel.

Arrest

When a peace officer enters a campus providing a warrant or subpoena or expressing an intent to take a student into custody, the office staff shall request the peace officer establish proper identification and complete and sign a form for signature of an arresting officer or interviewing officer. The school staff shall cooperate with the officer in locating the child within the school. School officials may respond to parental inquiries about the arrest or may, if necessary, explain the relinquishment of custody by the school and the location of the student, if known, upon contact by the parent.

**STUDENT CONCERNS, COMPLAINTS,
AND GRIEVANCES (Exhibit, JII-EB)**

The Superintendent is directed to establish procedures whereby students with sufficient concern may present a complaint or grievance regarding a violation of their constitutional rights, equal access to programs, discrimination, harassment, intimidation, bullying or personal safety provided that:

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

A complaint or grievance may be raised regarding one (1) or more of the following:

- Violation of the student's constitutional rights.
- Denial of an equal opportunity to participate in any program or activity for which the student qualifies not related to the student's individual capabilities.
- Discriminatory treatment on the basis of real or perceived race, color, religion, sex, age, national origin, disability, sexual orientation or gender expression or identity.
- Harassment of the student by another person.
- Concern for the student's personal safety.

A complaint/grievance may be submitted to a school principal, an Assistant/Associate Superintendent, or the Superintendent. Additional information is located in the District's Notice of Non-Discrimination. If any other staff member receives a complaint or grievance, the staff member shall immediately inform the school site principal, an Assistant/Associate Superintendent, or the Superintendent.

Students and parents are encouraged to immediately report any alleged violations listed above. Whenever possible, the accusation should be made within thirty (30) calendar days of the time the student knew or should have known that there were grounds for the complaint/grievance. However, complaints will be accepted beyond thirty (30) days. The initial complaint or grievance should be made using form JII-EA; however, a verbal complaint or grievance may be made to any school staff member. Any question concerning whether a complaint or grievance falls within this policy shall be determined by the Superintendent.

If the receiving administrator is included in the allegation, the complaint or grievance shall be transmitted to the next higher administrative supervisor. Failure by the staff member to timely inform a school administrator or next higher administrative supervisor of a student's allegation may subject the staff member to disciplinary action. The staff member shall preserve the confidentiality of the subject, disclosing it only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law.

A student or the student's parent or guardian may initiate a complaint by completing Exhibit JII-EA. However, the District will initiate an investigation pursuant to the procedures outlined in Board policy regardless of whether the complaint/grievance has been reduced to writing by the complainant. The administrator who receives the complaint/grievance may ask the complainant to fill out exhibit JII-EA and will provide assistance in doing so if requested. If the complainant is unwilling to complete exhibit JII-EA, the administrator will reduce the complaint to writing.

A complaint/grievance may be withdrawn at any time; however, the District will complete an investigation and take remedial action regardless of whether a complaint/grievance has been withdrawn if the District believes that a student's rights have been violated.

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

Disposition of all complaints or grievances shall be reported to the Superintendent and the compliance officer for discrimination if that individual is other than the Superintendent. The Superintendent will determine if the policies of the District have been appropriately implemented and will make such reports and/or referrals to the Governing Board as may be necessary.

Upon completion of an investigation, the Superintendent or his/her designee shall determine the remedial action(s), if any, necessary to address and resolve an incident, including, as appropriate, provision of counseling and discipline to the perpetrator/victim, strategies to protect the individual filing the complaint and witnesses from retaliation, counseling and academic resources for the individual filing the complaint, witnesses, and the broader student body, and any other steps reasonably calculated to prevent further violations of District policy.

The Superintendent shall develop procedures for the maintenance and confidentiality of documentation related to the receipt of a student's complaint or grievance, findings of the investigation, and disposition of the matter. The documentation shall not be used to impose disciplinary action unless the appropriate school official has investigated and determined by a preponderance of evidence that there was an actual occurrence of the alleged incident.

Documentation related to reported bullying and subsequent investigation shall be maintained by the District for not less than six (6) years. In the event the District reports incidents to persons other than school officials or law enforcement all individually identifiable information shall be redacted. Restrictions established by FERPA on disclosure of personally identifiable student information must be observed at all times.

The Superintendent shall establish procedures for the dissemination of information to students, parents and guardians. The information will include, but not be limited to, Governing Board policies, incident reporting, support services (proactive and reactive) and student's rights. To assure that students and staff are aware of its content and intent, a notice of this policy and procedure shall be posted conspicuously in each school building and shall be made a part of the rights and responsibilities section of the student handbook. Forms are available in the school office for students, staff and parents to submit complaints.

The Superintendent shall establish procedures designed to protect the health and safety of students who are physically harmed as the result of bullying. These will include, when appropriate, procedures for contacting emergency medical services, law enforcement agencies, or both. Investigation of a complaint/grievance shall not be delayed pending investigation of any other entity, including law enforcement.

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

When District officials have a reasonable belief or an investigation reveals that a reported incident may constitute an unlawful act, law enforcement authorities will be informed.

Adopted: February 15, 2017

LEGAL REF.:

A.R.S.

[15-341](#)

CROSS REF.:

[AC](#) - Nondiscrimination/Equal Opportunity

[ACA](#) - Sexual Harassment

[GBEB](#) - Staff Conduct

[JB](#) - Equal Educational Opportunities

[JIC](#) - Student Conduct

[JICFA](#) - Hazing

[JICK](#) - Student Violence/Harassment/Intimidation/Bullying

[JK](#) - Student Discipline

[JKD](#) - Student Suspension and Expulsion

[KE](#) - Public Concerns and Complaints

STUDENT AUTOMOBILE USE AND PARKING (Policy JLIE)

The Superintendent shall establish procedures for registration, parking, and use of motorized vehicles and for searches for and seizures of illegal material contained therein. In the establishment of such procedures the Superintendent will be guided by the following:

- All students will register their vehicles.
- Registration stickers must be displayed on all student vehicles.
- Vehicles may be towed away at student expense for failure to follow policy and procedures related to motorized vehicles.

Automobile Searches

The school retains authority to conduct routine patrols of student parking lots and inspections of the exteriors of student automobiles on school property. The interiors of student vehicles may be inspected whenever a school authority has reason to believe that illegal or unauthorized materials may be contained inside. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

Seizure of Illegal Materials

If a properly conducted search yields illegal or contraband materials, such findings shall be turned over to proper legal authorities for ultimate disposition.

Bus Regulations

Riding a school bus is a privilege, not a right. The student who persists in misbehaving on school buses jeopardizes the safety of everyone on the bus and may lose the privilege of riding the bus.

The bus driver is responsible for maintaining discipline on the bus and in this capacity has the authority to assign seats and to make other reasonable demands of students. Any necessary discipline will be administered by a principal. Bus drivers may deliver a misbehaving student to a school principal or to the police before finishing the route in extreme circumstances. Once privileges are lost, that student cannot ride any bus for the duration of the suspension. Students will only be put off the bus at the bus stop or at school.

