Parent/Student Handbook
2020-2021 School Year

Park Elementary School

HULET ELEMENTARY SCHOOL

Indian Wells Elementary Roadrunners
Dear Hulet, Indian Wells, and Park Families;

This parent/student handbook contains important information for you and your child. We believe that families are an integral part of the educational process and we appreciate your cooperation and involvement. This handbook was written to be a resource for you and your child during the coming year; however, it is not inclusive of everything we do at our schools. It is an overview and a guide to help you understand the frameworks of your child’s school. If you have any questions concerning this handbook please contact your child’s school.

We value parents as an integral part of their child’s educational process. Your continuous support, cooperation and involvement are much appreciated.

If you have any questions concerning the information in this handbook please feel free to contact us.

Sincerely,

Mr. Kevin Fosburgh, Principal
Hulet and Park Elementary School
928-524-6181

Andrea Tomlin, Principal
Indian Wells Elementary School
928-654-3622
Right to Know Letter

To: All Parents
From: Holbrook School District

We are pleased to notify you that in accordance with the Elementary and Secondary Education Act (ESEA), you have the right to request information regarding the professional qualifications of your child’s teacher. Specifically, you may request the following:

· Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
· Whether the teacher is teaching under emergency or substitute status.
· The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.

Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like to receive this information, please contact Mrs. Brenda Mangum at the District Office. Should you have any questions, feel free to contact your administrator and they will be happy to assist you.
Hulet, Indian Wells, and Park Elementary Schools
Parent/School Title I Compact
2020-2021

Hulet, Indian Wells, and Park Elementary Schools and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

School Responsibilities

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet Arizona’s student academic achievement standards as follows:

- Alignment of the curriculum with Arizona State Standards
- Assure that all teachers meet Properly Certified Teaching status
- Encourage teachers to access professional development to improve teaching and learning
- Use materials that support the curriculum
- Provide interventions for students who do not respond to typical instruction
- Implement teaching strategies that address the identified needs of learners
- Administer assessments that align with Arizona State Standards and that carefully monitor student progress
- Use assessment data to inform and guide instruction
- Maintain a safe and healthy learning environment that allows students to be engaged and active learners
- Administer a comprehensive program review process that continually monitors the effectiveness
- Give our best effort
- Continuously expand your child's educational ability
- Expect high quality performance
- Teach with respect, our highly diverse population
- Discipline with dignity
Celebrate student’s successes

Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, conferences will be held:
  ● At the end of the 1st 9 weeks of school (Fall) and at the end of the 3rd 9 weeks of school (Spring).

Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:
  ● Four times a year at the end of each 9 weeks of school
  ● As needed throughout the year
  ● Online 24/7 through the parent portal

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  ● At all scheduled parent/teacher conference times, by appointment
  ● By phone before or after the school day for teachers, during the school day for administrators (voice mail available)
  ● By written request for a phone or direct conference
  ● By email
  ● Communicate clearly with parents and/or guardians

Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:
  ● Through coordination with classroom teacher and principal
  ● Serve on the school’s Site Council Committee
  ● Participate in annual Title I parent meeting to provide input

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways:
  ● Encourage my child to be punctual and attend school regularly
  ● Provide all necessary items needed for my child to succeed in class
  ● Support the school in its efforts to maintain proper discipline
  ● Stay aware of my child’s learning and attend parent-teacher conferences
  ● I understand I have opportunities to volunteer if I choose to
  ● I understand there are opportunities for me to provide input (i.e.-Site Council, etc.)
  ● Communicate to the school with any concerns
  ● Work with the school so my child can gain full potential from the educational experience
  ● Encourage daily reading and limit the use of screen time electronic devices
  ● Stress the importance to my child of doing his/her best
  ● Set aside time each day for your child and interact with your child

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve Arizona’s high standards. Specifically, we will:
  ● Attend school regularly and be on time
- Be prepared for class
- Listen and participate in class
- Complete and hand in all class and homework assignments on time
- Demonstrate a positive attitude
- Know and obey class rules
- Respect people and property
- Use all technological items appropriately
- To follow the four B’s: Be Respectful, Be Responsible, Be Safe, Be Kind
## School Daily Schedules

### Park Elementary

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:40-8:00 AM</td>
<td>Breakfast served - Students must be in the cafeteria before 8:00 AM to receive breakfast</td>
</tr>
<tr>
<td>7:40-8:10 AM</td>
<td>Early Morning Recess</td>
</tr>
<tr>
<td>8:10</td>
<td>First Bell</td>
</tr>
<tr>
<td>8:15</td>
<td>Tardy Bell</td>
</tr>
<tr>
<td>8:15-8:30</td>
<td>Brain Gym</td>
</tr>
<tr>
<td>10:45-11:00</td>
<td>Recess</td>
</tr>
<tr>
<td>11:45-12:30 PM</td>
<td>Kindergarten Lunch</td>
</tr>
<tr>
<td>12:00 - 12:45</td>
<td>First Grade Lunch</td>
</tr>
<tr>
<td>2:10-2:30</td>
<td>Kinder Recess</td>
</tr>
<tr>
<td>3:00 PM</td>
<td>School dismissal</td>
</tr>
</tbody>
</table>

### Hulet Elementary School

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:05 AM</td>
<td>Go to Class Bell</td>
</tr>
<tr>
<td>8:10 AM</td>
<td>Tardy bell</td>
</tr>
<tr>
<td>10:00 AM</td>
<td>Fourth/Fifth Recess</td>
</tr>
<tr>
<td>11:15 AM</td>
<td>Second Recess/Fourth Lunch</td>
</tr>
<tr>
<td>11:25 AM</td>
<td>Third Recess/Fifth Lunch</td>
</tr>
<tr>
<td>11:35 AM</td>
<td>Second Lunch/Fourth Recess</td>
</tr>
<tr>
<td>11:45 AM</td>
<td>Third Lunch/Fifth Recess</td>
</tr>
<tr>
<td>2:15 PM</td>
<td>Second/Third Recess</td>
</tr>
<tr>
<td>3:10 PM</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>

### Indian Wells Elementary School

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:40-7:55 AM</td>
<td>Breakfast is Served</td>
</tr>
<tr>
<td>7:55 AM</td>
<td>First Bell - Students need to be in class by 7:55 AM</td>
</tr>
<tr>
<td>11:20-11:40</td>
<td>Kinder Lunch</td>
</tr>
<tr>
<td>11:30-11:50</td>
<td>First Grade Lunch</td>
</tr>
<tr>
<td>11:40-12:00</td>
<td>Second Grade Lunch</td>
</tr>
<tr>
<td>11:50-12:10</td>
<td>Third Grade Lunch</td>
</tr>
<tr>
<td>12:00-12:20</td>
<td>Fourth Grade Lunch</td>
</tr>
<tr>
<td>12:10-12:30</td>
<td>Fifth Grade Lunch</td>
</tr>
<tr>
<td>12:20-12:40</td>
<td>Sixth Grade Lunch</td>
</tr>
<tr>
<td>3:30 PM</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>

Preschool: 7:45am-11:00am and 12:00pm-3:30pm
Student Admissions

Students (except homeless) enrolled in the school for the first time will be asked to produce one of the following proofs:

- Certified copy of the child’s birth certificate.
- Copy of the child’s immunization record
- Proof of Residency (Refer to Registration Packet)
- Certificate of Indian Blood (CIB) if applicable

The parent, guardian, or surrogate will be given thirty (30) days to provide documentation requested as listed above. If documentation is not provided, a letter will be sent to notify the parent, guardian, or surrogate that unless the documentation is provided within ten (10) days, the local law enforcement agency will be notified. Policy JF, Student Admissions

School Age

According to the Arizona Education Code 15-821 (C), “a child is eligible for admission to kindergarten if the child is five years of age. A child is deemed five years of age if the child reached the age of five before September 1 of the current school year.

According to the Arizona Compulsory Education Laws, students between the age of 6 and 16 are required to attend school. Policy JEB

Assignment of Students to Grade Levels

Students who apply for admission to grades two (2) through twelve (12) on the basis of prior schooling outside the District will be placed initially at the grade levels they have reached elsewhere.

A student who enrolls in a kindergarten program or grades one (1) through twelve (12) after receiving instruction in a home school program shall be tested using State Board standards in order to determine the appropriate grade level for educational placement of the student.

Attendance

State law requires that you authorize your child's absence from school and notify us in advance or at the time of the absence. Your call to us will save time and help protect your child. If your child is absent and we don't hear from you, we will do our best to contact you by phone within two hours after the first missed class. It is vital that we have one or more current telephone numbers to contact you during the school day. If you are unable to notify the school in advance or the day of an absence, please inform us that the absence was authorized on the morning your child returns to school. If an authorization is not received by one day after return, the absence shall be considered unexcused. Absences due to medical issues for three days or more will require a doctor’s excuse. Any child that has an excess of absences due to a Chronic Health Condition will be provided with appropriate educational opportunities. A certified health professional will provide the appropriate documentation to the school. Policy JHD

Other unexcused absences are: ditching, missing the bus, hunting, out of town, shopping, vacationing, babysitting, oversleeping, and not attending school because of no clean clothes. If a parent feels that there are extenuating circumstances for an unexcused absence, they should consult with the building principal who has the authority to approve the absence as excused. According to Arizona Revised Statutes 15-803; Absences may be considered excessive when the number of absent days exceeds ten percent of the number of required attendance days (18 days). If it is determined that your child has exceeded ten percent, he/she may be monitored for retention due to lack of instruction. This will be evident through classroom work and/or district assessments.

Please let us know if your child will be out of school for an extended period of time. If your child is absent ten consecutive school days, his/her name will automatically be dropped from our enrollment. Tardiness is a district wide concern. The tardy bell for Hulet and Park rings at 8:10. Excessive tardiness
results in loss of vital instruction time. Teachers are encouraged to implement consequences for students who are frequently tardy. **Policy JE, JH, JHB**

**Truancy**
A child between the ages of six and sixteen failing to attend school during the hours school is in session is truant unless excused. **Policy JH B**

**School Day Responsibility**
Hulet and Park Elementary
The school cannot assume responsibility for students on our elementary playground before 7:45 a.m. or after 3:15 p.m. Students should go directly home after school unless participating in an organized school activity.

Indian Wells Elementary
The school cannot assume responsibility for students on our elementary playground before 7:30 a.m. or after 3:30 p.m.

**Child Access**
Schools are responsible for ensuring the safety of all children attending that school. For their own protection, children will only be released to their legal guardians unless the school receives the guardian's written permission or a telephone call if someone other than the guardian will be checking the student out of school. Names of family members or friends that are permitted to pick up the child should be listed on the child's Checkout Permission form to ensure the safety of the child.

**Open Enrollment**
The District has an open-enrollment program as set forth in A.R.S. 15-816 et seq. The open enrollment program described in this policy shall be placed on the District website and made available to the public on request. **Policy JFB**

**Nonresident students**
Students whose parents live outside the Holbrook District must file an annual Open Enrollment Attendance application for admission and have permission from the Governing Board to attend Holbrook Schools.

Transportation of the nonresident student to and from school is the responsibility of the parent/guardian. It is the responsibility of the parent to notify the school of any change of address affecting the student's residency status. **Policy JFB.**

**Student Withdrawal**
Parents are asked to complete the student withdrawal form in the school office if a child is moving out of the District. Student records will be mailed to the receiving school upon written request from that school. **Policy JFC**

**Non-Discrimination Statement**
Park Elementary, Hulet Elementary and the Holbrook School Board are committed to a policy of nondiscrimination in relation to race, color, religion, gender, age, national origin, and/or disability. This policy will prevail in all matters concerning students, staff members, the public, educational programs and services, extracurricular activities, and individuals with whom the school, district, or board does business. The lack of English language skills will not be a barrier to admission and participation in the educational and extra-curricular programs. The principal will be the Title IX and Section 504 Coordinator for designated schools. For information, call the Principal at 928-524-6138 or PO Box 640.

**Community Eligibility Lunch Program**
Holbrook Unified School District will participate in the Federal Community Eligibility Lunch Program. This program will allow all students access to free breakfast and lunch. Breakfast and lunch programs will be operated under federal and state guidelines.

Holbrook Public Schools participates in the National School Child Nutrition Program. Cafeterias offer students a variety of entrees, low-fat milk, fruit juices, and fruits. School meals meet calcium, iron, vitamin A, Vitamin D and low-fat requirements recommended in the Dietary Guidelines for Americans. If your child has special dietary restrictions, please notify the school nurse.

**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.**

**Electronic Information Services**
The school district may provide the use of electronic information services, including the Internet. Use of these services is a privilege, not a right, and must be in support of education and the educational goals of the
district. All students using these services are required to sign an Electronic Information Services User Agreement to abide by certain rules and regulations relating to this use. Parents of minor students must sign this agreement before their children will be permitted to use these services.

Parents should understand that while filters are used to block access to inappropriate information, there is the possibility of accessing information that may not be appropriate for youth in a school setting. The district will make a reasonable effort to prevent such access, but; ultimately, students are responsible for their own behavior. The district does not assume liability for inappropriate use or access of information via electronic information services.

**Emergency Treatment**

Parents/guardians are asked to provide health insurance and emergency contact information in the event a child becomes ill or injured at school.

Please let us know if your address, home phone, business phone or emergency phone number changes during the school year.