BUS REGULATIONS AND CONDUCT (Policy EEAEC, EEA-EA.)

Bus Conduct

1. Passengers must remain seated at all times while the bus is in motion.
2. The bus driver may assign seats.
3. Be courteous.
4. No profanity may be used.
5. DO NOT eat or drink on the bus.
6. Keep the bus clean.
7. No smoking, other use or possession of any tobacco products in any form.
8. Keep all body parts and objects inside the bus. Do not throw anything inside or outside the bus.
9. All instruments and equipment carried by passengers shall be under their control at all times and carried in their laps, between seats, or properly secured in a vacant seat. Nothing shall be placed in the driver's compartment or the step-well.
10. The aisle is to be open and passable at all times.
11. No harmful objects and substances are allowed on the bus at any time. This includes, but is not limited to, non-prescribed drugs, tobacco in any form, alcohol, weapons, glass containers, pets, radios, skate boards, hover boards and the like.
12. Cleats and spikes are not allowed to be worn on the bus at any time.
13. Do not destroy property. Students will be charged for damages.
14. For your own safety, do not distract the bus driver through misbehavior. Misbehavior on the bus can result in removal from the bus for 1 to 10 days, depending on circumstances, or permanent removal from the bus by formal hearing at the discretion of the principal. Serious misbehavior on the bus may include suspension or expulsion from school.

Rules while at the bus stop

1. Be at the bus stop at least five minutes before the bus is due to arrive. The driver will not wait at the bus stop past the arrival time. If the bus driver arrives early to the stop he/she will wait until the scheduled time of arrival.
2. Always walk to the bus stop. Never run.
3. Stop and look both ways if you must cross the street.
4. Respect private property. Do not throw trash, bottles, cups, etc. on the ground.
5. While at the bus stop, wait quietly well away from the road.
6. No smoking, other use or possession of any tobacco products in any form.
7. When the bus approaches, stand at least six (6) feet away from the curb, and line up away from the street without crowding or pushing.

STUDENT DISCIPLINE (Policy JK & Regulation JK-R)

The Governing Board is committed to maintaining school environments that are stable and contribute to the educational process. Within this context, the Board recognizes the need for fair, consistent, and responsive student discipline procedures designed to maximize administrator, teacher, student, and parent understanding and involvement.

Students are expected to conduct themselves, at all times, in a manner that will bring credit to themselves, their parents, and the school.

It is important that students know that the school staff is legally responsible for the conduct of students during school hours, while the students are on campus, or at any school function. Students are expected to follow the directions provided by all staff members during these times of responsibility.

Students going to and from school and students engaging in conduct outside of school that adversely affects the school community are also subject to school discipline.

ORIENTATION TO STUDENT DISCIPLINE

At the beginning of each school year, the principal shall ensure that each teacher is given a copy of the jointly developed criteria for the referral of students for administrative disciplinary action. These criteria shall be reviewed with all of the teachers. In addition, the referral procedure shall be outlined and given to each teacher.

PROCEDURES GOVERNING REFERRAL

If the behavior of a student in class makes his presence unacceptable, the student shall be excluded from that class for the remainder of the period via proper transmittal slip to the appropriate administrator. The teacher shall furnish the administrator with the full particulars of the incident as promptly as his teaching obligations will permit; in all cases, however, appropriate information shall be furnished to the administrator by the end of the day on which the referral is made.

Each referral shall be in writing. This information shall be furnished on a system form, with a copy to be retained by the teacher and a copy to be returned to the teacher and the student's counselor indicating the action taken. The administrator and/or the teacher may request a conference with the student and/or parent.

PROCEDURES GOVERNING RESPONSES TO REFERRALS

If the teacher has not received a response within three (3) workdays after the submission of the referral, the teacher shall contact the appropriate administrator concerning the status of the referral.

If, after another three (3) workdays following such contact, the teacher has not received a response to his referral and/or inquiry, the teacher may initiate action within the District's grievance procedure.

PROCEDURES GOVERNING CONFERENCES

Upon a student's first (1st) referral, a conference with the teacher, the parent and the administrator may be held.

Upon a second (2nd) referral of the same student by the same teacher or for the same reason during a semester, a conference involving the teacher, the parent, and the administrator is required.

Upon a third (3rd) referral of the same student by the same teacher or for the same reason during a semester, the class from which the referral came shall be closed until a conference involving the teacher, the parent, and the administrator can be held and a decision can be made as to the action to be taken. All parties shall be notified immediately.

The administrator may, if circumstances warrant, close the class prior to the third (3rd) referral.

Should subsequent conferences occur, the principal shall determine whether the teacher's presence is necessary or whether a written statement shall be prepared in lieu of actual attendance.

SUSPENSION

The Principal or Assistant Principal may suspend a student who is guilty of misconduct that occurred during the school day, while traveling to or from school, at a school-related function, or for misconduct that impacted the school. Any suspension is subject to the due process rights set forth in Policy JKD.

Student Code of Conduct - Students are expected to conduct themselves at all times in a manner that will bring credit to themselves, their parents, and the school.

School Responsibility for Student Conduct - Under Arizona law, students will be held to strict account for disorderly conduct on school property and on the way to and from school [A.R.S. 15-341(A)(13) and 15-341(A)(14)]. Students are expected to follow the directions of District personnel and agents while on school property, on the way to and from school, and at any school function. Students committing unreasonably dangerous or illegal acts while outside of normal school hours or functions may be disciplined at school under certain circumstances.

Student Discipline - Arizona law requires that school authorities regulate student conduct and discipline students for misconduct. Consistent with students' due process rights, school authorities will discipline students based on the nature of the offense committed and the disciplinary history of the offender to preserve the good order and educational climate of the school.

Disciplinary measures include, but are not limited to: conference with the student, conference with the parent, written warning, counseling, detention, suspension, and expulsion. Detention involves the removal of a student to a designated area of the school for a limited period of time. Detention could occur before school, after school, at lunch or during the school day. Suspension means the temporary withdrawal of the privilege of attending a District school. A "short-term" suspension includes the removal from school for a period of ten (10) or less school days. A "long-term" suspension includes the removal from school for a period of more than ten (10) days. Expulsion means the permanent withdrawal of the privilege of attending a District school. Disciplinary measures may also include restrictions from attending school-sponsored events or visiting District property.

Note: In addition to the disciplinary consequences described in this handbook, students and parents should be aware that excessive absences that result from disciplinary consequences may, in some circumstances, result in the withdrawal of the student from the District as required by the Arizona Department of Education.

Accomplice Liability (Aiding & Abetting) - A student who, with the intent to promote or facilitate the commission of a violation of another District Policy or Regulation: solicits or commands another person to commit a violation, or aids, counsels, agrees to aid or attempts to aid another person in planning or committing a violation, or provides means or opportunity to another person to commit the violation, may be disciplined to the same extent as a student who may be found to have violated the other District Policy or Regulation.