If we are unable to reach you in an emergency, the nurse or other staff members may decide an ambulance should be called. **The cost of these services will remain your responsibility.**

**Equal Opportunity**

Federal law protects students from discrimination in any educational program or activity on the basis of race, color, national origin, sex or disability/handicap. Federal law also prohibits discrimination in employment based on race, color, religion, sex, national origin, disability or age. Lack of English language skills shall not be a barrier to admission and participation in district programs. Any student who knowingly makes false accusations of discrimination may be subject to disciplinary action. **Policy JB**

**Grading Process**

The district has a grading process to ensure a common, consistent reporting system for all elementary schools. All subjects assigned an achievement grade are evaluated by the scales below:

**Third – Fifth Grade**

<table>
<thead>
<tr>
<th>Achievement Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Excellent</td>
<td>90-100</td>
</tr>
<tr>
<td>B - Above Average</td>
<td>80-89</td>
</tr>
<tr>
<td>C - Average</td>
<td>70-79</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Achievement Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>D - Below Average</td>
<td>60-69</td>
</tr>
<tr>
<td>F - Serious Difficulty/Failing</td>
<td>0-59</td>
</tr>
</tbody>
</table>

**First – Second Grade**

<table>
<thead>
<tr>
<th>Achievement Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>E - Excels</td>
<td></td>
</tr>
<tr>
<td>M - Mastery of Skill</td>
<td></td>
</tr>
<tr>
<td>A - Approaches Skill</td>
<td></td>
</tr>
<tr>
<td>F - Falls Below Skill</td>
<td></td>
</tr>
<tr>
<td>S - Satisfactory</td>
<td></td>
</tr>
<tr>
<td>N - Skill not introduced</td>
<td></td>
</tr>
<tr>
<td>U - Unsatisfactory</td>
<td></td>
</tr>
</tbody>
</table>

**Kindergarten**

<table>
<thead>
<tr>
<th>Achievement Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>M - Consistent mastery of skill/concept</td>
<td></td>
</tr>
<tr>
<td>P - Making progress</td>
<td></td>
</tr>
<tr>
<td>N - Needs more time/help</td>
<td></td>
</tr>
<tr>
<td>S - Satisfactory</td>
<td></td>
</tr>
<tr>
<td>N/A - Skill not introduced</td>
<td></td>
</tr>
</tbody>
</table>

To be eligible to participate in any extracurricular activity, a student in the district must be passing all academic and non-academic courses. Special Education students who meet the objectives of their IEP’s or modified curricula will be considered eligible to participate in extracurricular activities. Specified information is provided through the principal’s office. **Policy IKA**

**Homework Procedure**

Homework may not be given as a penalty. Generally home assignments for elementary grades should not exceed 10 minutes per grade level, ex: 1st grade 10 minutes, 2nd grade 20 minutes, etc.. More homework than this may be assigned to youngsters who need to make up assignments or who didn't complete their work at school. **Policy IKB**

**HUSD’s Gifted Education Program**

HUSD’s gifted education program is designed to provide appropriate services for students who require differentiated educational programs and/or services beyond those normally provided by the regular school program. Our program complies with Arizona Law that mandates that school districts identify gifted students as those scoring at the 97th percentile on a state approved test of reasoning ability. All students scoring at the 97th percentile or above on any one of the three batteries of the Cognitive Abilities Test and/or the RAVEN test administered by Holbrook Unified District personnel will qualify for placement. The tests are administered three times a year. Please contact the school principal if you have any questions regarding the gifted program. **Policy IHBB**

**Honor Roll**
Students are recognized for academic achievement quarterly. Students may qualify for Honor Roll with grades of A’s and B’s at Hulet and M’s and E’s at Park. Students may qualify for Principal’s List with grades of A’s in all subject areas at Hulet and E’s at Park. Policy IKD

Infinite Campus

The IC Parent Portal provides real-time access to announcements, assignments, attendance, grades, schedules and more. Parents can see what is currently happening in their child’s classrooms so they can understand, monitor, and participate in their child’s educational process. Usernames and passwords are issued to parents at registration. If any issues arise, parents can call the office for assistance.

Head Lice
Students must be free of head lice and nits. It is important that parents routinely check their children’s hair for lice. Lice are tiny insects about the size of sesame seeds. Nits are tiny yellowish-white oval eggs attached to the hair. Nits do not come off hair easily like dandruff or lint.

Lice do not jump or fly. They are transmitted via head-to-head contact, and personal articles such as hats, combs, and pillows. Please remind your children not to share such things with others.

When head lice are identified at school, the nurse notifies parents of affected students and provides information on treatment of the hair and household. **Students must be free of head lice and nits after treatment in order to return to school.**

Spraying pesticides for the control of head lice at home or school is not recommended.

Health Office
The health office is located next to the main office. A health aide is available to provide limited services under the direction of a registered nurse.

Limited selections of over the counter medications are available through the nurse’s office. Students must have current medication consent and health information on file to use these services. These medications do not take the place of appropriate medical treatment. Students that have a fever over 100º, vomiting, coughing or are visibly ill should stay home to avoid spreading illness to others. Students may return to school after they have been fever free for 24 hours.

Please inform the nurse’s office of any serious medical needs or conditions that pertain to your student so accommodations may be made (if necessary). School personnel are not responsible for treating any injuries that happen at home. If a student is to stay inside for recess, a note is required from the doctor.

**Health Activities Information Fluoride Program** - Fluoride information sheets are available upon request. A signed consent is obtained at registration for new students to participate in the program. The consent remains in effect until the parent informs the school of any changes.

**Growth and Development Education** – This topic is taught by the school nurse in fifth and sixth grades. This covers basic facts about puberty. Boys and girls are separated for instruction.

**Immunizations**
ARS § 36-672 states immunizations must be up to date for school attendance. Students without adequate immunizations will be suspended until proof of the required immunizations is received. Under certain circumstances students will be allowed additional days to obtain immunization records. **Students that are notified of inadequate immunizations during the school year will have 14 days to complete the required immunizations before a suspension will occur.**

**Medication**
A school nurse, health aide or office personnel may administer treatments along with over the counter or prescription medication if:

- A physician prescribed the medication, (parent if over the counter medication.)
- The medication is in the original labeled container
- The medication is accompanied by a signed Consent to Give Medication.

The medication is maintained at all times in the custody of the nurse or office staff

School personnel will attempt to notify parents when medication supplies are low. Parents/ guardians will be notified if there is medication left at the end of the school year. Any remaining medication must be picked up on the last day of school or it will be destroyed.

In rare instances older students will be allowed to carry medication such as an inhaler with them.
Students must have a note from the doctor and the parents must meet with the school nurse before this will be allowed. Students may be disciplined for carrying medications without permission of the principal and school nurse.

**Concussions/Head Injuries**
A concussion is a brain injury that is caused by a bump or blow to the head. Symptoms of a concussion are as follow:

- Appears dazed or stunned
- Is confused
- Forgetful
- Moves clumsily
- Slow to respond
- Loses consciousness
- Changes in behavior
- Headache or pressure in head
- Nausea or vomiting
- Dizziness
- Double or blurred vision
- Sensitivity to light and/or noise
- Confusion

School personnel will contact parents/guardians immediately and parents/guardians will be advised to seek medical treatment. **Policy JJIB-E**

**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 children's insurance. An optional school-day or 24-hour accident policy is available at school through a private agency. Like most insurance policies, there are some coverage limitations and exclusions. Parents may pick up additional forms and purchase insurance at any time throughout the school year.

**Interviews**

**Department of Children Services**
Interviews by the Department of Children Services (DCS) investigating abuse/neglect may be conducted at district schools. The parent of a student who is the subject of the investigation or a sibling of the subject need not be given notice of such interviews as per the Attorney State General.

**Policy JIH**

**Law Enforcement Officers**
If a student is arrested or taken into temporary custody on district property during the school day, the school no longer has jurisdiction over the student. The school shall make reasonable efforts to notify the parent when an arrest is made or a student is taken into temporary custody, unless directed not to do so by the investigating police officer.

**News Media**
During the school year, the news media occasionally will ask to interview or photograph students participating in school activities. **If you have concerns, please let the principal know you would prefer that your child not be interviewed or photographed. Policy JII**

**Parental Involvement**
It is our belief that parents and families play an important role in student success. The Holbrook School District encourages parental participation in all aspects of the K-12 school experience.

Parents have the opportunity to serve in an advisory role by becoming active on the school’s site council. Each site council is comprised of parents, teachers, community members, and an administrator. Meetings are subject to open meeting laws and the public is invited to attend.

- Hulet meets the last Monday of the month in the Hulet Library at 3:30 PM.
- Park meets the third Tuesday of each month at 3:30 p.m.
- Indian Wells meet the second Monday of the month at the library at 3:45 p.m. of each month.

**Policy ABAA**

**Physical Education Excuses**
All students are expected to participate in physical education activities. If your child is to be excused from PE, a note from home is needed.

**Athletics at Indian Wells Elementary**
Appropriately aged students in good academic and behavior standing will be eligible to participate in Indian Wells Athletics Program.

Under **Policy JJIB**, students are eligible to participate in the Navajo Junior League, which features competition against neighboring schools, if they meet the following standards:

- May not be thirteen (13) years old prior to September 1, of the current school year.
- Birth certificate is recommended
- Students must have a physical on file

Insurance-parents sign that they have insurance coverage.
● Parent permission-parents signature on the form provided allowing the student to participate in the athletic program

**Discipline:**
Any criminal act may result in the loss of eligibility for the remainder of the school year, season, or whichever is deemed appropriate. It the athlete is prosecuted and/or arrested for a criminal act, the athletic director and coach, with input from the principal, have the authority to suspend or remove the athlete from the team.

**Academics:**
Grades are checked every Monday by the Athletic Director.

Any student athlete with an F in math and/or reading ELA will be given a warning week. They can participate in practice and games but MUST attend a 45 minute tutoring session.

Any student athlete with an F in math and/or reading ELA for two consecutive weeks in the same subject, will be ineligible that week. They can participate in practice but not in games and MUST attend a full tutoring session, from 3:30 to 5:15pm.

Any student athlete with an F in math and/or reading ELA for three consecutive weeks will be considered ineligible and may be dropped from the current sports program after a conference with the parents, teacher, coach, athletic director, and principal.

**Report Cards and Conferences**
Report cards are issued four times a year, at the end of each quarter. Deficiency notices will be issued to students receiving a D or an F at the mid-term of each grading period.

Parent teacher conferences are held two times each year. This is the time when parents/guardians discuss their child’s progress in school and their special needs with the teacher. A parent may ask for more conferences anytime during the school year.

**Policy IKAB**

**Reporting Child Abuse**
According to state law, school personnel or any other person who reasonably believes that a minor is or has been the victim of physical injury, child abuse or neglect shall immediately report the incident to DCS or a local law enforcement agency.

Staff members are required by law to report suspected child abuse or neglect and are protected by state law from civil or criminal liability.

**Family Educational Rights and Privacy Act (FERPA)**
The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C.; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children’s educational 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 rights have transferred are “eligible students.” Parents or eligible students have the right to inspect and review the student’s educational records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school amends records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school 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 contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student’s educational record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to students;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
• Appropriate officials in cases of health and safety emergencies; and
• State and local authorities, within the juvenile justice system, pursuant to specific state law.

Schools may disclose, without consent, “directory” information such as student’s name, address, telephone number, date of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (specific letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Non-custodial and divorced parents have equal rights relating to student records unless the school has been provided a court order to the contrary. Policy JB

Student Retention
Local school boards set standards consistent with state guidelines for promotion from grade to grade. If the teacher recommends retention, parents/guardians will be involved in meetings with the teacher, the principal and other staff members involved with your child's education. However, state law provides that the classroom teacher should make the final promotion-retention decision. If you choose not to accept the teacher's decision, you may request in writing that the Governing Board review the decision. Policy IKE-RA

Testing
The following tests are utilized by schools in the district:

Norm-Referenced Tests
Norm-referenced tests tell us how our students compare to other students in the United States (the norm group), which measures achievement in reading, math and language. Currently, the District assesses kindergarten-12th grade using Northwest Evaluation Association, (NWEA) Measurement Academic Progress (MAP) Assessment.

Criterion-Referenced Tests
Criterion-referenced tests measure student mastery of specific course content. These tests tell us if a student has learned material at an expected level of proficiency.

Holbrook Public Schools test core areas in kindergarten through twelfth grade. The results are used by teachers, schools, and the district to improve instruction. Test scores are only one indicator of student performance. Arizona Instrument of Educational Readiness, (AzMERIT) is administered to grades 3rd-10th. It assesses the areas of Language Arts, Math, and Science as outlined in the state standards.

Holbrook Public Schools test core areas in kindergarten through twelfth grade. The results are used by teachers, schools, and the district to improve instruction. Test scores are only one indicator of student performance.

Tobacco Free Workplace
The Holbrook School District is dedicated to providing a healthy, comfortable and educationally productive environment for students, staff, and visitors. The Holbrook School District is "smoke free"; effective July 1, 1991. Smoking is strictly prohibited in all District buildings, on all District grounds, and in all District vehicles. This policy applies to all students, employees, and visitors. Smoking means all use of tobacco. Policy JICG

Drug and Alcohol Use
Students on school property or at school events show not knowingly consume drugs or alcohol. Students shall not sell, transfer, or offer to sell or transfer drugs and alcohol to others. Policy JICH

Universal Precautions
Because of increases in the general population of HIV and other communicable diseases, the district has instituted universal precautions, which are recommended by the Centers for Disease Control. To safeguard students and staff, employees are instructed to regard all bodily fluids as potentially infectious, to avoid direct contact if possible, to wear gloves if necessary, to wash hands thoroughly, and to report injuries to the nurse. Students are instructed not to touch blood or bodily fluids and to seek adults for assistance. Precautions are outlined in orientation materials for school volunteers. Parents may review educational materials on communicable diseases and universal precautions. For more information, call your school’s health aide.

Epi Pandemic/Infestation Prevention
The Holbrook School District is a social organization in which students and staff closely interact and associate. As a result, it is important that any communicable illnesses are reported to the schools immediately. Parents have the obligation to report instances of MRSA, pink eye, lice, bed bugs, and any
other such illnesses or infestations that may be spread from home to school. **Students will not be allowed to attend school, under certain conditions,** while the student has conditions that involve conditions that could spread to other students or staff.

The Holbrook School District will be diligent in communicating any epidemics or infestations that may occur within each school or throughout the District. All student and employee health related policies may be found in **Policy J- Students.**

**Weapons**

While only the board can expel a student, district policy requires that the principal recommend the expulsion of any student using, displaying, or knowingly carrying or possessing any deadly weapon on district property, at a district function, at a school bus stop, or on the way to and from school.

**Dangers Weapon(s):** Any instrument designed for lethal use that is used or displayed as a weapon or used to frighten or intimidate. The term includes a firearm, knife, or destructive device.

- “Firearm” means any loaded or unloaded pistol, revolver, rifle, or shotgun whether the projectile is expelled by gunpowder, pressurized air, or other source.
- A knife is considered a weapon regardless of the length of the blade or ability to be locked. Any knife is considered a weapon.

The possession of dangerous devices/weapons may result in nine days of off campus suspension, plus a discipline hearing for recommendation to the School Board for additional disciplinary action which may include expulsion. This action will be determined through a threat analysis and complete investigation of surrounding circumstances and intent of the person in possession. **Policy JIC1**

**Sexual Harassment Policy**

All individuals associated with the Holbrook Unified District, including; but not limited to, the Governing Board, the administration, the staff, and the students, are expected to conduct themselves at all times, so as to provide an atmosphere free from sexual harassment.

1. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when made by a member of the school staff to a student or to another staff member, or when made by a student to another student where such conduct has the purpose or effect of substantially interfering with an individual’s education or work performance, or creating an intimidating, hostile, or offensive employment or educational environment.

1. Sexual harassment may include, but not limited to:
   a. Suggestive or obscene letters, jokes, invitations, derogatory comments, slurs, epithets, assault, touching, impeding or blocking movement, leering, gestures, or display of sexually suggestive objects, pictures, or cartoons.
   b. Continuing to express sexual interest after being informed that the interest is unwelcome (reciprocal attraction between peers is not considered sexual harassment).
   c. Engaging in coercive sexual behavior to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student.
   d. Anyone who is subject to sexual harassment, or knows of the occurrence of such conduct, should inform the compliance officer, as provided in ACA-R (counselor, dean of students, or principal).

2. A substantiated charge against a student in the district shall subject the student to disciplinary action, which may include suspension or expulsion. **Policy JKD**

3. All matters involving sexual harassment complaints will remain confidential. Ref: ARS 41-1461 et. Seq. Title VII, Sect. 703; Title IX; Fed. Reg. 74676.

4. **Student Risk Analysis:**

   The Holbrook Unified School District is dedicated to ensuring our schools have a culture of student safety and student success. Beginning during the 2015-2016 school year, any student that demonstrates identifiable deficiencies in the areas of substance abuse, violence, academics, and antisocial behaviors will be analyzed through a student risk analysis assessment. Each school will develop procedures for a risk analysis; as well as, implement interventions, with assistance from the parents, prior to recommending expulsion from the school. The intent of a student risk analysis is to help the student and parents seek interventions for personal academic and social deficiencies that may exist in students attending our schools. It is critical that students demonstrate positive behaviors on our campuses. Any behaviors that demonstrate
To protect the rights of all our children, it is important that parents and students understand the consequences of misbehavior. Holbrook Public Schools have set these guidelines to promote consistency in discipline at all schools and to provide a safe and secure environment for all students.

Students are accountable for their behavior on school property, 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.

Positive Behavior Intervention and Support (PBIS)
Hulet and Park Elementary have a school-wide PBIS system. PBIS is a research-based framework that has been proven to improve school climate, reduce problem behavior, and increase academic instructional time in schools. Two primary areas of emphasis in PBIS are prevention and instruction of social behavior. PBIS is based on the ideas that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, all students are more likely to meet those expectations. (For additional information go to www.pbis.org) At the beginning of the year, and throughout the year, each student will be taught how to follow these rules throughout the school. For more information on PBIS, you may visit Park or Hulet’s website for the PBIS handbook.

Park, Hulet & Indian Wells School Rules

Be Respectful
Be Responsible
Be Safe
Be Kind

Discipline Guidelines
Beeper Reset

Students will receive a “Beeper Reset” for minor discipline infractions. After the third (3) “Beeper Reset” for the same infraction, the student will be referred to the office for disciplinary action.

School rules are designed to protect all children and students who choose not to follow these rules will be treated firmly, but with respect and dignity. Inappropriate conduct that is subject to disciplinary action includes these examples:

- Absenteeism (excessive)
- Alcohol, use or under the influence of*
- Arson*
- Bomb threat*
- Cheating
- Defiance of authority
- Dishonesty
- Disruptive conduct
- Disturbing school meeting or activity
- Dress or appearance violation
- Drug possession, sale, or use*
- Endangerment
- Ethnic slurs
- Extortion*
- False alarm (emergency, fire, security, etc.)
- False information of identification, giving of
- Fighting
- Firearm/explosive device/knife*#
- Forgery*
- Gambling*
- Harassment/threats/verbal abuse
- Bullying
- Hazardous or physically offensive condition, causing bodily harm
- Hazing
- Improper sexual advance*
- Insubordination
- Insult/verbal abuse of a faculty or staff member
- Lewd/lascivious behavior
- Littering
- Malicious mischief
- Obstructing an investigation
- Obstructing traffic: vehicular or pedestrian
- Physical assault
- Plagiarism
- Resisting authority
- Slander
- Tardiness
- Theft of property (school-related)*
- Tobacco product use*
- Unauthorized departure from class, campus, or Event
- Unauthorized entry/trespass/loitering*
- Vandalism or destruction of property (school related)*
- Violation of a governing board policy or school rule
- Violation of a local, state, or federal law*
- Vulgar or obscene language, gestures, or symbols
- Weapon violation (not firearm/explosive device/knife)*

*These actions also violate state law. For minor offenses, school officials may notify appropriate law enforcement officers. For serious offenses, school officials shall notify appropriate law enforcement officers.

# Any student using, displaying, or knowingly carrying or possessing a firearm or explosive device on district property shall be subject to expulsion, except that the Governing Board may, on a case-by-case basis, provide for a lesser disciplinary action after consideration of all relevant circumstances.

♦ Hazing is defined as any act that injures, degrades, disgraces—or tends to injure, degrade, or disgrace—any student.

● Bullying is repeated and intentional harassment, abuse, oppression, or intimidation of another individual physically or psychologically. It can take the form of teasing, threatening, taunting, rejection, hitting, stealing and so forth.

Actions Usually Involving the Teacher:

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, the building 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, building administrator and/or other school personnel to develop a plan for changing the student's inappropriate behavior. The parent and student will receive a copy of any written plan.

**Time Out**

Classroom teachers may use a technique similar to in-school suspension imposed by the building administrator. Time out results in the student being removed or isolated, but is under constant supervision from his/her classmates.

**Restriction of Privileges**

Inappropriate behavior may result in the restriction of a student's privilege to participate in playground, cafeteria, or specific special activities.

**Detention**

A student may be assigned detention during the morning and/or lunch recess to make up work or for disciplinary reasons. Detention may be served on the same day it is assigned or on subsequent days. Detention may be assigned by either the teacher or the school administrator.

**Actions Involving the Building Administrator:**

**Denial of Bus-Riding Privileges**

The building administrator may deny bus-riding privileges for inappropriate/disruptive behavior. A reasonable effort will be made to notify the parent prior to the denial taking place.

**In-School Suspension**

In-school suspension (ISS) is an alternative to off-campus suspension. ISS may be imposed for one or more days. The student is removed from the regular classroom setting and is assigned to a location isolated from his/her classmates. The parent will be notified.

**Remainder-of-Day Release to Parent/Designee**

The student will be released to the custody of the parent/designee for the duration of the school day.

**Short Off-Campus Suspension**

The building administrator may suspend a student for ten 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 suspension. 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 Term Suspension**

A long term suspension is 11 school days or more. In addition to imposing a short term suspension, the building administrator may recommend to district-level administration that a long term suspension be imposed. The superintendent has the authority to impose a long term suspension following appropriate due process.

Notice shall be given to the student and parent that the building administrator is recommending to the superintendent that the student be suspended for 11 days or more. The student and parent shall be given notice of applicable due process procedures. Policy JKD

**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 parents will be notified in writing that expulsion is recommended. Notification will include instructions regarding due process procedures. Expulsion does not become effective until due process procedures have been completed. During any expulsion, a student is not permitted on district property or at district functions.

**Bus Matrix**

Students being transported are under the authority of the bus driver and shall observe established and appropriate standards of classroom behavior and dress while riding a bus. **Please communicate with your child’s respective school if there are any bus stop changes by 2 pm each day. If there are changes, please be sure to have an adult present to pick up your child.** Students shall also observe the following specific standards:

1. Obey driver's instructions.
2. Keep aisles clear.
3. Remain seated until the scheduled stop.
4. Keep hands, arms, feet, legs and head inside the bus.
5. Talk quietly. Do not yell or use vulgar or abusive language.
7. Do not throw anything inside the bus or from the bus.
8. Do not eat or drink unless allowed to do so by the bus driver.
9. Do not carry animals, glass containers, weapons, tobacco, alcohol or drugs on the bus.
10. The use of portable radios, tape recorders, CD players, iPods, MP3s and other music devices is not permitted on the bus.
11. Sit in assigned seats if seats are assigned.
12. Maintain appropriate standards of conduct while traveling to and from school and at the bus stop.
13. Be at the designated bus stop five minutes prior to pick up.
14. We ask that parents and students NEVER pursue the bus if missed, buses will only stop at assigned bus stops due to safety reasons.
15. For safety purposes, ONLY students may board the school bus; no one else will be allowed to board the bus for any reason.

In addition, all bus rules are posted in the buses and will be enforced by the bus driver. The school bus is considered an extension of the classroom; therefore, behaviors contribute to safety, please discuss this with your child. All student conduct rules apply on all school buses. Transportation to school is a privilege not a right.

**School Bus Conduct Procedure**

School board policy requires students to conduct themselves prior to boarding, on the bus, and subsequent to leaving the bus in a manner consistent with established standards for classroom behavior. **Under Arizona Law it is a privilege—not a right to ride a school bus and all school bus riders are under the direct control of the bus driver and subject to his/her instructions.**

Students who miss the scheduled departure time will be required to supply their own transportation home.

When a student does not conduct him/herself properly, the bus driver will speak to the student about their behavior and inform the student's principal of the misconduct. The student's conduct may then be brought to the attention of the parents.

In the event that a child is suspended from riding the bus, whether it is short term or long term, the parents of the student(s) involved become responsible for transportation to and from school.

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

All parents/guardians who are responsible for K-2 students be present at the bus stop; as well as, are listed on the emergency contact list filed with the school. It is our procedure that a K-2 student will not be let off the bus without a parent, guardian or sibling to accompany them home or verification that you consent for the student to walk home by themselves. In the case that there is no one to accompany the child and a consent form is not on file, your child will remain on the bus and be brought back to the school and/or you will be contacted to meet your child at the bus stop or school.

**Special Education Busing**

Students with disabilities who require transportation, as indicated in their respective individual education programs, may be eligible for special education busing to and from school. This is contingent on the needs of the child and the Special Education Director. Policy EEAA

**Dress Standards**

Clothing worn to school should conform to basic norms. While diversity in clothing choice is respected, clothing should not be disruptive to the educational environment or deemed inappropriate or offensive. The School Board authorizes a dress code which promotes safety and positive learning. Thus, dress shall not present a hazard to the health or safety of others; interfere with or create disorder or disruption; cause excessive wear or damage to school property; include any clothing, accessories and/or jewelry that is associated with criminal street gangs as defined in A.R.S. 13-105. The district will allow accessories and jewelry that display religious messages or religious symbols in the same manner and to the same extent that other type of clothing is permitted.

- Clothing, or the way clothing is worn, that is disruptive to educational activities is not acceptable.
- Shorts, skirts, and dresses worn to school or school activities must have hemlines that are no shorter than mid-thigh.
- Sagging pants are prohibited. The waistline of the pants is to be worn on the person’s waist, not below. The pants must stay on the waist without a belt.
- Students will not be allowed to wear oversized clothing. Oversized shirts and coats may not be worn in such a manner as to conceal sagging clothing or to provide concealment for items inappropriate for school (electronic devices, weapons, substances, etc.)
- Shirts/tops with less than a 2-inch shoulder strap, exposing the abdomen, low cut tops, spandex shorts/pants as outerwear, and any see-through clothing, without the appropriate undergarment, are not acceptable.
- Pajamas are not permitted to be worn at school unless it is an announced school activity.
- Flip flops or open-toed shoes may not be worn on the days students have PE classes.
- Jewelry and chain material shall not be worn if it presents a safety hazard to self and/or others.
- Regardless of gender, no headwear/cover may be worn in the school buildings. Hats may be worn with the bill facing forward on campus, outside of buildings, regardless of gender.
- Sunglasses, except for prescription eyewear, may not be worn in the building.
- Dress code violations may result in a change of clothes.
- Discriminatory or obscene language or symbols, or symbols of sex, drugs, or alcohol on clothing is prohibited.

The administration reserves the right to determine prohibitive dress at any time in order to maintain a safe and appropriate learning environment.

Policy EE Transportation Services: JICC Student Conduct; JICA Student Dress

Walkers
Students who reside within a mile of school where there is no evidence of a hazardous or difficult route exist, are considered to be a Walker.

Policy EEAA

### DISCIPLINE DEFINITION

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<th>SCOPE/CONSEQUENCE</th>
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<td>ABSENCE WITHOUT PERMISSION</td>
<td>Absence from class without parental permission, leaving school grounds without permission, unexcused absences, truancy. Parents must contact school within 24 hours of absence in order for it to be excused.</td>
<td>Conference – Suspension</td>
</tr>
<tr>
<td>ALCOHOL (Distribution, Possession, Use, Sale)</td>
<td>(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.</td>
<td>Suspension – Expulsion Police Report</td>
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<tr>
<td>ARSON</td>
<td>Knowingly and unlawfully damaging a structure or personal property by knowingly causing a fire or explosion.</td>
<td>Restitution and: Suspension – Expulsion Police Report (Occupied Structure)</td>
</tr>
<tr>
<td>ASSAULT</td>
<td>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.</td>
<td>Suspension – Expulsion Police Report</td>
</tr>
<tr>
<td>BULLYING</td>
<td>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</td>
<td>Conference – Suspension – Expulsion</td>
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<td>Offense</td>
<td>Description</td>
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<tr>
<td>BUS MISUSE</td>
<td>Not following designated bus rules.</td>
<td>Conference – Bus Suspension – Bus Expulsion</td>
</tr>
<tr>
<td>CHEATING/PLAGIARISM</td>
<td>Copying the work of others and submitting it as your own, obtaining unauthorized and undocumented</td>
<td>Conference – Removal from Class</td>
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<tr>
<td>CYBERBULLYING</td>
<td>Any act of bullying committed by use of electronic technology or electronic communication devices;</td>
<td>Conference – Suspension – Expulsion</td>
</tr>
<tr>
<td>DANGEROUS ITEM (Distribution, Possession, Use and Sale)</td>
<td>A dangerous item used to cause bodily injury to, threaten, or intimidate another person may be</td>
<td>Suspension – Expulsion</td>
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<tr>
<td>DEFIANCE/DISRESPECT OF AUTHORITY</td>
<td>Refusal to comply with reasonable requests of school personnel or refusal to obey classroom and</td>
<td>Conference – Suspension</td>
</tr>
<tr>
<td>DESTRUCTIVE DEVICES (Distribution, Possession, Use) (Other than</td>
<td>Possession, use or distribution of any device that is designed to (or may readily be converted</td>
<td>Suspension – Expulsion</td>
</tr>
<tr>
<td>DISRUPTIVE BEHAVIOR</td>
<td>The act of being involved in behavior which disrupts the educational process of other students</td>
<td>Conference – Detention – In-School-Suspension – Suspension</td>
</tr>
<tr>
<td>DRESS CODE VIOLATION</td>
<td>Dressing in a manner that may result in a distraction or disruption of a safe environment. Attire</td>
<td>Conference requesting change of clothes - Suspension</td>
</tr>
<tr>
<td>DRUGS (Distribution, Possession, Use and Sale)</td>
<td>(includes illegal drug possession, sale, use, distribution, being under the influence) The</td>
<td>Suspension – Expulsion</td>
</tr>
</tbody>
</table>


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, expect those
for which permission to use in school has been granted
pursuant to Board policy. Category does not include tobacco
and alcohol.

**ELECTRONIC DEVICES**
Misuse, abuse or electronic devices to photograph, film,
 videotape or digitally record or 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, while it is becoming
increasingly popular for students to post material on websites
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.

**EXTORTION**
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

**FAILURE TO MEET EXPECTATIONS**
Students do not meet the expectations of the teacher or staff
member. May be based on class/team/organization’s rules,
policies, and procedures.

**FALSE ACCUSATIONS**
Knowing giving false or misleading information with intent
to defame or cause harm.

**FIGHTING**
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.

**FIREARMS (Distribution, Possession, Use)**
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 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.

**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.

**HARASSMENT**
Intentional disruptive or threatening behavior by a students(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.