Students wishing to voluntarily participate in substance abuse counseling, who have not been apprehended for violation of the substance abuse policy, may do so by contacting a building-level administrator or counselor. Such students will not be subject to disciplinary action for this self-referral.

STUDENT DISCIPLINE MATRIX OF CONSEQUENCES (Exhibit JK-ED)

The categories of misconduct specified below are intended only as examples of the kinds of misconduct justifying discipline and not as a complete list of misconduct. **Note: These are recommended disciplinary guidelines for some examples of misconduct. Depending on the circumstances of the offense and history of the offender, actual discipline may be lesser or greater at the administrator's discretion on a case-by-case basis. Offenses are cumulative during the entire time the student is enrolled in the District.**

For the chart below the meaning of the asterisks (*) is:

- * The violation must be reported to the Arizona Department of Education.
- ** The violation must be reported to local law enforcement as well as the Arizona Department of Education.

<u>Nature of Offense (Definition):</u>	<u>Offense</u>	<u>Recommended Discipline</u>
Academic Misconduct/Dishonesty: Academic misconduct/dishonesty can include, but is not limited to cheating, forgery, lying and plagiarism. Examples that could apply include: (1) Using or attempting to use unauthorized materials, information or study aids in any academic exercise or assignment. Fabrication involves the falsification or invention of any information or citation in an academic exercise or assignment; (2) Using the signature or initials of another person; (3) Knowingly giving false or misleading information, including false accusations against others with the intent to deceive; (4) Using another's words, ideas, materials or work without acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work and for acknowledging and documenting the source appropriately.		
In addition to disciplinary action, students may face academic sanctions which may include but are not limited to receiving a zero on an assignment, grade of "F" for a class, or withdrawal from the class during the academic year.		

Cheating: Using or attempting to use unauthorized materials, information or study aids in any academic exercise or assignment. Fabrication involves the falsification or invention of any information or citation in an academic exercise or assignment.	1 st 2 nd 3 rd	Conference to short-term suspension Conference to short-term suspension Short-term to long-term suspension
Forgery: Using the signature or initials of another person.	1 st 2 nd 3 rd	Conference to short-term suspension Conference to short-term suspension Short-term to long-term suspension
Lying: Knowingly giving false or misleading information, including false accusations against others with the intent to deceive.	1 st 2 nd 3 rd	Conference to short-term suspension Conference to short-term suspension Short-term to long-term suspension
Plagiarism: Using another's words, ideas, materials or work without acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work and for acknowledging and documenting the source appropriately.	1 st 2 nd 3 rd	Conference to short-term suspension Conference to short-term suspension Short-term to long-term suspension
Aggression		
Verbal Provocation: Use of language or gestures to insult or humiliate another person or that may incite another person or persons to fight.	1 st 2 nd 3 rd	Conference to short-term suspension Short-term suspension to long-term suspension Short-term suspension to long-term suspension
Minor Aggressive Act: Student engages in non-serious but inappropriate physical contact, i.e., hitting, poking, pulling, or pushing.	1 st 2 nd 3 rd	Short-term suspension to recommend expulsion Short-term suspension to recommend expulsion Long-term suspension to recommend expulsion
Disorderly Conduct: The intent to disturb the peace or quiet, make unreasonable noise, use of abusive or offensive language or gestures, make a protracted commotion, utterance or display with the intent to prevent the transaction of the business of a meeting, gathering, or class, or refusal to obey a lawful order to disperse.	1 st 2 nd 3 rd	Conference to short-term suspension (possible police referral) Short-term to long-term suspension (possible police referral) Short-term to long-term suspension (possible Police referral)
Recklessness: Unintentional, careless behavior that may pose a safety or health risk to others.	1 st 2 nd 3 rd	Conference to short-term suspension (possible Police referral) Short-term to long-term suspension (possible police referral) Short-term to long-term suspension (possible police referral)
Endangerment*: The reckless endangerment of another person that results in substantial risk of imminent physical injury or death.	1 st 2 nd 3 rd	Conference to short-term suspension (possible Police referral) Long-term suspension to recommend expulsion (possible police referral) Long-term suspension to recommend expulsion (possible police referral)
Fighting*: Mutual participation in an incident involving physical violence, where there is no major injury. Verbal confrontation alone does not constitute fighting.	1 st 2 nd 3 rd	Short-term suspension Long-term suspension Recommend expulsion
Assault*: Intentional or reckless causing of physical injury to another or touching another person intending to injure, insult or provoke. Including taking or attempting to take anything by force or threat of force and intentional use of a vehicle in a manner dangerous to person or property.	1 st 2 nd 3 rd	Short-term suspension (10 days) to recommend expulsion (possible police referral) Long-term suspension to recommend expulsion (possible police referral) Recommend expulsion (possible police referral)

<p>Aggravated Assault**: A person commits aggravated assault if the person commits assault as defined in A.R.S. §13-1204. This could include, but is not limited to:</p> <ol style="list-style-type: none"> 1. Causing serious physical injury to another, 2. Use of a deadly weapon or dangerous instrument, 3. A person eighteen years of age or older committing the assault upon a child under fifteen years of age, 4. Committing an assault knowing the victim is a teacher or other person employed by any school and the teacher or other employee is on the grounds of a school or grounds adjacent to the school or is in any part of a building or vehicle used for school purposes, or any teacher or school nurse visiting a private home in the course of the teacher's or nurse's professional duties or any teacher engaged in any authorized and organized classroom activity held on other than school grounds. 	1 st	Recommend expulsion (police referral)
<p>Kidnapping**: The knowing restraint of another person with the intent to hold the victim for ransom, as a shield or hostage, for involuntary servitude, inflict physical injury or place the person in reasonable apprehension of imminent physical injury.</p>	1 st	Recommend expulsion (police referral)
<p>Homicide**: Intentionally or recklessly causing the death of another person. Includes first degree murder, second degree murder, manslaughter or negligent homicide.</p>	1 st	Recommend expulsion (police referral)
<p>Other Aggression: Other forms of aggression that may result in humiliation or personal injury to another person.</p>	1 st 2 nd 3 rd	Detention to recommend expulsion (possible police referral) Short-term suspension to recommend expulsion (possible police referral) Long-term suspension to recommend expulsion (possible police referral)
<p>Disruption of the Educational Process: Interrupting or creating a disturbance or a commotion that impedes the educational process. The disruption could occur in the classroom or on campus.</p>	1 st 2 nd 3 rd	Conference to expulsion (possible police referral) Detention to recommend expulsion (possible police referral) Short-term suspension to recommend expulsion (possible police referral)
<p>Alcohol Violations and Substance Abuse Counseling: If a long-term suspension is recommended and it is the first long-term suspension for an alcohol offense, the Principal <u>may</u> allow the student to return after a suspension of at least ten (10) days has been served and the student has successfully completed a District-approved substance abuse counseling program at the student's expense. Failure to satisfactorily complete the substance abuse counseling program will result in the initial long-term suspension being reinstated. If a long-term suspension is recommended and it is the second long-term suspension for an alcohol offense, counseling participation will not lessen the term of suspension. If the recommendation is for expulsion, participation in a substance abuse program will not lessen the recommendation.</p>		
<p>Distribution or share**: Distribution or sharing, or intent to distribute or share alcoholic substances or substances represented as alcohol.</p>	1 st 2 nd	Long-term suspension to recommend expulsion and substance abuse counseling. (police referral) Recommend expulsion (police referral)
<p>Use or Possession**: Use or possession of alcoholic substances or substances represented as alcohol. This includes being intoxicated at school, school-sponsored events and on school-sponsored transportation.</p>	1 st 2 nd 3 rd	Long-term suspension to recommend expulsion. (police referral) Long-term suspension to recommend expulsion (police referral) Recommend expulsion (police referral)
<p>Sale**: Sale or intent to sell alcoholic substances or substances represented as alcohol.</p>	1 st	Long-term suspension to recommend expulsion (police referral)