**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.

| INTIMIDATIONG 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. |
|--------------------------|---------------------------------------------------------------|
| L YING                   | Knowingly giving false information or information intended to    |
                         | mislead about one’s self.                                    | Conference – Detention – |
|                          |                                                               | In-School Suspension |
| MINOR AGGRESSIVE ACT     | Pushing, shoving, tussles, minor confrontations. Does not rise |
                         | to the level of fighting or assault.                         | Conference – Suspension |
| PHYSICAL PRESENCE IN     | Knowingly and willingly being in an area that is prohibited or |
                         | unauthorized by a staff member.                              | Conference – Suspension |
| UNAUTHORIZED AREAS       |                                                               |                                            |
| 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 – Suspension |
| PUBLIC DISPLAY OF        | Any intimate physical contact.                                | Conference – Detention – In-School Suspension |
| AFFECTION                |                                                               |                                            |
| 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 |
| 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 |
| SEXUAL HARASSMENT WITH   | (includes attempted) Forceful sexual assault against the      |
                         | CONTACT (includes attempted) Forceful 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 or acts.                                  | Suspension – Expulsion |
| SIMULATED FIREARMS       | Any simulated firearm made of plastic, wood, metal or any     |
                         | (Distribution, Possession, Use)                              |
                         |或其他材料，此为复制品或玩具版本的枪支。                | Suspension – Expulsion |
| 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 |
| **THREATENING ACT** | (Physical or verbal threat or intimidation): 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, threats to beat someone up, threats made by text message or internet, including but not limited to threats such as; I’m going to kill you, I’m going to shoot this school up, at home or at school.” | Suspension - Expulsion  
Police Report |
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<tr>
<td><strong>THROWING OBJECTS</strong></td>
<td>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.</td>
<td>Conference – Expulsion</td>
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<tr>
<td><strong>TOBACCO (Distribution, Possession, Use and Sale)</strong></td>
<td>The distribution, possession, use or sale of tobacco products, including imitation tobacco (electronic cigarettes, hookah, water pipe) on school grounds, school-sponsored events and on school-sponsored transportation.</td>
<td>Conference – Suspension</td>
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| **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 threatens the safety of self or others. This may include knowingly and willingly withholding information that leads to such situations. | Conference – Expulsion |
| **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 |
| **VERBAL ALTERCATION** | Verbal confrontations/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 |

**Due Process**

Relative to student discipline, due process means that school officials must follow certain notice and hearing procedures before a student 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 is faced with a possible suspension or expulsion, the appropriate due process procedure will be implemented.

**Liability**

Students, who cut, deface or otherwise damage school property may be suspended or expelled from school. **Under Arizona law, parents are liable for damage done to school property by their children.**

**Personal Property**

Personal Property brought on school grounds is the responsibility of the student and the school takes no responsibility for lost or damaged items.

Students shall not bring to school personal items such as: toys, electronic games, trading cards, or other
personal items of expense, without prior permission from school personnel. Cell phones may come to school as long as they stay in the students' backpacks off or on silent throughout the school day. Items used outside of the scope of permission given will be confiscated and not returned until the parent/guardian visits the school.

Social Media
Definition: the use of web-based and mobile technologies to communicate through interactive dialogues. Social media technologies include but are not limited to blogs, pictures-sharing, email, instant messaging, voice mail, Facebook, Twitter, Youtube, Snapchat, texting, and any successor protocol to transmit information regardless of electronic platform.

It is the intent of the District that all communication between all stakeholders is productive and positive. District employees shall not use personal technologies to communicate with others. The District does not encourage communication through Social Media between teachers and parents or students.

Student Risk Analysis
The Holbrook Unified School District is dedicated to ensuring our schools have a culture of student safety and student success. During the current school year, any student that demonstrates identifiable deficiencies in the areas of substance abuse, violence, academics, and antisocial behaviors will be analyzed through a student risk analysis assessment. Each school will develop procedures for a risk analysis; as well as, implement interventions, with assistance from the parents, prior to recommending expulsion from the school. The intent of a student risk analysis is to help the student and parents seek interventions for personal academic and social deficiencies that may exist in students attending our schools. It is critical that students demonstrate positive behaviors on our campuses. Any behaviors that demonstrate potential risks to students, staff or the overall education institution will be addressed immediately.

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, the parent will be contacted by telephone or certified letter. Any action taken by law enforcement officers will be separate from disciplinary action taken by the school district.

Search and Seizure
Students possess the right to privacy of a person, as well as to freedom from unreasonable search and seizure of property as guaranteed by the Fourth Amendment to 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 employees 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.

The school is the owner and has control of desks and lockers. School officials may inspect desks and lockers for cleanliness and order at any time without notice and without consent. Desks and lockers shall be searched without notice and without consent whenever reasonable suspicion exists 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 search of a student's person, bag or purse shall be undertaken only if there are reasonable grounds to suspect that the student possesses a dangerous, prohibited or illegal substance or object or items that may interfere with school purposes and/or present a threat to people or property.

See Policy JIH © Student Interrogations, Searches, and Arrests

Student Conduct
In addition to the general rules set herein, the student is expected to obey all rules and regulations adopted by the Board of Education for their conduct. Students shall not engage in any activities prohibited herein nor shall he or she 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 rules and regulations will be subject to warning, reprimand, suspension, or expulsion, in addition or other civil and criminal prosecution.

LEGAL REF.: A.R.S. 13-403 et seq.
CROSS REF.: JK-Student Discipline; JIC, JKA, JKD, JKE, JKDA, JIC

Students may present a complaint or grievance regarding one or the following:

- Violation of the student’s constitutional
corresponding

who

Retaliatory

from the date of the occurrence of the alleged incident.

resubmission

Once

A

guardian
determined
complaint/grievance
Any

questions concerning whether the
case falls within this policy shall be
determined by the Superintendent. A parent or
guardian may initiate the complaint process on behalf of an elementary school student.

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

Retaliatory or intimidating acts against any student

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. Policy JIC

Section 504 Policy

Section 504 is a Civil Rights Statute that guarantees

non-discrimination of a handicapped individual in the

United States under any program or activity receiving

Federal financial assistance [104.4]. Section 504
defines handicapped [104.3 (j) (1)] as any person who:

- Has a physical or mental impairment which
  substantially limits one or more major life
  activities;
- Has record of such impairment; or
- Is regarded as having such impairment.

Major life activities [104.3 (j)(2)(ii)] includes functions
such as:

- Caring for one’s self
- Performing manual tasks
- Walking
- Seeing
- Hearing
- Speaking
- Breathing
- Working
- Learning

In school terms, the handicap must impede the

student’s ability to access or demonstrate learning. If

you believe a non-Special Education student is

challenged by a handicap that impedes his/her ability
to access or demonstrate learning, please contact the
building principal for information regarding a 504 plan.

For more information on Section 504 and

Section 504.3 (j) (1))_

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Section 504.3 (j) (1)
Student Responsibilities
Policy JI

All students have the responsibility to:

Respect the rights of others to study and learn.
Students come to school for an education. An individual may decide not to take advantage of that opportunity. However, no one has the right to interfere with the education of others.

Attend school daily unless ill or legally excused.
Students in Arizona are required by law to attend school until the age of 16 or upon completion of the 10th grade. Students have a responsibility to take advantage of every opportunity to learn so they can function effectively in society.

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 responsibility for learning cannot be transferred from the student to the teacher. There can be no effective education when students are free to decide whether they will do the assigned work. When everything that must be learned cannot be accomplished during the school day, there may 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, just as keeping a job requires more than merely showing up for work.

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 allow a school to meet its obligation to educate students. 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 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. Students are asked to meet their responsibility to be honest and not intercept nor destroy progress reports, attendance information and report cards.

**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, administration and Governing Board.

**Policy JI Student Rights and Responsibilities**

**Rights of Homeless Student**
The Holbrook School District shall provide an educational environment that treats all students with dignity and respect. Every homeless student shall have access to the same free and appropriate educational opportunities as students who are not homeless. This commitment to the educational rights of homeless children, youth, and unaccompanied youth, applies to all services, programs, and activities provided or made available.

A student may be considered eligible for services as a “Homeless Child or Youth” under the McKinney-Vento Homeless Assistance Act if he or she is presently living:
- In a shelter, temporary shared housing, or transitional living program
- In a hotel/motel, campground, or similar situation due to lack of alternatives
- At a bus station, park, car, or abandoned building
- In temporary or transitional foster care placement.

According to the McKinney-Vento Homeless Act, eligible students have the rights to:

**Immediate enrollment:** *Documentation and immunization records cannot serve as a barrier to the enrollment in school.*

**School Selection:** *McKinney-Vento eligible students have a right to select from the following schools:*
- The school he/she attended when permanently housed (school of Origin)
- The school in which he/she was last enrolled (School of Origin)
- The school in the attendance area in which the student currently resides (School of Residency)

**Remain enrolled in his/her selected school for the duration of homelessness, or until the academic year upon which they are permanently housed.**

**Participate in Programs** for which they are eligible, including *Title I National School Lunch Program, Head Start, Even Start, etc.*

**Transportation Services:** *A McKinney-Vento eligible student attending his/her School of Origin has a right to transportation to and from the School of Origin*

**Dispute Resolution:** *If you disagree with the school officials about enrollment, transportation or fair treatment of a homeless child or youth, you may file a complaint with the school district. The school district must respond and attempt to resolve it quickly. During the dispute, the student must be immediately enrolled in the school and provided transportation until the matter is resolved. The Homeless Liaison will assist you in making decisions, providing notice of any appeal process, and filling out dispute forms.*

For more information contact:

Alfred Clark, District Parent Liaison  
P.O. Box 640  
Holbrook, AZ 86025  
(928) 524-3622
Policy JFABD Admission of Homeless Students
This policy is intended to direct compliance with Arizona State Laws and Arizona Administrative Code and the McKinney-Vento Homeless Education Assistance Improvements Act of 2001. This policy ensures that homeless students are not stigmatized or segregated, that they are immediately enrolled regardless of living arrangements, and transportation is provided to and from the school of origin.

Students who are protected under this policy will be referred to the Parent Liaison for further assistance and support.

The Role of the School Counselor
School counselors serve a vital role in maximizing student success. School counselors support a safe learning environment and work to safeguard the human rights of all members of the school community and address the needs of all students through culturally relevant prevention and intervention programs. They support collaboration with other individuals and organizations to promote and maximize student success.

School counselors are uniquely qualified to address the developmental needs of all students through a comprehensive school counseling program addressing the academic, career and personal/social development of all students. They also provide culturally competent services to students, parents/guardians, school staff and the community in the areas of School Guidance Curriculum, Individual Student Planning, and Responsive Services.

School Guidance Curriculum
This curriculum consists of structured lessons designed to help students achieve the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The school guidance curriculum is presented with other professional educators in K-6 classroom and group activities.

Individual Student Planning
Professional school counselors coordinate ongoing systemic activities to help students establish personal goals and develop future plans. This may include career exploration and planning, academic advice for advanced or technical education, as well as community college and university admission.

Responsive services consist of prevention and/or intervention activities to meet student’s immediate and future needs. These needs can be necessitated by events and conditions in the students’ lives and the school climate and culture, and may require individual or group counseling, consultation with parents, teachers or other educators, referrals to other school support services or community resources and peer support.

Responsive services, individual planning, and the presentation of a school guidance curriculum are considered a part of the job role of the school counselor and may be provided without parental permission.

Individual counseling offers a youngster an opportunity to discuss problems one on one with a counselor to gain insight or learn skills to address the concerns. Discussion is often supplemented with opportunities to express themselves through activities and play materials. If on-going services are desired, the parent/guardian will be asked to sign a parent/guardian permission form so individual/group counseling can take place. The resolution of problems of individual adjustment and interpersonal relations is the goal of these programs.
Holbrook Unified School District #3
Family-School Partnership

The Holbrook Family-School Partnership’s mission is to provide opportunities for the school, family and students to actively participate in the educational process through a variety of activities and events; as well as, through multiple forms of communication that will enable each child to be successful in school.

What is a Family-School Partnership?

The Holbrook Family-School Partnership is a school to family and family to school initiative that involves sharing of ideas, establishing open, two-way communication between the school, family, and community, and instigating shared decision making in efforts to involve everyone in our students’ education. The Holbrook Family-School Partnership—schools, families, and the community—recognizes that a child’s education is a responsibility shared by all. To ensure that all students are effectively educated, the schools and parents must work as knowledgeable partners.

The Holbrook Family-School Partnership believes:

✓ Every child deserves a quality education.
✓ All participants should seek the best interests of the child.
✓ There should be a positive environment for the parents, school, and students to enhance the educational process.
✓ There should be honest and open communication between the parents, teachers, and students.
✓ It is a responsibility of the parents, teachers, and students to become involved in the educational process.

Our community’s diversity is a strength we can build on to establish programs and practices that enhance family involvement and reflect the specific needs of students and their families. Programs and practices will be comprehensive and coordinated in nature with the intent to create the best possible educational environment for all students.

The Holbrook Family-School Partnership meets five times per year including twice a year as a district team to discuss school and district related issues and is designed as a team approach to develop the best methods in making direct connections between the family and school environments. Three meetings annually will be held at each school site and two meetings per year will be held at the district level. All meetings will be announced and posted on the school and district websites.

What are the Family-School Partnership goals?

1) Holbrook’s Family-School Partnership will provide support for effective family involvement programs and practices through specific activities that enhance the understanding and implementation of effective family to school and school to family partnerships.

2) Once adopted, pertinent components of the Family-School Partnership policy and goals will be included in each school’s student handbook. In addition, family involvement activities and services will be promoted through the local media, brochures, and the HUSD #3 website.
3) Holbrook’s Family Involvement Partnership will assist schools with the implementation of the six standards for meaningful family involvement:
   a) Communicating
   b) Parenting
   c) Student Learning
   d) Volunteering
   e) School Decision-making and Advocacy
   f) Collaborating with the Community

   These standards, developed by the National Parent Teacher Organization, were designed to help school and parent leaders develop dynamic parent involvement programs that are meaningful, well planned and long-lasting. The “National Standards for Parent/Family Involvement Programs,” provides detailed information and quality indicators for effective family-school partnerships and will be used as a guideline for establishing Holbrook’s Family-School Partnership.

4) Holbrook’s Family-School Partnership will address barriers that hinder family-school partnerships and identify strategies to overcome those barriers.

5) Holbrook’s Family-School Partnership will develop yearly action plans to ensure that family-school partnerships are progressive throughout the district.

6) Holbrook’s Family-School Partnerships will work with school personnel, site council members, and community members to effectively communicate family-school initiatives.

What is meant by Family-School Partnerships?

Family partnerships can be defined in many different ways from attending parent conferences and school performances to more foundational needs such as:

✓ ensuring that children are at school every day and are on time to school
✓ making education a priority
✓ setting a routine and providing a space for completion of homework assignments
✓ maintaining communication with school and teachers
✓ reading to or with children every day
✓ frequently reviewing the academic progress of the child
✓ meeting with staff when there are concerns
✓ volunteer in classrooms and at events
✓ monitor attendance

Schools can promote effective family partnerships by:

✓ providing avenues for regular, two-way and meaningful communication
✓ promoting parental involvement and providing various resources for parents
✓ encourage families to play an integral role in assisting in each student’s learning
✓ welcoming families in the school
✓ providing opportunities for families to participate in educational decisions
✓ provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows
✓ Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement
✓ Provide parents with frequent reports on their children’s progress
✓ Provide parents reasonable access to staff
✓ Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities

Working together, schools, homes, and the community can best support children’s educational needs by:

✓ ensuring basic physical, social, and health needs are met
Involvement in the school(s). These shall include:

- setting goals and expectations
- seeking children’s best interest in all decision making
- expressing positive attitudes

What are some barriers preventing effective Family-School Partnerships?