<p>Arson Of a Structure or Property*: Damaging or attempting to damage a structure or property by fire or incendiary device. Of an Occupied Structure**: Damaging or attempting to damage an occupied structure by fire or incendiary device.</p>	<p>1st 2nd 1st</p>	<p>Long-term suspension to recommend expulsion (possible police referral) Recommend expulsion (possible police referral) Recommend expulsion (police referral)</p>
<p>Attendance Policy Violation Leaving School Grounds without Permission: Leaving school grounds without following proper procedures to provide documentation to school officials of permission from a parent/guardian.</p>	<p>1st 2nd 3rd</p>	<p>Conference to detention Detention to short-term suspension Short-term suspension</p>
<p>Tardy: Arriving at school or to a class after the late bell, but prior to one-third (1/3) of the class period expiring.</p>	<p>1st 2nd 3rd</p>	<p>Conference to detention Detention to short-term suspension Short-term suspension</p>
<p>Truancy: Ten (10) or more unexcused absences.</p>	<p>1st 2nd 3rd</p>	<p>Conference to detention Detention to short-term suspension Short-term suspension</p>
<p>Unexcused Absence: Any absence for a class period during the school day that is not excused by the student's parent/guardian and approved by the appropriate school official.</p>	<p>1st 2nd 3rd</p>	<p>Conference to detention Detention to short-term suspension Short-term suspension</p>
<p>Other Attendance Violations: Violations of state, school district, or school policy related to attendance.</p>	<p>1st 2nd 3rd</p>	<p>Conference to detention Detention to short-term suspension Short-term suspension</p>
<p>Drug Violation: For purposes of these definitions and District policy, "drugs" shall include, but not be limited to: all dangerous Controlled substances prohibited by law, any prescription or patent medication or over-the-counter medication, except those for which permission to use in school has been granted pursuant to Board policy. Hallucinogenic substances, inhalants, imitations of illegal drugs, and anabolic steroids, medication or dietary supplement for recreational use, drug paraphernalia, or medication for which a student does not have a prescription.</p> <p>Drug Violations and Drug/Substance Abuse Counseling: If a long-term suspension is recommended and it is the first long-term suspension for a drug offense, the Principal <u>may</u> allow the student to return after a suspension of at least ten (10) days has been served and the student has successfully completed a District-approved drug/substance abuse counseling program at the student's expense. Failure to satisfactorily complete the drug/substance abuse counseling program will result in the initial long-term suspension being reinstated. If a long-term suspension is recommended and it is the second long-term suspension for a drug offense, counseling participation will not lessen the term of suspension. If the recommendation is for expulsion, participation in a substance abuse program will not lessen the recommendation.</p>		
<p>Distribution or share**: Distribution or sharing, or intent to distribute or share, or the manufacture of drugs. It also includes distribution, share, intent to distribute or share, or manufacture of drug paraphernalia and imitations of illegal drugs, including medications for which a student does not have a prescription. Distribution of a medication or a dietary supplement for recreation use will be treated as a drug violation – distribution or share.</p>	<p>1st 2nd</p>	<p>Long-term suspension to recommend expulsion. (police referral) Recommend expulsion (police referral)</p>
<p>Use or Possession**: Use or possession of "drugs." This includes use or possession of drug paraphernalia and imitations of illegal drugs, including medications for which a student does not have a prescription. This includes off-campus use and then being on District property or at a District function. Use or possession of a medication or a dietary supplement for recreational use will be treated as a drug violation – use or possession.</p>	<p>1st 2nd 3rd</p>	<p>Long-term suspension to recommend expulsion. (police referral) Long-term suspension to recommend expulsion (police referral) Recommend expulsion (police referral)</p>
<p>Sale**: Sale or intent to sell, or manufacture of "drugs." It also includes sale, intent to sell or manufacture of drug paraphernalia and imitations of illegal drugs, including medication for which a student does not have a prescription. Sale of a medication or a dietary supplement for recreational use will be treated as a drug violation – sale.</p>	<p>1st</p>	<p>Long-term suspension to recommend expulsion. (police referral)</p>