Holbrook’s Family-School Partnership recognizes the barriers to meaningful family involvement and has a commitment to address those barriers in order to best meet the needs of families and students. Among the primary barriers identified are the following:

- distance and transportation
- technology and communications access
- time and competing priorities
- socio-economic status and job commitments
- intimidation factors (i.e. lack of education, poor literacy skills, personal insecurities, or adverse educational experiences)
- health issues or lack of child care

We also acknowledge that schools must work to break down barriers such as:

- inadequate communication
- lack of a welcoming atmosphere (including an open and welcome environment within the school, a warm reception by all staff, and accessibility to buildings)
- lack of planning or resources to provide transportation and child care, as well as holding meetings and activities at times conducive to the greatest participation
- addressing language needs through interpreters and written translations

K-0150 © KB

PARENTAL INVOLVEMENT IN EDUCATION
Policy KB

The Superintendent, in consultation with parents, teachers, and administrators, shall develop procedures for parental involvement in the school(s). These shall include:

A. A plan for parent participation in the school designed to improve parent and teacher cooperation in such areas as homework, attendance, and discipline. The plan shall provide for the administration of a parent-teacher satisfaction survey.

B. A method by which parents may learn about the course of study for their children and review learning materials, including the source of any supplemental educational materials.

C. A procedure by which parents who object to any learning material or activity on the basis that it is harmful may withdraw their children from the activity or from the class or program in which the material is used and request an alternative assignment. Objection to a learning material or activity on the basis that it is harmful includes objection to a material or activity because it questions beliefs or practices in sex, morality, or religion or, because of sexual content, violent content, or profane or vulgar language.

D. A procedure by which parents or guardians of students enrolled in the District shall have access in advance to the instructional materials, learning materials and activities currently used by, or being considered for use by, the District.

E. A procedure by which the District shall obtain signed, written consent from a student's parent or guardian before using video, audio or electronic materials that may be inappropriate for the age of the student.

F. Procedures to prohibit the School District from providing sex education instruction to a student unless the student's parent provides written permission for the student to participate in the sex education curricula if the School District offers any sex education curricula pursuant to A.R.S. 15-711 on the requirement to include instruction to student in grades seven (7) through twelve (12) on laws relating to sexual conduct with a minor or 15-716 concerning instruction on immune deficiency syndrome, or pursuant to any rules adopted by the State Board of Education.

G. Procedures by which parents will be notified in advance of and given the opportunity to withdraw their
children from any instruction or presentations regarding sexuality in courses other than formal sex education curricula.

H. Procedures by which parents may learn about the nature and purpose of clubs and activities that are part of the school curriculum, extracurricular clubs, and activities that have been approved by the school.

I. Procedures by which parents may learn about parental rights and responsibilities under the laws of this state, including the following:

1. The right to opt in to a sex education curriculum if one is provided by the District.
2. Open enrollment rights pursuant to A.R.S. 15-816.01, relating to the District policies on open enrollment.
3. The right to opt out of assignments pursuant to A.R.S. 1-601, Parents Bill of Rights. [See Exhibit KB-EB]
4. The right to opt a child out of immunizations as authorized by A.R.S. 15-873, relating to an outbreak of a communicable disease.
5. The promotion requirements prescribed in A.R.S. 15-701 for students in grades one (1) through eight (8).
6. The minimum course of study and competency requirements for graduation from high school prescribed in A.R.S. 15-701.01.
7. The right to opt out of instruction on the acquired immune deficiency syndrome as provided by A.R.S. 15-716.
8. The right to review their child's standardized norm-referenced test results pursuant to A.R.S. 15-743.
9. The right to participate in gifted programs pursuant as prescribed by A.R.S. 15-779.01.
10. The right to access instructional materials as directed by A.R.S. 15-730.
11. The right to receive the school's annual report card pursuant to A.R.S. 15-746.
13. The right to public review of courses of study and textbooks in the common schools (preschool programs through grade eight [8]), as prescribed in A.R.S. 15-721, and in high schools, prescribed in A.R.S. 1-722.
14. The right to be excused from school attendance for religious purposes as described by A.R.S. 15-806.
15. Policies related to parental involvement pursuant to A.R.S. 15-102 and set out herein.
16. The right to seek membership on school councils pursuant to A.R.S. 15-351, describing the purpose, duties, and membership of a school council. [Subject to the exemption of certain school districts exempted as described in A.R.S. 15-352.]
17. Information about the student accountability information system (SAIS) as prescribed in section 15-1042.
18. The right to access the failing schools tutoring fund pursuant to A.R.S. 15-241.

The District plan under this policy may also include:

A. Making parents aware of this District parental involvement policy, including:

1. Rights under the Family Educational Rights and Privacy Act (FERPA) of 1974, as revised (20 U.S.C. 1232g) relating to access to children's official records.
2. The parent's right to inspect the District policies and curriculum.
B. Efforts to encourage the development of parenting skills.
C. The communication to parents of techniques designed to assist the student's learning experience in the home.
D. Efforts to encourage access to community and support services for children and families.
E. The promotion of communication between the school and parents concerning school programs and the academic progress of the parents' children.
F. Identifying opportunities for parents to participate in and support classroom instruction at the school.
G. Efforts to support, with appropriate training, parents as shared decision makers and to encourage membership on school councils.
H. The recognition of the diversity of parents and the development of guidelines that promote widespread parental participation and involvement in the school at various levels.

I. The development of preparation programs and specialized courses for certificated employees and administrators that promote parental involvement.

J. The development of strategies and programmatic structures at schools to encourage and enable parents to participate actively in their children’s education.

K. Provide to parents the information in this policy in an electronic form.

Resumés of all current and former instructional personnel shall be maintained and available for inspection by parents and guardians of pupils enrolled. The resumé shall include individual educational and teaching background and experience in a particular academic content subject area.

For the purposes of this policy parent means the natural or adoptive parent or legal guardian of a minor child.

When a parent submits a written request for information to the Superintendent or a school principal during regular business hours:

A. The Superintendent or principal shall:

1. Deliver the requested information to the parent within ten (10) calendar days, or

2. Provide to the parent a written explanation for denial of the requested information.

B. If the requested information is denied or is not received by the parent within fifteen (15) calendar days:

1. The parent may submit to the Governing Board a request for the requested information, and

2. The Governing Board shall consider the request at the next scheduled meeting of the Board on which the request can be properly noticed. If the request cannot be properly noticed on the next scheduled meeting agenda, the Governing Board shall formally consider the request at the next subsequent public meeting of the Governing Board.

Adopted: May 2018

A.R.S.
1-602
15-101
15-102 15-113 15-117 15-341

Holbrook USD #3 works cooperatively with tribal communities to ensure all students receive a high quality education. HUSD #3 Governing Board policies IHBJ, KJG, & KJGA provide opportunities for Indian participation. In addition, Indian Policies and Procedures which includes tribal consultation may be located on the HUSD #3 district website.
Arizona’s Move On When Reading legislation is designed to provide students with scientifically based reading instruction in kindergarten through third grade in order to position them for success as they progress through school, college, and career.

A.R.S §15-701 requires that an Arizona student not be promoted from the third grade if the student scores far below the third grade level on the AzMERIT statewide assessment. A third grader who does not demonstrate sufficient reading skills may be promoted to fourth grade if the student:

1. Is an English Language Learner (ELL) who has received less than two year of English instruction.
2. Has a disability and the IEP team agrees promotion is appropriate or the student is in the process of being evaluated for an IEP.
3. Has been diagnosed with a significant reading impairment (including dyslexia).
4. Demonstrates sufficient reading skills or adequate progress toward sufficient reading skills through a collection of assessments approved by the State Board of Education.

A.R.S §15-704 requires all Arizona public schools that provide instruction in kindergarten, and grades one through three to adopt an evidence-based reading curriculum that includes the essential components of reading instruction. School districts must provide ongoing professional development on reading research to teachers in grades kindergarten and grades one through three.

Each school shall also administer screening, ongoing diagnostic, and classroom based instructional reading assessments to monitor student progress and plan appropriate instruction and/or intervention for every student.

**Third Grade Promotion**

1. Specifies what must be included in the SBE adopted competency requirements for third grade promotion as:
   a) a prohibition on the promotion of a student whose AzMERIT English Language Art score indicates the students is reading far below the third grade level;
   b) a mechanism for governing boards to promote a student whose AzMERIT English Language Art reading score indicates the students is reading far below the third grade level but meets one of the specified good cause exemptions;
   c) intervention and remedial strategies developed by the SBE for students who are not promoted.
2. Stipulates the following good cause exemptions from the competency requirements:
   a) student has a disability and did not take AzMERIT;
   b) student has a disability and did take AzMERIT but has been previously retained;
   c) student is an English Language Learner (ELL) or is Limited English Proficient (LEP) and received less
than 2 years of English instruction;

d) student has a reading deficiency and has been previously retained; or

e) student demonstrated reading proficiency on an SBE approved alternate assessment.

f) student with disabilities has an individualized education plan (IEP), and the IEP- team, which includes the student’s parent/guardian, agrees that promotion is appropriate

g) student in the process of a special education referral or evaluation for placement in special education and/or students that have been diagnosed as having a significant reading impairment, including dyslexia. The bill defines “dyslexia” as a brain-based learning difference that impairs a person’s ability to read and spell, that is independent of intelligence and that typically causes a person to read at levels lower than expected.

3. Requires the intervention and remedial strategies developed by the SBE for students who are not promoted to include:

   a) requiring the student be assigned to a different teacher for reading instruction;

   b) summer school reading instruction;

   c) intensive reading instruction in the next academic year occurring before, during, after, (or any combination of the three) the regular school day; or

   d) online reading instruction.

4. Directs school district governing boards to offer at least one of the intervention and remedial strategies developed by the SBE.

5. Requires a parent or guardian of a student who is not promoted to choose one of the intervention and remedial strategies for the student.

6. Requires the SBE to provide for universal screening of students in preschool and kindergarten programs and in grade one through three designed to identify students with reading deficiencies.

7. Specifies the recommended reading assessment must rely on the following concepts:

   a) phonics;

   b) phonemic awareness;

   c) reading comprehension;

   d) fluency; and

   e) vocabulary

8. Allow certificated teachers and administrators to count training for the screening, intervention, accommodation, use of technology and advocacy for students with reading impairments towards continuing education credits. 2015 Legislative Changes (SB 1461) Effective July 3rd, 201

**STUDENT ASSISTANCE PROGRAM (SAP)**

Hulet Elementary School, and Park Elementary School will be implementing the Student Assistance Program (SAP) during the 2020-2021 school year. SAP is a peer support group program designed to help your child better understand how to process personal issues in their lives, learn how to develop healthy relationships with peers and others to foster goals for their social success and to help build a better community within our school. A by-product of this internationally renowned program is student academic growth. Each peer-support group will meet once a week for eight weeks, either during regular school hours or after school. Specially trained staff members at the school will co-facilitate the groups.

Referrals to the SAP may be made by staff, parents, students, or self-referrals. The referral forms will be located in the office at each school. Once an official referral has been made, the trained Student Assistance Program (SAP) Team will utilize a systematic process of gathering data to assist in the assessment of the student’s need for appropriate placement in the Student Assistance Program.

**EBAA_R © EB**

Reporting of Hazards/Warning Systems

36
The school administrator shall be the contact person for providing information regarding pesticide application activities at the school, including but not limited to giving oral and written notification, supervising the posting of notifications as required, and maintaining records of pesticide-application notifications.

**Oral and Written Notice**

All oral and written notification shall contain, at a minimum, the date, time, general areas to be treated, and brand name of the pesticide to be applied. During the regular school session, and not less than forty-eight (48) hours prior to pesticide application, notification shall be provided in the manner indicated below.

- **Oral notification to all students and school employees** shall be provided by means of:
  - School public address systems; or
  - Assembly communications; or
  - Staff meeting announcements; or
  - Any similar means reasonably calculated to provide sufficient notice in advance of pesticide application.

- **Written notification to the parents or guardians of enrolled students** shall be provided by means of:
  - Weekly school lunch menus; or
  - Special communications; or
  - Newsletters; or
  - Any similar means reasonably calculated to provide sufficient notice in advance of pesticide application.

**Posting of Notice**

No less than forty-eight (48) hours prior to pesticide application, signs measuring at least eight and one half inches by eleven inches (8 1/2” x 11”) shall be posted to identify pesticide application areas. The signs shall display:

- The words “warning - pesticides.”
- The registration number issued by the United States Environmental Protection Agency.
- The date and time of the application.
- A phone number for the school contact person and one (1) for the licensed pesticide applicator.

The signs shall be placed at:

- The main entrance to all buildings where pesticide is to be applied.
- Playing fields where pesticide is to be applied.

The signs may be removed no less than forty-eight (48) hours after the pesticide is applied.

**CROSS REF.:**

IKEA - Make Up Opportunities

**Pesticide Statement**

In an effort to provide a safe and sanitary learning environment free of insects, spiders and other pests Holbrook Unified School District utilizes pesticides on the campuses. The pesticides are applied professionally, after school hours, no earlier than 4:00pm, on the third Monday and the fourth Tuesday of each month. We limit application to the exterior walls and foundation, eaves, and overhangs as needed. No pesticides are applied higher than three feet on any wall. Interior spaces are only spot sprayed in problem areas not accessible to children such as behind furniture, inside cabinets, or in closets. The pesticide used is Talstar P at a concentration of 0.03% and applied at a rate of 0.5 fluid ounce per 1,000 square feet. A posting at each school site is made 24 hours prior to application of any pesticide. A fact sheet can be found at each school office, the district office, and the grounds/maintenance building with...
information including potential hazards with exposure, proper application, first aid, storage guidelines, etc. On occasion, persistent issues may require the utilization of an alternate pesticide. At that point, the 24 hour notice will be updated and posted at each site where application is expected noting the alternate chemical to be applied. If your student has a known allergy to a pesticide please communicate this to the school office secretary and nurse for noting on your student's record.

<table>
<thead>
<tr>
<th>Name of pesticide</th>
<th>Concentration levels</th>
<th>Rate of Application</th>
<th>Restrictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talstar P</td>
<td>.03%</td>
<td>.5 fl. oz/1,000 sq. ft.</td>
<td>Cannot be sprayed higher than 3 feet on wall surfaces. Cannot be sprayed on surfaces not protected from rain or sprinklers. May be sprayed on eaves and overhangs.</td>
</tr>
<tr>
<td>Areas sprayed</td>
<td>Date and Time of Application</td>
<td>Where to locate the pesticide labels and material safetysheet</td>
<td>Each school office, the district office, and the grounds/maintenance building.</td>
</tr>
<tr>
<td>Baseboards behind furniture, in cabinets, and closets. No walls exposed directly to students.</td>
<td>Every third Monday and fourth Tuesday of each month after 4:00pm.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Updated May 2017
REGULATION

PROMOTION AND RETENTION OF STUDENTS

Competency Requirements for Promotion of Students from Third Grade

The District shall identify each student who is at risk of reading below grade level in kindergarten and grades one (1), two (2), and three (3). The District shall provide an annual specific written notification to parents or guardians of students in kindergarten programs and first (1st), second (2nd) and third (3rd) grades that a student who obtains a score on the reading portion of a state required assessment that demonstrates the student is reading far below the third (3rd) grade level or the equivalent as established by the Board will not be promoted from the third (3rd) grade.