<p>Harassment, Threat or Intimidation or Bullying : If a long-term suspension is recommended and it is the first long-term suspension for a harassment, threat or intimidation, or bullying offense, the Principal <u>may</u> allow the student to return after a suspension of at least ten (10) days has been served and the student has successfully completed a District-approved sensitivity counseling program at student's expense. Failure to satisfactorily complete the sensitivity counseling program will result in the initial long-term suspension being reinstated. If a long-term suspension is recommended and it is the second (2nd) long-term suspension for harassment, threat or intimidation offense, counseling participation will not lessen the term of suspension. If the recommendation is for expulsion, participation in a sensitivity program will not lessen the recommendation.</p>		
<p>Bullying*: Bullying is repeated acts over time that involve a real or perceived imbalance of power with the more powerful child or group attacking those who are less powerful. Bullying can be physical, verbal, or psychological. Specific examples include, but are not limited to, hitting, punching, demeaning, teasing, name calling, taunting, derogatory nicknames, innuendos, and/or remarks; gestures, social exclusion or cyber bullying.</p>	1 st	Short-term suspension (5 days) to recommend expulsion. (possible police referral)
	2 nd	Short-term suspension (10 days) to recommend expulsion. (possible police referral)
	3 rd	Long-term suspension to recommend expulsion. (possible police referral)
<p>Harassment, Nonsexual*: Harassment, nonsexual means harassing conduct based on and/or motivated by race, color, religion, national origin or disability.</p>	1 st	Short-term suspension (5 days) to recommend expulsion. (possible police referral)
	2 nd	Long-term suspension to recommend expulsion. (possible police referral)
	3 rd	Recommend expulsion. (possible police referral)
<p>Hazing*: Any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student, and in which both of the following apply: (1) The act was committed in connection with the initiation into, an affiliation with or the maintenance of membership in any organization that is affiliated with the District; (2) The act contributes to a substantial risk of potential physical injury, mental harm or degradation or causes physical injury, mental harm or personal degradation.</p>	1 st	Short-term suspension (5 days) to recommend expulsion. (possible police referral)
	2 nd	Long-term suspension to recommend expulsion. (possible police referral)
	3 rd	Recommend expulsion. (possible police referral)
<p>Threatening or Intimidating*: When a person indicates by word or conduct the intent to cause physical injury or serious damage to a person or their property.</p>	1 st	Short-term suspension (5 days) to recommend expulsion. (possible police referral)
	2 nd	Long-term suspension to recommend expulsion. (possible police referral)
	3 rd	Long-term suspension to recommend expulsion. (possible police referral)
<p>School Policies, Other Violations of Combustible: Student is in possession of a substance or object that is readily capable of causing bodily harm or property damage.</p>	1 st	Conference to short-term suspension
	2 nd	Short-term suspension to long-term suspension
	3 rd	Long-term suspension to expulsion
<p>Contraband: Possession of items stated in school policy as prohibited because they may disrupt the learning environment.</p>	1 st	Conference to short-term suspension
	2 nd	Short-term suspension to long-term suspension
	3 rd	Long-term suspension to expulsion
<p>Defiance or Disrespect: Student engages in refusal to follow directions, talks back, or delivers socially rude interactions.</p>	1 st	Conference to short-term suspension
	2 nd	Short-term suspension to long-term suspension
	3 rd	Long-term suspension to expulsion
<p>Disruption: Student engages in behavior causing an interruption in a class activity. Disruption includes sustained loud talking, yelling, or screaming; noise from materials; horseplay or rough-housing; or sustained out-of-seat behavior.</p>	1 st	Conference to short-term suspension
	2 nd	Short-term suspension to long-term suspension
	3 rd	Long-term suspension to expulsion
<p>Dress Code Violation: Failure to comply with the District and school dress standards.</p>	1 st	Conference to short-term suspension
	2 nd	Short-term suspension to long-term suspension
	3 rd	Short-term suspension to long-term suspension
<p>Gambling: To play games of chance for money or to bet a sum of money or other items of value.</p>	1 st	Conference to short-term suspension
	2 nd	Short-term suspension to long-term suspension
	3 rd	Long-term suspension to expulsion.

<p>Language, Inappropriate: Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.</p>	<p>1st 2nd 3rd</p>	<p>Conference to short-term suspension Short-term suspension to long-term suspension Long-term suspension to expulsion.</p>
<p>1. Negative Group Affiliation: “ 1) 3 or more individuals associate periodically as an ongoing criminal group or organization, whether loosely or tightly structured, 2) the group has identifiable leaders, although the leader for one type of criminal activity may be different than the leader for another, 3) the group has a name or identifying symbol 4) the organization’s members, individually or collectively, currently engage in, or have engaged in, violent or other criminal activity and 5) the group frequently identifies itself with, or claims control over specific territory (turf) in the community, wears distinctive dress and colors, and communicates through graffiti and hand signs among other means” (United States Department of Justice, Bureau of Justice Assistance, 1997).</p>	<p>1st 2nd 3rd</p>	<p>Conference to short-term suspension Short-term suspension to long-term suspension Long-term suspension to expulsion.</p>
<p>Parking Lot Violation: Violation of District policy or laws related to parking lots or the operation of motorized vehicles on school property.</p>	<p>1st 2nd 3rd</p>	<p>Conference to short-term suspension Short-term suspension to long-term suspension Long-term suspension to expulsion.</p>
<p>Public Display of Affection: Holding hands, kissing, sexual touching, or other displays of affection in violation of school policy.</p>	<p>1st 2nd 3rd</p>	<p>Conference to short-term suspension Short-term suspension to long-term suspension Long-term suspension to expulsion.</p>
<p>Other Violations of School Policies: A violation of school District policy.</p>	<p>1st 2nd 3rd</p>	<p>Conference to short-term suspension Short-term suspension to long-term suspension Long-term suspension to expulsion.</p>
<p>School Threat Bomb Threat**: Threatening to cause harm using a bomb, dynamite, explosive, or arson-causing device Chemical or Biological Threat**: Threatening to cause harm using dangerous chemicals or biological agents. Fire Alarm Misuse**: Intentionally ringing or pulling the fire alarm when there is no fire Other Threat*: Other threats to cause harm, by any means, including but not limited to verbal, written, through use of social media, etc.</p>	<p>1st 1st 1st 2nd 1st</p>	<p>Recommend expulsion (police referral) Recommend expulsion (police referral) Short-term suspension to recommend expulsion (police referral) Recommend expulsion (police referral) Recommend expulsion (possible police referral)</p>
<p>Sexual Offenses and Counseling: If a long-term suspension is recommended and it is the first (1st) long-term suspension for a sexual offense, the Principal may allow the student to return after a suspension of at least ten (10) days has been served and the student has successfully completed a District-approved sensitivity counseling program at student’s expense. Failure to satisfactorily complete the sensitivity counseling program will result in the initial long-term suspension being reinstated. If a long-term suspension is recommended and it is the second (2nd) long-term suspension for a sexual offense, counseling participation will not lessen the term of suspension. If the recommendation is for expulsion, participation in a sensitivity program will not lessen the recommendation.</p>		
<p>Sexual Offenses Harassment, Sexual*: Unwelcome conduct of a sexual nature that denies or limits a student’s ability to participate in or receive benefits, services, or opportunities in the school’s program. The behavior can include unwelcome sexual advances, requests for sexual favors, and other verbal and</p>	<p>1st 2nd 3rd</p>	<p>Short-term suspension (5 days) to recommend expulsion. (possible police referral) Long-term suspension to recommend expulsion. (police referral) Recommend expulsion (police referral).</p>
<p>Harassment, Sexual with Contact*: Sexual harassment that includes unwanted physical contact of non-sexual body parts (includes areas not covered in Arizona Revised Statutes).</p>	<p>1st 2nd 3rd</p>	<p>Short-term suspension (5 days) to recommend expulsion. (possible police referral) Long-term suspension to recommend expulsion. (police referral)</p>

<p>Indecent Exposure or Public Sexual Indecency*: Indecent exposure is when a student exposes his or her genitals or anus or a female student exposes the areola or nipple of her breast and another person is present and the student is reckless about whether the other person, as a reasonable person, would be offended or alarmed by the act. Public sexual indecency is intentionally or knowingly engaging in an act; act of sexual contact; act or oral sexual contact; sexual intercourse; or bestiality if another person is present and the student is reckless about whether the other person, as a reasonable person, would be offended or alarmed by the act.</p>	<p>1st 2nd 3rd</p>	<p>Short-term suspension (5 days) to recommend expulsion. (possible police referral) Long-term suspension to recommend expulsion. (police referral) Recommend expulsion (police referral)</p>
<p>Pornography: Possessing, sharing or posting sexually explicit depictions of persons, in words or images, on a school campus or school District facility, including both in print and on cell phones or other electronic devices.</p>	<p>1st 2nd 3rd</p>	<p>Short-term suspension to recommend expulsion. (possible police referral) Long-term suspension to recommend expulsion. (possible police referral) Recommend expulsion (possible police referral)</p>
<p>Sexual Abuse**: Intentionally or knowingly engaging in sexual contact with any person fifteen (15) or more years of age without consent of that person or with any person who is under fifteen (15) years of age even if the physical contact only involves the female breast.</p>	<p>1st 2nd</p>	<p>Long-term suspension to recommend expulsion. (police referral) Recommend expulsion. (police referral)</p>
<p>Sexual Assault**: Intentionally or knowingly engaging in sexual intercourse or oral sexual contact with any person without consent of such person.</p>	<p>1st</p>	<p>Recommend expulsion. (police referral)</p>
<p>Sex Trafficking**: Knowingly traffic another person with the intent to cause the other person to engage in any paid sexual activity or sexual explicit performance by deception, force or coercion.</p>	<p>1st 2nd 3rd,</p>	<p>Short-term suspension to Expulsion. Short-term suspension to Expulsion. Short-term suspension to Expulsion.</p>
<p>Network Infraction: Improper use of the District network, in violation of the Technology Use Agreement or District policy. Infractions include, but are not limited to, inappropriate use of, damage to, disruption of, inappropriate or unauthorized recordings of, or negative impact of persons or property.</p>	<p>1st 2nd 3rd</p>	<p>Detention to recommend expulsion. Possible loss of the privilege to use District technology. (possible police referral) Short-term suspension to recommend expulsion. Possible loss of the privilege to use District technology. (possible police referral) Long-term suspension to recommend expulsion. Possible loss of the privilege to use District technology. (possible police referral)</p>
<p>Telecommunication Device: Improper use of personal cell phones or electronic devices. Electronic devices could include, but are not limited to, I-pods, Gameboys, cameras, or I-Pads, etc. Note: Please review the student handbook at the high school of attendance for each school's guidelines. TUHSD does not assume responsibility or liability for theft or damage of personal electronic devices. Students bring prohibited devices at their own risk.</p>	<p>1st 2nd 3rd</p>	<p>Detention to recommend expulsion. Possible loss of the privilege to use District technology. (possible police referral) Short-term suspension to recommend expulsion. Possible loss of the privilege to use District technology. (possible police referral) Long-term suspension to recommend expulsion. Possible loss of the privilege to use District technology. (possible police referral)</p>

<p>Other Technology: Improper use of other technology belonging to the District or another person in violation of the Technology Use Agreement or District policy. Infractions include, but are not limited to inappropriate use of, damage to, disruption of, inappropriate or unauthorized recordings of, or negative impact of persons or property.</p>	<p>1st 2nd 3rd</p>	<p>Detention to recommend expulsion. Possible loss of the privilege to use District technology. (possible police referral) Short-term suspension to recommend expulsion. Possible loss of the privilege to use District technology. (possible police referral) Long-term suspension to recommend expulsion. Possible loss of the privilege to use District technology. (possible police referral)</p>
<p>Theft Petty Theft: The taking, concealing, or attempted taking of property belonging to the District or another person without permission and with a value of under \$250.00</p>	<p>1st 2nd 3rd</p>	<p>Short-term suspension to recommend expulsion (possible police referral) Long-term suspension to recommend expulsion (possible police referral) Recommend expulsion (police referral)</p>
<p>Theft: The taking, concealing, or attempted taking of property belonging to the District or another person without permission and with a value of \$250.00 or more</p>	<p>1st 2nd 3rd</p>	<p>Short-term suspension to recommend expulsion (possible police referral) Long-term suspension to recommend expulsion (possible police referral) Recommend expulsion (police referral)</p>
<p>Burglary/Breaking and Entering (2nd/3rd Degree)*: A student enters and remains unlawfully in or on a residential or nonresidential structure or in a fenced commercial yard or enters any part of a motor vehicle by means of a manipulation key or master key with the intent to commit theft or any felony therein.</p>	<p>1st 2nd</p>	<p>Long-term suspension to recommend expulsion (possible police referral) Recommend expulsion (possible police referral)</p>
<p>Burglary (1st Degree)**: A student commits burglary in the 1st degree if such person or an accomplice violates the provisions of second or third degree burglary and knowingly possesses explosives, a deadly weapon or a dangerous instrument in the course of committing any theft or any felony.</p>	<p>1st</p>	<p>Recommend expulsion (police referral)</p>
<p>Extortion*: Attempting to obtain or obtaining money or property by threat, force, or in return for protection.</p>	<p>1st 2nd 3rd</p>	<p>Short-term suspension to recommend expulsion (possible police referral) Long-term suspension to recommend expulsion (possible police referral) Recommend expulsion (possible police referral)</p>
<p>Robbery*: Using force or threatening to use force to commit a theft or while attempting to commit a crime.</p>	<p>1st 2nd</p>	<p>Long-term suspension to recommend expulsion (police referral) Recommend expulsion (police referral)</p>
<p>Armed Robbery**: In the course of committing robbery, a person is armed with uses or threatens to use a deadly weapon or dangerous instrument or a simulated deadly weapon.</p>	<p>1st</p>	<p>Recommend expulsion (police referral)</p>
<p>Tobacco Violation Use or Possession*: Possession of tobacco substances, products, or substances represented as tobacco (e-cigarettes/vapors and the like). Distribution or share *: Distribution and share means the act of giving tobacco substances, products, or substances represented as tobacco (e-cigarettes/vapors and the like), including, but not limited to, passing tobacco from one person to another. Sale*: Sale of tobacco substances, products, or substances represented as tobacco (e-cigarettes/vapors and the like).</p>	<p>1st 2nd 3rd 4th</p>	<p>Conference to Short-term Suspension. Recommendation for smoking cessation program. Conference to Short-term suspension. Recommendation for smoking cessation program. Conference to Short-term suspension. Recommendation for smoking cessation program. Will be treated as insubordination</p>
<p>Vandalism or Criminal Damage Graffiti or Tagging: Writing on walls, drawings or words that are scratched, painted, or sprayed on walls or other surfaces in school buildings or school District facilities.</p>	<p>1st 2nd 3rd</p>	<p>Short-term suspension to recommend expulsion. Recommendation for restitution. (possible police referral) Long-term suspension to recommend expulsion. Recommendation for restitution. (possible police referral) Recommend expulsion and recommendation for restitution. (possible police referral)</p>