If the student's school has determined that the student is substantially deficient in reading before the end of grade three (3), the District shall provide to the parent or guardian of that student a specific written notification of the reading deficiency that includes the following information:

A. A Description of the student’s specific individual needs.

B. A description of the current reading services provided to the student.

C. A description of the available supplemental instructional services and supporting programs that are designed to remediate reading deficiencies. The District shall offer more than one (1) evidence-based intervention strategy and more than one (1) remedial strategy developed by the State Board of Education for pupils with reading deficiencies. The notification shall list the intervention and remedial strategies offered and shall instruct the parent or guardian to choose, in consultation with the student's teacher, the most appropriate strategies that will be implemented for the student.

D. Parental/guardian strategies to assist the student to attain reading proficiency.

E. A description of the District policies on midyear promotion to a higher grade.

Competency requirements for the promotion of a student from the third (3rd) grade shall include the following:

A. The student shall not be promoted from the third (3rd) grade if the pupil obtains a score on the reading portion of a state required test that demonstrates the student's reading skills fall far below the third (3rd) grade level or the equivalent as established by the Board, unless the student is exempt from mandated retention or the pupil qualifies for an exemption as determined by the
Governing Board.

B. The Governing Board may promote a student from the third (3rd) grade if the student obtains a score on the reading portion of a state required test that demonstrates the student's reading skills fall far below the third (3rd) grade level for any of the following:

1. A good cause exemption if the student is an English learner or a limited proficient student as defined in section 15-751 and has had fewer than two (2) years of English language instruction.

2. A pupil who is in the process of a special education referral or evaluation for placement in special education or a pupil who has been diagnosed as having a significant reading impairment, including dyslexia or a pupil who is a child with a disability as defined in section 15-761 if the pupil's individualized education program team and the pupil's parent or guardian agree that promotion is appropriate based on the pupil's individualized education program. "Dyslexia" as defined in section 15-701 means a brain-based learning difference that impairs a person's ability to read and spell, that is independent of intelligence and that typically causes a person to read at levels lower than expected.

3. A pupil who receives intervention and remedial services during the summer or subsequent school year pursuant to those indicated below under "Intervention and Remedial Strategies Developed by the State Board of Education" and demonstrates sufficient progress may be promoted from the third grade based on guidelines issued pursuant to the description of the school district or charter school policies on midyear promotion to a higher grade.

C. The student has demonstrated reading proficiency on an alternate assessment approved by the State Board of Education (SBE).

A pupil may not be retained if data regarding the pupil's performance on the state required test is not available before the start of the following academic year. A pupil who is not retained due to the unavailability of test data must receive intervention and remedial strategies as in the section immediately below if the third grade assessment data subsequently demonstrates that the pupil's reading ability falls far below the third grade level or the equivalent.

_\textit{Intervention and Remedial Strategies Developed by the State Board of Education (SBE) for Students Who Are Not Promoted from the Third Grade}\_

The Governing Board shall offer more than one (1) of the intervention and remedial strategies developed by the SBE. The parent or guardian of a student not promoted from the third (3rd) grade and the student's teacher(s) and principal may choose the most appropriate intervention and remedial strategies that will be provided to that student. The intervention and remedial strategies developed by the SBE shall include:

A. A requirement the student be assigned to a different teacher, who was designated in that teacher's most recent performance evaluation in one (1) of the top two (2) performance classifications pursuant to section 15-203, for reading instruction.
B. Summer school reading instruction.

C. Intensive reading instruction in the next academic year that occurs before, during, or after the regular school day, or any combination of before, during and after the regular school day.

D. Online reading instruction.

The intervention and remedial strategies developed by the SBE shall also:

A. Provide for universal screening of pupils in preschool programs, kindergarten programs and grades one (1) through three (3) that is designed to identify students who have reading deficiencies in accordance with A.R.S. 15-704.

B. Develop interventions and remedial strategies for pupils in kindergarten programs and grades one (1) through three (3) who are identified as having reading deficiencies pursuant to section 15-704.

Updated May 2018

JFABDA ©

ADMISSION OF STUDENTS

IN FOSTER CARE

This policy is intended to direct compliance with Arizona State Laws, Arizona Administrative Code, and the Every Student Succeeds Act (ESSA) Foster Care provisions.

The implementation of this policy shall assure that:

A. children in foster care are not stigmatized or segregated on the basis of their status as foster children;

B. children in foster care are immediately enrolled in their school of origin, unless a determination is made that it is not in such child’s best interest to attend the school of origin, which decision shall be based on all factors relating to the child’s best interest, including consideration of the appropriateness of the current educational setting and the proximity to the school in which the child is enrolled at the time of placement;

C. when a determination is made that it is not in such child’s best interest to remain in the school of origin, the child is immediately enrolled in a new school, even if the child is unable to produce records normally required for enrollment;

D. the enrolling school shall immediately contact the school last attended by any such child to obtain relevant academic and other records;

E. transportation is provided to and from the school of origin or school of placement for the foster child as applicable and found in the law and Policy JFAA; and

F. the school/District (LEA) will work with the Department of Child Safety (or tribal agency) to ensure that the provisions of ESSA relating to foster children
Definitions

The term "children in foster care" means children who are under twenty-four (24) hour substitute care while placed away from their parents or guardians and for whom the Child Welfare Agency (DCS or tribal) has placement and care responsibility.

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, including preschool.

Liaison or Point of Contact (POC) for Children in Foster Care

The Superintendent will designate an appropriate staff person of authority as Liaison or Point of Contact (POC) for children in foster care who will carry out duties as assigned. Among those duties will be the responsibility to coordinate activities and programs in the best interest of foster children that will include, but not be limited to, establishment of procedures to:

A. Continue the student's education in the school of origin or placement;
B. Collaborate with the Child Welfare Agency to maintain school stability;
C. Ensure the best interest is determined regarding school selection;
D. Ensure necessary transportation is provided, funded, and arranged;
E. Ensure immediate enrollment and transfer of records; and
F. Ensure school staff are trained on the provisions and educational needs of children in foster care.

Other Relevant Policies and Procedures

Implementation of the Every Student Succeeds Act (ESSA) Foster Care provisions requires the coordination with a number of policies and procedures. These policies and procedures are listed below as cross referenced and are incorporated in this policy and these procedures by such reference.

Enrollment preference may be given to children who are in foster care.

Adopted: May 2018

LEGAL REF.: A.R.S.
15-816 through 15-816.07
15-821
15-823 through 15-825

CROSS REF.: EEAA - Walkers and Riders
IKEB - Acceleration
STUDENT SUSPENSION

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

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

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

The Superintendent may designate a hearing officer for suspension hearings.

Regular Education Students

Suspension for ten days or less:

- **Step 1:** The student will receive notice, written or oral, of the reason for suspension and the evidence the school authorities have of the alleged misconduct.
  
  - After having received notice, the student will be asked for an explanation of the situation.
  
  - The authorized District personnel shall make reasonable efforts to verify facts and statements prior to making a judgment.

- **Step 2:** Following Step 1:
  
  - Provided that a written record of the action taken is kept on file, authorized District personnel may:
    
    ⇒ Suspend the student for up to ten (10) days.
    
    ⇒ Choose other disciplinary alternatives.
    
    ⇒ Exonerate the student.
    
    ⇒ Suspend the student for ten (10) days pending a recommendation that the student be given a long-term suspension or expulsion or both.
■ When suspension is involved:

⇒ A parent must be notified before the student is allowed to leave campus. If no parent contact can be made, the student may be isolated until dismissal time and then given a written message to the parents.

⇒ A letter to the parents will be written within a reasonable time to explain the terms (including the possibility that a long-term suspension and/or expulsion is being recommended) and reasons for the suspension and to request a meeting to solicit their help.

■ No appeal is available from a short-term suspension.

Suspension for over ten days:

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

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

■ The charges and the rule or regulation violated.

■ The extent of the punishment to be considered.

■ The date, time, and place of the formal hearing.

■ A designation of the District's witnesses.

■ That the student may present witnesses.

■ That the student may be represented by counsel at student's expense.

■ If a hearing officer has been designated, the name of the hearing officer.

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

■ Nothing in these procedures shall be construed to prevent the students who are subject to the action and their parents or legal guardians and legal counsel from attending any executive (closed) session pertaining to the proposed disciplinary action, or from having access to the minutes and testimony of such session or from recording such a session at the parent's or legal guardian's expense.

■ The student is entitled to a statement of the charges and the rule or regulation violated.

■ The student may be represented by counsel, without bias to the student.

■ The student may present witnesses.

■ The student or counsel may cross-examine witnesses presented by the District.
The burden of proof of the offense lies with the District.

Either the hearing must be recorded on tape or an official record must be kept in some other appropriate manner. In addition, parents are to be allowed to tape-record the hearing at their own expense.

The District has the right to cross-examine witnesses, and may be represented by an attorney.

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

  - Upon the conclusion of a hearing by a hearing officer in which a decision of long-term suspension is made, the decision may be appealed to the Board. To arrange such an appeal, the parent(s) of the suspended student or the student must deliver to the Superintendent a letter directed to the Board within five (5) days after receiving written notice of the long-term suspension. The letter must describe in detail any objections to the hearing or the decision rendered.

  - The appeal to the Board will be on the record of the hearing held by the hearing officer. If the Board determines that the student was not afforded due process rights or that this policy was not followed in all substantive respects, the student shall be given another hearing. If the Board determines that the punishment was not reasonable, they may modify the punishment.

  - The decision of the Board is final.

**Special Education Students**

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

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

  - After having received notice, the student will be asked for an explanation of the situation.

  - The authorized District personnel involved shall make reasonable efforts to verify facts and statements prior to making a judgment.

- **Step 2:** Following Step 1:

  - Provided that a written record of the action taken is kept on file, authorized District personnel may:

    ⇒ Suspense the student for up to ten (10) days.

    ⇒ Choose other disciplinary alternatives.

    ⇒ Exonerate the student.

    ⇒ Suspend the student for ten (10) days pending a recommendation that the student be given a long-term suspension or expulsion or both.
When suspension is involved:

⇒ A parent must be notified before the student is allowed to leave campus. If no parent contact can be made, the student may be isolated until dismissal time and then given a written message to the parents.

⇒ A letter to the parents will be written within a reasonable time to explain the terms (including the possibility that a long-term suspension and/or expulsion is being recommended) and reasons for the suspension and to request a meeting to solicit their help.

No appeal is available from a short-term suspension.

**Suspension for over ten days**

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

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

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

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

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

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

**Alternative to Suspension**

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

• The immediate suspension was not due to:
  ■ Fighting or engaging in violent behavior
  ■ Threatening an educational institution
  ■ Selling, using or possessing weapons, firearms, explosives, or dangerous instruments
  ■ Making a bomb threat
  ■ Engaging in arson

• The student has not served more than one (1) short-term suspension or alternative to suspension of ten (10) days or less during the current academic year.

• The student has admitted to or taken responsibility for the act upon which suspension was imposed in a written statement signed by the student and attested to by the student's parent or guardian.

• The student and parent or guardian has received a written admonition that the suspension as originally determined will be imposed summarily and in its entirety should the student violate the conditions or requirements of the Alternative to Suspension Program. *(Note: Follow appropriate dismissal procedures.)*

• Parent(s) or guardian(s) shall agree to participate by:
  ■ Providing transportation as necessary to and from the program location.
  ■ Furnishing meals prepackaged or purchasing same for the student.
  ■ Establishing and monitoring in consultation with the school a supervisory routine limiting the student's contact to that which is necessary with other students and friends during the program.

The Alternative to Suspension Program is to be one of social isolation. It shall be discipline intensive, requiring academic work and as determined may involve community service, groundskeeping, and litter control. Parents will participate by providing support and supervision.

• Students will be isolated from others by means of barriers or distance at a location determined by the District. No participation in any school sponsored activity will be permitted during the program.

• Communication by students with others will be limited to adult District staff or as directed by the adult supervisor on duty.

• Ordered study time will be established for each student consistent with the number of classes in which the student is enrolled, divided proportionally through the academic day.

• Students are confined to their assigned areas and seats except as designated by the supervisor. All personal maintenance will be planned and approved by the supervisor.

• Students are to bring all books, workbooks, paper and necessary instruments for each
class in which they are enrolled to the program daily and take the same material home each
day of the program.

- Protocols for implementation of the Alternative to Suspension Program following the
requirements above may be established by the administrator at each location.

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

Early readmission procedures

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

- A written request must be submitted to the Superintendent on behalf of the student by the
student's parent or guardian asking for readmission and requesting a meeting to determine
any requirements.

- Accompanying the written request shall be a summary of the student's activities and
accomplishments during the suspension period written and signed by the student and signed
and attested to by the parent or guardian. (Parents of elementary grade students may
prepare the summary.)

- The request shall include a signed statement from local law enforcement officials that
there have been no infractions of local or state codes for which the student could have been
charged during the period of the suspension.

- At the time of the meeting to review the request the student may be required to explain
the incident or incidents leading up to the suspension.

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

  - The age of the student.

  - The frequency, type, and relative magnitude of previous misbehavior by the
student.

  - The relative severity of the event(s).

  - Whether the student's behavior violated civil or criminal laws.

  - The degree to which the incident(s) interfered with the educational process.

  - The extent to which the event created endangerment to the student, others or
property.

  - Special intellectual, psychological, emotional, environmental and physical
characteristics of the student.
■ The student's attitude concerning the event(s).
■ The expressed intent concerning the student's future behavior.

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

■ Regular attendance—no unexcused absences.
■ No violation of school rules or policies.
■ Attendance at after school events for the remaining term of suspension only with prior approval of the administration.
■ Completion of all class tasks in a timely fashion, as directed.
■ Students will receive supervision before and after school by parental arrangement, travel directly to school and from school, and report immediately to a supervisor for the balance of the term of the suspension.

● The student and parent or guardian shall receive a written admonition that failure in the conditions required for early readmission will mean summary imposition of the remainder of the suspension, and additional punishment if indicated by the disciplinary policies and procedures of the District.

Adopted: May 2018
LEGAL REF.: A.R.S.
15-342
15-766
15-767
15-841
15-842
15-843
A.A.C.
R7-2-401
R7-2-405
A.G.O.
I78-103
I78-218
I80-055
I84-036
20 U.S.C. 1400 et seq., Individuals with Disabilities Education Act
29 U.S.C. 794 Rehabilitation Act of 1973, (Section 504)
CROSS REF.: IHB - Special Instructional Programs
JR - Student Records

STUDENT DISCIPLINE

Each principal shall establish and retain complete records of student disciplinary actions and procedures. Records regarding student disciplinary actions shall be retained for at least two (2)
years after last attendance date.