Vandalism of Personal Property* : Willful destruction, defacement, or damage of personal property.	1 st	Short-term suspension to recommend expulsion. Recommendation for restitution. (possible police referral)
	2 nd	Long-term suspension to recommend expulsion. Recommendation for restitution. (possible police referral)
	3 rd	Recommend expulsion and recommendation for restitution. (possible police referral)
Vandalism of School Property* : Willful destruction, defacement, or damage of school property.	1 st	Short-term suspension to recommend expulsion. Recommendation for restitution. (possible police referral)
	2 nd	Long-term suspension to recommend expulsion. Recommendation for restitution. (possible police referral)
	3 rd	Recommend expulsion and recommendation for restitution. (possible police referral)
Weapons and Dangerous Items Dangerous Items* : This violation includes, but is not limited to, laser pointers, letter openers, mace/pepper spray, paintball guns, razor blades/box cutters, fireworks, simulated knives, taser or stun guns, tear gas, or a knife with any length of blade.	1 st	Short-term suspension to recommend expulsion (possible police referral)
	2 nd	Long-term suspension to recommend expulsion (possible police referral)
	3 rd	Recommend expulsion (possible police referral)
Firearms** : This violation includes, but is not limited to, loaded or unloaded, operable or inoperable, handguns, pistols, shotguns, rifles, air/pellet/BB guns, starter guns/pistols, flare guns and destructive devices, i.e. bombs or grenades.	1 st	Long-term suspension to recommend expulsion (police referral)
Simulated Firearm : Any simulated firearm made of plastic, wood, metal, or any other material which is a replica, facsimile, or toy version of a firearm or any object such as a stick or finger concealed under clothing and as being portrayed as a firearm.	1 st	Short-term suspension to recommend expulsion (possible police referral)
	2 nd	Long-term suspension to recommend expulsion (possible police referral)
	3 rd	Recommend expulsion (possible police referral)
Other Weapons : This violation includes, but is not limited to, brass knuckles, nunchakus, and billy clubs.	1 st	Short-term suspension to recommend expulsion (possible police referral)
	2 nd	Long-term suspension to recommend expulsion (possible police referral)
	3 rd	Recommend expulsion (possible police referral)

STUDENT SUSPENSION AND EXPULSION / DUE PROCESS RIGHTS (Policy JKD & Regulation JKD-R)

A student whose conduct may warrant suspension or expulsion shall be provided with written notice of the alleged misconduct and an opportunity to be heard by an impartial hearing officer. The particular form of due process required shall depend upon the gravity of the situation and the type of discipline invoked. In certain circumstances, an alternative to long-term suspension or expulsion will be offered to the student. Due process procedures are set forth in Administrative Regulation JKD-R.

If a student withdraws from school after receiving notice of possible action concerning discipline, suspension, or expulsion, the Governing Board may continue with the action after the withdrawal and may record the results of such action in the student's permanent file.

The Governing Board Policies and Administrative Regulations cited in this handbook are subject to change periodically throughout the school year. Furthermore, in many cases, summaries of the Policies and Regulations have been provided in lieu of the full text. You may access the complete and current TUHSD Governing Board Policy Manual by going to the District's website at: <http://www.tempeunion.org>.

Upon receiving information about the handbook, the STUDENT must sign the Student Receipt for receiving handbook information form to verify that he/she has been oriented to the handbook and received information about accessing the handbook. The student will also verify that information about the handbook has been shared with his/her parents/guardians for their review and signature.

The Parent Receipt for receiving handbook information form provided as a handout **MUST** be completed with all appropriate information, SIGNED BY THE PARENT/LEGAL GUARDIAN, and returned by the student.

**PARENT RECEIPT FOR RECEIVING HANDBOOK INFORMATION, STUDENT DIRECTORY
RELEASE INFORMATION AND TECHNOLOGY USE AGREEMENT
TO BE SIGNED BY PARENT/ LEGAL GUARDIAN
AND RETURNED
2017-2018 SCHOOL YEAR**

STUDENT NAME _____
(PLEASE PRINT)

ID NUMBER: _____

SCHOOL ATTENDING: _____

DATE: _____

I. ACKNOWLEDGEMENT OF RECEIPT:

Check to acknowledge:

- I acknowledge that I have been informed that the **Tempe Union High School District 2017-2018 Selected Student Policies and Regulations Handbook** is available on the District's website and that I may request a hard copy from my child's school. I have been given the opportunity to read the Handbook and review it with my child. I understand that I may contact the Principal if I have any questions about the information contained in this Handbook or if I would like to receive a hard copy of the Handbook.

- I acknowledge that I have read the **Student Directory Information Release Form and the Student Media Release Form** (pages 28 and 29 of this booklet). If I do not wish to have any directory information released, I have filled out and returned the form. If I do not wish to have my child recognized or participate in authorized media activities of the District, I have filled out and returned this form. I understand that I may contact the principal if I have any questions about these forms.

II. TECHNOLOGY USE AGREEMENT (See Policy IJNDB-E on pages 6-7 of the Selected Student Policies & Regulations Handbook for further information.)

Parental/Guardian Agreement (required if the user is a student)

As the parent or guardian of the above named student, I have read this agreement and understand it. I understand that it is impossible for the Tempe Union High School District to restrict access to all controversial materials, and I will not hold the District responsible for materials acquired by use of the electronic information services (EIS). I also agree to report any misuse of the EIS to a District administrator. (Misuse may come in many forms but can be viewed as any messages sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, or other issues described in the agreement.)

I accept full responsibility for supervision if, and when, my child's use of the EIS is not in a school setting. I hereby give my permission to have my child use the electronic information services.

PARENT /LEGAL GUARDIAN NAME: _____
(PLEASE PRINT)

SIGN HERE _____
PARENT/GUARDIAN SIGNATURE

DATE

SIGNING THIS FORM IS **OPTIONAL**. SIGN AND RETURN THIS FORM **ONLY** IF YOU DO NOT WISH TO HAVE SOME OR ALL DIRECTORY INFORMATION RELEASED.

STUDENT DIRECTORY INFORMATION OPT-OUT FORM

The District is required to obtain your written consent prior to releasing educational records or personally identifiable information concerning your student. Federal law provides a number of exceptions to this requirement, for example, when releasing information to other school and District officials, to the Arizona and United States Department of Education, to other schools where your student seeks to enroll, and for other exceptions provided by law. The District may also release "directory information" (specified below) concerning your student without your written consent, **unless you have provided the District notice of your desire to opt-out of directory information.**

NOTE: Your student's home address, home telephone number, e-mail address, and class rank will **only** be released as "directory information" under the following circumstances and to the following individuals and groups without your written consent: 1) Colleges, universities, and prospective employers for purposes of recruitment, notification of scholarship offers or job opportunities, and similar purposes; or 2) Tempe Union High School District-affiliated and approved groups or vendors [e.g. student groups and clubs (yearbook, student newspapers, student council, marching band, National Honor Society, and the like); student athletic teams; parent booster clubs; site council; parent-teacher groups; graduation vendors (photographs, caps and gowns, announcements), and the like]. This information will not be considered "directory information" if being requested by an individual or group that does not conform to the requirements above (e.g. for-profit business that are not District-approved vendors, outside media groups, and the like). In those circumstances, your student's home address, e-mail address, and class rank will not be released unless the District has obtained written consent provided by the parent/guardian or eligible student.