The accounting for students subject to disciplinary action on discipline record card shall contain an entry of:

- The full name of the student.
- The racial/ethnic and sex designations of the student.
- The time, place, and date of the offense or offenses, or observed behavior.
- Descriptions and dates of other offenses or observed behaviors if not previously reported.
- The names of witnesses or others involved.
- Specific measures taken by person or persons reporting the offense or offenses to effect an adjustment, including the specialized help secured before referral, such as conferences with parents, conferences with the principal, and conferences with other school personnel.
- The name and title of the person or persons reporting the offense or offenses.
- The alternatives, if any, that were considered prior to the imposition of the disciplinary action taken by the principal.
- The final disposition of the case.
- The name and title of the person or persons imposing the action or actions.

The kinds of disciplinary actions for which an accounting should be kept shall include, but not be limited to:

- Suspensions and/or expulsion.
- Corporal punishment.
- Detention (for disciplinary reasons).
- Transfer to another class (for disciplinary reasons).
- Transfer to another school (for disciplinary reasons).
- Confinement with implementation of mandatory provisions.
- Referrals of cases to police and juvenile authorities.
- Others as required.

The school principal shall have the responsibility of maintaining the necessary discipline records to include:

- Discipline record card (each reported incident). Student discipline list (cumulative).
- Log of corporal punishments (each incident).
- Summary of corporal punishments: monthly report, retained by the principal; yearly
summary, copy to the District office.

- Log of suspensions (cumulative).
- Summary of suspensions: monthly report, retained by the principal; yearly summary, copy to the District office.
- Log of confinement with implementation of mandatory provisions.
- Summary of confinement with implementation of mandatory provisions: monthly report, retained by the principal; yearly summary, copy to the District office.
- Log of expulsions and referrals to courts (cumulative).
- Log of Governing Board expulsions (each incident).
- Summary of expulsions: monthly report, retained by the principal; yearly summary, copy to the District office.
- Log of student withdrawals (cumulative).
- Summary of withdrawals: monthly report, retained by the principal; yearly summary, copy to the District office.
- Log of dropouts (cumulative): use only W5's as dropouts; use of this form is optional.

All monthly summary forms shall be completed at the close of each attendance month.
Updated May 2018

**JLDB**

**Restraints and Seclusion**

Restraint and seclusion are not to be used as disciplinary consequences.

A school may permit the use of restraint or seclusion techniques on any pupil if both of the following apply:

A. The pupil's behavior presents an imminent danger of bodily harm to the pupil or others.

B. Less restrictive interventions appear insufficient to mitigate the imminent danger of bodily harm.

If a restraint or seclusion technique is used on a pupil:

A. School personnel shall maintain continuous visual observation and monitoring of the pupil while the restraint or seclusion technique is in use.

B. The restraint or seclusion technique shall end when the pupil's behavior no longer presents an imminent danger to the pupil or others.

C. The restraint or seclusion technique shall be used only by school personnel who are trained in the safe and effective use of restraint and seclusion techniques unless an emergency situation does not allow sufficient time to summon trained personnel.

D. The restraint technique employed may not impede the pupil's ability to breathe.

E. The restraint technique may not be out of proportion to the pupil's age or physical condition.
Schools may establish policies and procedures for the use of restraint or seclusion techniques in a school safety or crisis intervention plan if the plan is not specific to any individual pupil.

Schools shall establish reporting and documentation procedures to be followed when a restraint or seclusion technique has been used on a pupil. The procedures shall include the following requirements:

A. School personnel shall provide the pupil's parent or guardian with written or oral notice on the same day that the incident occurred, unless circumstances prevent same-day notification. If the notice is not provided on the same day of the incident, notice shall be given within twenty-four (24) hours after the incident.

B. Within a reasonable time following the incident, school personnel shall provide the pupil's parent or guardian with written documentation that includes information about any persons, locations or activities that may have triggered the behavior, if known, and specific information about the behavior and its precursors, the type of restraint or seclusion technique used and the duration of its use.

C. Schools shall review strategies used to address a pupil's dangerous behavior if there has been repeated use of restraint or seclusion techniques for the pupil during a school year. The review shall include a review of the incidents in which restraint or seclusion technique were used and an analysis of how future incidents may be avoided, including whether the pupil requires a functional behavioral assessment.

If a school district or charter school summons law enforcement instead of using a restraint or seclusion technique on a pupil, the school shall comply with the reporting, documentation and review procedures established under the paragraph above. School resource officers are authorized to respond to situations that present the imminent danger of bodily harm according to protocols established by their law enforcement agency.

Schools are not prohibited from adopting policies which include procedures for the reasonable use of physical force by certificated or support staff personnel in self-defense, defense of others and defense of property (A.R.S. 15-843, subsection b, paragraph 3.)

The District authorizes the use of these definitions which are included in A.R.S. 15-105:

A. "Restraint" means any method or device that immobilizes or reduces the ability of a pupil to move the pupil's torso, arms, legs or head freely, including physical force or mechanical devices. Restraint does not include any of the following:

   1. Methods or devices implemented by trained school personnel or used by a pupil for the specific and approved therapeutic or safety purposes for which the method or device is designed and, if applicable, prescribed.

   2. The temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a pupil to comply with a reasonable request or to go to a safe location.

   3. The brief holding of a pupil by one adult for the purpose of calming or comforting the pupil.

   4. Physical force used to take a weapon away from a pupil or to separate and remove a pupil from another person when the pupil is engaged in a physical assault on another person.

B. "School" means a school district, a charter school, a public or private special education school that provides services to pupils placed by a public school, the Arizona State Schools for the Deaf and the Blind and a private school.

C. "Seclusion" means the involuntary confinement of a pupil alone in a room from which egress is
Seclusion does not include the use of a voluntary behavior management technique, including a timeout location, as part of a pupil's education plan, individual safety plan, behavioral plan or individualized education program that involves the pupil's separation from a larger group for purposes of calming.

Adopted: June 8, 2016

J-7082 © JR-EB

**Student Records**

**DESIGNATION OF DIRECTORY INFORMATION**

During the school year, District staff members may compile non-confidential student directory information specified below.

According to state and federal law the below-designated directory information may be publicly released to educational, occupational or military recruiting representatives without your permission. If the Governing Board permits the release of the below-designated directory information to persons or organizations who inform students of educational or occupational opportunities, by law the District is required to provide the same access on the same basis to official military recruiting representatives for the purpose of informing students of educational and occupational opportunities available to them, unless you request in writing that the school not release the student's information without your prior signed and dated written consent. **If you do not object to the release of any and all of the below-designated information in writing, then the District must provide military recruiters, upon request, directory information containing the student’s names, addresses and telephone listings.**

If you **do not** want any or all of the below-designated information about your son/daughter 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, signing the form at the bottom of this page, and returning it to the Principal, within two (2) weeks of receiving this form. 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's/daughter's designated directory information.

**TO: Principal**

**I do not want any or all** the information I have below concerning (student's name) __________________________________designated as directory information and released to any person or organization without my prior written consent:

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Telephone listing</th>
<th>Electronic mail address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date and place of birth</td>
<td>Photograph</td>
<td>Dates of attendance</td>
<td>Grade level</td>
</tr>
<tr>
<td>Honors and awards received</td>
<td>Major field of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment status (e.g., part time or full time)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation in officially recognized activities and sports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weight and height of members of athletic teams</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most recent educational agency or institution attended</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

____________________________________          ________________________
(Parent/guardian signature)                  (Date)
STUDENT RECORDS

This procedure is designed to meet the provisions of the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities in Education Act (IDEA). All personnel in the District are expected to fulfill the requirements of policy and the following procedures in order to protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages [34 C.F.R. 300.612].

The Superintendent has the responsibility for ensuring the confidentiality of any personally identifiable information [34 C.F.R. 300.612].

All rights and protections given parents under the FERPA and this procedure transfer to the student upon reaching age eighteen (18) except where the student continues as a dependent under specified circumstances, or enrolling in a postsecondary school. The student then becomes an "eligible student" [34 C.F.R. 99.5 and 300.625].

Definitions

For the purpose of the procedure, the District has used the following definitions of terms:

- **Student** - Any person who attends or has attended a program of instruction sponsored by the District and for whom the District maintains education records.
- **Eligible student** - A student who has reached age eighteen (18) or is attending a postsecondary school.
- **Parent** - Either the natural parent of a student, unless the parent's rights under the FERPA have been removed by a court order, statute, or other legal document, or a guardian, or an individual acting as a parent or guardian in the absence of the student's parent or guardian. The District may presume that the parent has the authority to inspect and review education records relating to his or her child unless the District has been advised that the parent does not have authority under applicable law.
- **Education records** - Any information directly related to a student recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm or microfiche, that is maintained by the District, an employee of the District, or any agent of the District except:
  - Personal records kept by an employee of the District that meets the following tests:
    - It is used only as a personal memory aid.
    - It is kept in the personal possession of the individual who made it.
    - It is not accessible and has never been revealed to any other person except the employee's temporary substitute.
  - Medical treatment records maintained for "eligible students."
  - Records collected and maintained by a law enforcement unit of the school.
  - Records containing only information about a person after that individual is no longer a student in the District.
  - An employment record that is used only in relation to a student's employment by the District. (*Employment* for this purpose does not include activities for which a student receives a grade or credit in a course.)
  - Related alumni records after the student no longer attends classes provided by the District, and the records do not relate to the person as a student.
- **Personally identifiable information** - Any data or information that makes the subject of a record known. This includes the student's name, the name(s) of the student's parent(s) or other family member(s), the student's address, the student's Social Security number, a
student number, a list of personal characteristics, or other information that would make the student's identity easily traceable.

- **Signed and dated written consent** - May include a record and signature in electronic form that:
  - Identifies and authenticates a particular person as the source of the electronic consent.
  - Indicates such person's approval of the information contained in the electronic consent.

**Locations of Education Records**

A list of types and locations of education records collected, maintained, or used will be provided to the parents on request [34 C.F.R. 300.616]. See Exhibit JR-EA.

**Procedure to Inspect Education Records**

Parents of a student, the designated representative of the parents, and an eligible student may inspect and review the student's education records that are collected, maintained, or used by the District [34 C.F.R. 300.501]. In some circumstances it may be mutually more convenient for the record custodian to provide copies of records. Charges for the copies of records will be costs of copying unless the fee would effectively prevent the parent from exercising rights to inspect and review those records [34 C.F.R. 300.613 and 300.617].

Since a student's records may be maintained in several locations, the school principal will offer to collect copies of records or the records themselves from locations other than a student's school so they may be inspected at one (1) site. However, if parents and eligible students wish to inspect records where they are maintained, the school's principal will make every effort to accommodate their wishes.

Parents, the designated representative of the parents, or the eligible student should submit to the student's school principal a signed and dated written request that identifies as precisely as possible the record or records wanted for inspection. The District will respond to any request without unnecessary delay before any meeting regarding any individual education program or hearing relating to the identification, evaluation, placement of a student, or the provision of a free appropriate public education, and in no case more than forty-five (45) days after the request has been made [34 C.F.R. 300.613 and 99.10]. See Exhibit JR-ED.

The principal, or other education records custodian, will contact the parent of the student or the eligible student to discuss how access will be best arranged (e.g., copies, at the exact location, or records brought to a single site).

Parents have the right, upon reasonable request, for explanations and interpretations of the information contained in the records and a right to request copies of the records containing the information, if not in violation of stated policy of FERPA. Parents have the right to have a representative of the parent to inspect and review the records [34 C.F.R. 300.613 and 99.10].

The principal, or other education records custodian, will make the needed arrangements as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected. This procedure must be completed in forty-five (45) days or less after receipt of the request for access [34 C.F.R. 300.613].

If for any valid reason, such as working hours, distance between record location sites, or health, the parent or eligible student cannot personally inspect and review a student's education records, the District will arrange for the parent or eligible student to obtain copies of the record. See below for information regarding fees for copies of records [34 C.F.R. 300.613 and 99.10].

When a record contains information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the records of the other students [34 C.F.R. 300.615, 99.5 and 99.12].

**Fees for Copies of Records**

All records subject to disclosure under this procedure shall be available for inspection free of charge. If copies are
desired, they shall be furnished by the District to the parent or eligible student on request and free of charge. Additional copies may be sent to other schools or agencies without charge. However, the District reserves the right to charge up to thirty-five cents (35¢) per page for multiple or excessive requests. Copies of available records shall be produced as promptly as possible upon receipt of the request. No fee will be charged for search and retrieval of records [34 C.F.R. 300.617 and 99.11].

The District will provide copies of records:

- When the refusal to provide copies effectively denies access to the records by the parent or eligible student [34 C.F.R. 560.617].
- At the request of the parent or eligible student, when the District has provided the records to third parties by the prior consent of the parent or eligible student.
- At the request of the parent or eligible student when the District has forwarded the records to another school where the student seeks or intends to enroll.

**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 [20 U.S.C. 1232g(a)(5)(A)]:

- The student's name.
- The student's address.
- The student's telephone listing.
- The student's date and place of birth.
- The student's electronic mail address.
- The student's photograph.
- The student's grade level.
- The student's major field of study.
- The student's dates of attendance.
- The student's enrollment status (e.g., part time or full time).
- The student's participation in officially recognized activities and sports.
- The student's weight and height if a member of an athletic team.
- The student's honors and awards received.
- The student's most recently attended educational agencies or institutions.

Within the first three (3) weeks of each school year the District will publish in a District communication or send home with each student the above list, or a revised list, of the items of directory information designated as directory information. For a student who enrolls after the notice is published, the list will be given to the parent or eligible student at the time and place of enrollment. See Exhibit JR-EB.

After the parents or eligible student have been notified, they will have two (2) weeks to advise the District in writing (a letter to the Superintendent's office) of any or all of the items they refuse to permit the District to designate as directory information about that student.

According to state and federal law if the Governing Board permits the release of directory information relating to students to persons or organizations who inform students of educational or occupational opportunities, then the Governing Board shall provide access to directory information on the same basis to military official recruiting representatives for the purpose of informing students of educational and occupational opportunities available to them, unless the parent or eligible student requests in writing to the District (a letter to the Superintendent's office within two (2) weeks after notification) not to release directory information to any person or organization without prior signed and dated written consent. If the parent or eligible student refuses to allow the release of directory information without prior signed and dated written consent, then the District will not provide military recruiters, upon request, directory information containing the student's name, addresses and telephone listings.

At the end of the two (2)-week period, if the parent or eligible student has not returned the form indicating refusal to allow the release of directory information, the District will assume it has their permission to release the
above-mentioned information. This designation will remain in effect until it is modified by the prior signed and dated written direction of the parent or eligible student. The student's records will be appropriately marked by the records custodian to ensure compliance with the parents' or eligible student's request.

Use of Student Education Records

To carry out their responsibilities, school officials will have access to student education records for legitimate educational purposes. The District will use the following criteria to determine who are school officials [34 C.F.R. 99.31]:

- A person duly elected to the Board (under limited circumstances).
- A person certificated by the state and appointed by the Board to an administrative or supervisory position.
- A person certificated by the state and under contract to the Board as an instructor.
- A person employed by the Board as a temporary substitute for administrative, supervisory, or instructional personnel for the period of such performance as a substitute.
- A person employed by or under contract to the Board to perform a special task, such as a secretary, a clerk, the Board attorney, or auditor, for the period of such performance as an employee or contractor.