If you do not want any or all directory information about your student to be released to any person or organization without your prior signed and dated written consent, you must notify the District in writing by checking off any or all of the rejected information below and signing and returning this form to your student's school within two (2) weeks of receiving this form, or October 31, whichever occurs first. **If the Tempe Union High School District does not receive this student's Student Directory Information Release Form by your returning this form within the prescribed time, the District will assume that your permission is given to use the directory information as described above.**

 TO: Principal: I **DO NOT** wish to have the TUHSD disclose the directory information checked below under any circumstance. The checked information **will not** be released to colleges or universities, it will not be used for scholarships, placed on athletic/activity rosters, or school programs, and photographs will not appear in the yearbook or other similarities for:

Student's Name	Student's I.D. Number
Parent/Legal Guardian/Eligible Student Signature	Date
<input type="checkbox"/> Student's name <input type="checkbox"/> Student's parents' names <input type="checkbox"/> Student's home address <input type="checkbox"/> Student's home telephone number <input type="checkbox"/> Student's District assigned electronic (e-mail) address <input type="checkbox"/> Student's current school of attendance <input type="checkbox"/> Student's major field of study <input type="checkbox"/> Student's photograph <input type="checkbox"/> Student's grade Level (9th, 10th etc.) <input type="checkbox"/> Student's enrollment status (part time or full time)	<input type="checkbox"/> Student's honors and awards received <input type="checkbox"/> Student's dates of attendance (semester, quarter, etc., not specific days in school) <input type="checkbox"/> Student's participation in officially recognized activities and sports <input type="checkbox"/> Student's height, weight and athletic number if member of an athletic team <input type="checkbox"/> Student's most recently attended educational agency or institution <input type="checkbox"/> Class rank by percentages (for example, top 10%, top 20%) <input type="checkbox"/> Class rank by GPA (for example, 3.0 and above)
<input type="checkbox"/> Military Opt-Out: Check this box if you do not want directory information released to military recruiters or military schools	

ITEMS CHECKED WILL NOT BE RELEASED AS DIRECTORY INFORMATION

This form will remain in effect unless written notification is received from you, by the school Principal, identifying any changes you wish to make to your student's directory information.

SIGNING THIS FORM IS **OPTIONAL**. SIGN AND RETURN THIS FORM **ONLY** IF YOU DO NOT WISH TO HAVE INFORMATION RELEASED.

STUDENT MEDIA RELEASE FORM

Throughout the school year, students may be recognized or displayed in various District or School sponsored publications (print, electronic, film, video, audio, etc.) to promote TUHSD activities and achievements or to inform the community about school and District matters. The District may also prepare press releases for outside media groups to recognize students and their achievements or to inform the community about school and District matters.

On rare occasions, the District may also authorize various non-District groups (including outside media or other third parties) to film, make other recordings, or conduct student interviews on District or school property during the school day. In these circumstances, a District or School administrator is present to supervise the activity, and when possible, parents will be notified in advance of any recording or interview.

Please note: The District has no control over recordings made of your student outside of school or District property, at public events and activities, after school hours, or by unauthorized students or third parties.

I acknowledge that failure to return this form within two (2) weeks from the date of distribution or October 31, whichever occurs first, will constitute approval for the District (including District and school sponsored groups) to use or release the video, photographic, and/or audio representation, as well as name and likeness of my child [or of me (if student is at least 18)] for in District or school sponsored media releases, publications, social media, website(s), etc.

To Principal:

My signature below indicates that (check all that apply):

- I do not consent to the District (including District and school-sponsored groups) to use the information listed above.
- I do not consent to authorized third party use of the information listed above.

Printed Name of Student

School

Signature of Parent: Legal Guardian or Adult Student

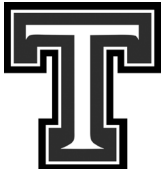
Date

Parent(s) or legal guardian(s) that maintain his or her own residence: The parent or legal guardian must complete and sign a form indicating his or her name, the name of the school district, school site, or charter school in which the student is being enrolled, and provide one of the following documents, which bear the parent or legal guardian's full name and residential address or physical description of the property where the student resides (no P.O. Boxes):

- **Valid Arizona driver's license, Arizona identification card**
- **Valid Arizona motor vehicle registration**
- **Valid Arizona Address Confidentiality Program authorization card**
- **Property deed**
- **Mortgage documents**
- **Property tax bill**
- **Rental agreement or lease (including Section 8 agreement)**
- **Utility bill (water, electric, gas, cable, phone)**
- **Bank or credit card statement**
- **W-2 wage statement**
- **Payroll stub**
- **Certificate of tribal enrollment or other identification issued by a recognized Indian tribe**
- **Other documentation from a state, tribal, or federal agency (Social Security Administration, Veterans' Administration, Arizona Department of Economic Security, etc.)**

***This section of the questionnaire will be used to address the McKinney-Vento Act, 42 Section U.S.C. 11435.** Your child or children may be eligible for additional educational services through Title I, Part A Federal McKinney-Vento Assistance Act if eligibility is determined by the completion of this section.

For School Staff Only: Forward completed questionnaire to the McKinney-Vento Liaison **ONLY** if **Section B** is completed. If **Section A** completed with proof of residency this **MUST** be kept in student's permanent record.



Tempe High School
 1730 S. Mill Avenue
 Tempe, AZ 85281-6600
 (480) 967-1661



McClintock High School
 1830 E. Del Rio Drive
 Tempe, AZ 85282-2898
 (480) 839-4222



Marcos de Niza High School
 6000 S. Lakeshore Drive
 Tempe, AZ 85283-3049
 (480) 838-3200



Corona del Sol High School
 1001 E. Knox Road
 Tempe, AZ 85284-3299
 (480) 752-8888



Mountain Pointe High School
 4201 E. Knox Road
 Phoenix, AZ 85004-4701
 (480) 759-8449



Desert Vista High School
 16440 S. 32nd Street
 Phoenix, AZ 85044-7807
 (480) 706-7900



Compadre Academy
 500 W. Guadalupe Road
 Tempe, AZ 85283-3599
 (480) 752-3560



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<https://www.youtube.com/user/TempeUnion>

Tempe★Union
 HIGH SCHOOL DISTRICT

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