School officials who meet the criteria listed above will have access to a student's records if they have a legitimate educational interest in doing so [34 C.F.R. 99.32]. A "legitimate educational interest" is the person's need to know in order to:

- Perform an administrative task required in the school employee's position description approved by the Board.
- Perform a supervisory or instructional task directly related to the student's education.
- Perform a service or benefit for the student or the student's family, such as health care, counseling, student job placement, or student financial aid.

Records of students placed in special educational programs will be under the direct supervision of the program administration. All persons collecting or using personally identifiable information in records of students determined to be a student with a disability will receive training or instruction regarding Arizona's policies and procedures for the protection of these records at the collection, storage, disclosure, and destruction stages in accordance with FERPA and IDEA [34 C.F.R. 300.623].

The District will maintain for public inspection a current listing of the names and positions of employees who have access to personally identifiable information maintained on students placed in special education [34 C.F.R. 300.623]. When the information maintained in these records is no longer needed to provide educational services to the student, the District will notify the parents of their right to have the personally identifiable information destroyed [34 C.F.R. 300.624]. However a permanent record of a student's name, address, phone number, grades, attendance record, classes attended, grade level completed, and year completed will be maintained [34 C.F.R. 300.624]. Destruction of records will be accomplished in accordance with the requirements of Arizona law and regulations of the Department of Library, Archives, and Public Records [34 C.F.R. 300.623].

The District will release information from or permit access to a student's education records only with a parent's or eligible student's prior signed and dated written consent, except that the Superintendent or a person designated in writing by the Superintendent may permit disclosure [34 C.F.R. 99.30, 99.31, 99.34, and 99.37]:

- When a student seeks or intends to enroll in another school district or a postsecondary school the District will not further notify parents or eligible students prior to such a transfer of records. Parents and students have a right to obtain copies of records transferred under this provision. See Exhibit JR-EC.
- When certain federal and state officials need information in order to audit or enforce legal conditions related to federally supported education programs in the District.
- To parties who provide or may provide financial aid to a student to:
  - Establish the student's eligibility for the aid.
  - Determine the amount of financial aid.
  - Establish the conditions for the receipt of the financial aid.
Enforce the agreement between the provider and the receiver of financial aid.

- If a state law adopted before November 19, 1974, required certain specific items of information to be disclosed in personally identifiable form from student records to state or local officials.
- If a state law adopted before November 19, 1974, required certain specific items of information to be disclosed in personally identifiable form from student records to state or local officials of the juvenile justice system and the officials certify in writing that the information will not be disclosed to any other party, except as provided under state law, without prior signed and dated written consent of the parent or the eligible student.
- When the District has entered into a written agreement or contract for an organization to conduct studies on the District's behalf to develop tests, administer student aid, or improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To parents of an eligible student if the parents claim the student as a dependent as defined by the Internal Revenue Code of 1954.
- To comply with a judicial order or lawfully issued subpoena. The District will make a reasonable effort to notify the parent or the eligible student before making a disclosure under this provision unless directed otherwise by a court of competent jurisdiction.
- To comply with an ex parte order from a court of competent jurisdiction requiring the District to permit the U.S. Attorney General or U.S. Attorney General's designee to collect education records in the possession of the District that are relevant to an authorized investigation or prosecution of an offense listed in 18 U.S.C. 2332b(g)(5)(B) for an act of domestic or international terrorism as defined in 18 U.S.C. 2331. An ex parte order is an order issued by a court of competent jurisdiction without notice to the adverse party. A disclosure pursuant to an ex parte order will not be recorded as a disclosure of information from a student's education records by the District.
- If the District initiates legal action against a parent or student, the District may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the District to proceed with the legal action.
- If a parent or eligible student initiates legal action against the District, the District may, without a court order or subpoena, disclose the student's education records that are relevant for the District to defend itself.
- To comply with the request of authorized law enforcement officials conducting an investigation of acts of terrorism.
- The disclosure is in connection with a health or safety emergency. Time is an important and limiting factor in determining whether the disclosure is in connection with a health or safety emergency. The District will permit any school official to make the needed disclosure from student education records in a health or safety emergency if:
  - The official deems the disclosure is warranted by the seriousness of the threat to the health or safety of the student or other persons.
  - The information is necessary and needed to address the emergency.
  - The persons to whom the information is to be disclosed are qualified and in a position to deal with the emergency.
- The District may release student attendance, disciplinary, and other education records to a law enforcement agency and county attorney pursuant to an intergovernmental agreement between the District, the law enforcement agency, the county attorney, and other state, local, or tribal government agencies to create a local or tribal juvenile justice network for the purpose of:
  - providing appropriate programs and services to intervene with juveniles currently involved in the juvenile justice system.
  - providing appropriate programs and services designed to deter at-risk juveniles from dropping out of school or other delinquent behavior.
  - increasing the safety and security of the community and its children by reducing juvenile crime.
- Education records provided pursuant to an intergovernmental agreement entered into in accord with the above provisions shall be used solely for the purposes of the agreement and shall not be disclosed to any other party, except as provided by law.

A District school official may release information from a student's education records, other than directory information, to a third party if the parent or the eligible student gives prior signed and dated written consent for the disclosure and the third party agrees that the information will not be disclosed to any other party without the prior consent of the parent or eligible student. The signed and dated written consent must include at least:

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A specification of the records to be released.
The reasons for the disclosure.
The person or the organization or the class of persons or organizations to whom the disclosure is to be made.
The signature of the parent or eligible student.
The date of the consent and, if appropriate, a date when the consent is to be terminated.

The parent or the eligible student may obtain a copy of any records disclosed under this provision, unless otherwise provided.

**Records of Requests for Access and Disclosures Made from Education Records**

The District will maintain an accurate record of all requests for it to disclose information from or to permit access to a student's educational records, and of information it discloses and access it permits, with some exceptions as listed below. This record will be kept with, but will not be a part of, each student's cumulative school records. It will be available only to the record custodian, the eligible student, the parent of the student, or to federal, state, or local officials for the purpose of auditing or enforcing federally supported educational programs [34 C.F.R. 99.20]. See Exhibit JR-EE.

The record will include at least:
- The name of the person, organization or agency that made the request.
- The interest the person, organization or agency had in the information.
- The date the person, organization or agency made the request.
- Whether the request was granted and, if it was, the date access was permitted or the disclosure was made.

The District will maintain this record as long as it maintains the student's education records. The record will not include requests for access or access granted to:
- the parent or eligible student.
- authorized law enforcement officials conducting an investigation of acts of terrorism.
- school officials who have a legitimate educational interest in the student.
- requests for or disclosures of information contained in the student's educational records if the request is accompanied by or authorized by the prior signed and dated written consent of the parent or eligible student, or
- for requests for or disclosures of directory information designated for that student.

**Procedures to Seek to Correct Education Records** [34 C.F.R. 99.20 and 99.21]

Parents of students and eligible students have a right to seek to change any part of the student's record they believe is inaccurate, misleading, or in violation of student rights [34 C.F.R. 300.618 and 99.20]. *(Note: Under the FERPA, the District may decline to consider a request to change the grade a teacher assigns for a course.)*

For the purpose of outlining the procedure to seek to correct education records, the term *incorrect* will be used to describe a record that is inaccurate, misleading, or in violation of student rights. The term *correct* will be used to describe a record that is accurate, not misleading, and not in violation of student rights. Also, in this section, the term *requester* will be used to describe the parent of a student or the eligible student who is asking the District to correct a record.

To establish an orderly process to review and correct education records for a requester, the District may make a decision to comply with the request for change at several levels in the procedure [34 C.F.R. 300.618 and 99.20].

**First-level decision.** A parent of a student or an eligible student who finds an item in the student's education records that appears to be inaccurate, misleading, or in violation of student rights should immediately ask the record custodian to correct it. If the record is incorrect because of an obvious error and it is a simple matter to make the record change at this level, the record custodian will make the correction. However, if the record is changed at this level, the method and result must satisfy the requester.
If the custodian cannot change the record to the requester's satisfaction or the record does not appear to be obviously incorrect, the custodian will:

- Provide the requester a copy of the questioned record at no cost.
- Ask the requester to initiate a written request for the change.
- Follow the procedure for a second-level decision.

**Second-level decision.** The written request to correct a student's education records through the procedure at this level should specify the correction the requester wishes the District to make. It should at least identify the item thought to be incorrect and state whether the requester believes the item:

- Is inaccurate and why,
- Is misleading and why, or
- Violates student rights and why.

The request will be dated and signed by the requester.

Within two (2) weeks after receiving a written request, the record custodian will study the request, discuss it with other school officials (the person who made the record or those who may have a professional concern about the District's response to the request), make a decision to comply or decline to comply with the request, and complete the appropriate steps to notify the requester or move the request to the next level for a decision.

If, as a result of this review and discussion, a decision is reached that the record should be corrected, the record custodian will affect the change and notify the requester, in writing, of that action. Each such notice will include an invitation for the requester to inspect and review the student's education records to make certain the record is in order and the correction is satisfactory.

If a decision is reached that the record is correct, the custodian will make a written summary of any discussions with other officials and of the findings in the matter. This summary and a copy of the written request will be transmitted to the Superintendent.

**Third-level decision.** The Superintendent will review the material provided by the record custodian and, if necessary, discuss the matter with other officials such as the school attorney or the Board (in executive session unless otherwise requested by parent[s]). The Superintendent will then make a decision concerning the request and complete the steps at this decision level. Ordinarily, this level of the procedure should be completed within two (2) weeks. If it will take longer, the Superintendent will notify the requester in writing of the reasons for the delay and a date when the decision will be made.

If the Superintendent decides the record is incorrect and should be changed, the record custodian will be advised to make the changes. The record custodian will advise the requester of the change.

If the Superintendent decides the record is correct, a letter to the requester will be prepared that will include [34 C.F.R. 300.619 and 99.20]:

- The District's decision that the record is correct and the basis for the decision.
- A notice to the requester explaining the requester's right to ask for a hearing to present evidence that the record is incorrect and that the District will grant such a hearing.
- Instructions for the requester to contact the Superintendent to discuss acceptable hearing officers, convenient times, and a satisfactory site for the hearing. (The District will not be bound by the requester's positions on these items but will, as far as possible, arrange the hearing as the requester wishes.)
- Advice that the requester may be represented or assisted in the hearing by other parties, including an attorney, at the requester's expense.

**Fourth-level decision.** After the requester has submitted (orally or in writing) any wishes concerning the hearing officer and the time and place for the hearing, the Superintendent will, within one (1) week, notify the requester when and where the District will hold the hearing and whom it has designated as the hearing officer [34 C.F.R. 300.621, 99.21, 99.22, and 99.34].

At the hearing, the hearing officer will provide the requester a full and reasonable opportunity to present material
evidence and testimony to demonstrate that the questioned part of the student's education records is incorrect as shown in the requester's written request for a change in the record (second level). Within one (1) week after the hearing, the hearing officer will submit to the Superintendent a written summary of the evidence submitted at the hearing. Along with the summary, the hearing officer will submit recommendations, based solely on the evidence presented at the hearing, that the record should be changed or should remain unchanged.

The Superintendent will prepare the District's decision within two (2) weeks after the hearing. That decision will be based on the summary of the evidence presented at the hearing and on the hearing officer's recommendation. However, the District's decision will be based solely on the evidence presented at the hearing. Therefore, the Superintendent may overrule the hearing officer if the hearing officer's recommendation is deemed inconsistent with the evidence presented. As a result of the District's decision, the Superintendent will take one (1) of the following actions:

- If the decision is that the District will change the record, the Superintendent will instruct the record custodian to correct the record. The record custodian will correct the record and notify the requester as at the second-level decision [34 C.F.R. 300.620 and 99.21].
- If the decision is that the District will not change the record, the Superintendent will prepare a written notice to the requester that will include [34 C.F.R. 300.620 and 99.21]:
  - The District's decision that the record is correct and will not be changed.
  - A copy of a summary of the evidence presented at the hearing and a written statement of the reasons for the District's decision.
  - Advice to the requester that an explanatory statement may be placed in the student's education records stating the reasons for disagreement with the District's decision and/or the reasons for believing the record to be incorrect.

**Final administrative step in the procedure.** When the District receives an explanatory statement from a requester after a hearing, it will maintain that statement as part of the student's education records as long as it maintains the questioned part of the record. The statement will be attached to the questioned part of the record and whenever the questioned part of the record is disclosed the explanatory statement will also be disclosed [34 C.F.R. 300.620 and 99.21].

You shall be informed when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to your child. The information must be maintained for two (2) years after the date your child was last enrolled in this school district.

You have the right to inspect and review any and all records related to your child within forty-five (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 who wish to review their children's records should contact the principal for an appointment or submit to the principal a written request that identifies the record(s) you wish to inspect. School personnel will make arrangements for access and notify you of the time and place where the records may be inspected. School personnel will be available to explain the contents of the records to you. Copies of student education records will be made available to parents when it is not practicable for you to inspect and review the records at the school. Charges for the copies of records will be costs of copying unless the fee prevents the parent from exercising rights to inspect and review those records.

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

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

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

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

Student Wellness
The School District strives to make a significant contribution to the general well being, mental and physical capacity, and learning ability of each student while affording them the opportunity to fully participate in the educational process.

The District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Healthy eating is demonstrably linked to reduced risk for mortality and development of many chronic diseases as adults.

To ensure the health and well-being of all students, the Board shall promote and monitor student wellness in a manner that the Board determines is appropriate in the following areas:

A. Nutrition Guidelines: All foods available in each school during the day will have as a primary goal the promotion of student health and the reduction of childhood obesity. All guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture, as those regulations and guidance apply to schools.

B. Nutrition Education: The goal is to influence students' eating behaviors by providing nutrition education that is appropriate for students' ages; reflects students' cultures; is integrated into health education or core curricula; and provides opportunities for students to practice skills and have fun.

C. Physical Activity/Recess: The goals for physical activity are to provide opportunities for every student to develop the knowledge and skills for specific physical activities, to maintain students' physical fitness, to ensure students' regular participation in physical activity, and to teach students the short- and long-term benefits of a physically active and healthful lifestyle.

"Recess," as defined in statute, means a period of time during the regular school day, including time during a scheduled lunch period, during which a pupil is able to engage in physical activity or social interaction with other pupils.

1. The District shall provide at least two (2) recess periods during the school day for pupils in kindergarten programs and grades one (1) through three (3). From and after August 1, 2019, the District shall provide at least two (2) recess periods during
the school day for pupils in kindergarten programs and grades one (1) through five (5).

2. A school that offers a half-day kindergarten program is required to provide at least one (1) recess period during the school day for pupils in that kindergarten program.

3. The school District may count a pupil's participation in a physical education course during a school day as one (1) of that day's recess periods.

4. The District is not required to extend the school day to meet this recess requirement.

5. This recess requirement does not apply to middle schools, junior high schools, high schools, Arizona online instruction or schools in which the lowest grade of instruction offered is grade five (5).

D. Sunscreen: The goal is to emphasize skin health and promote the application of sunscreen products and to inform students that a student who attends school in this District may possess and use a topical sunscreen product while on school property or at a school-sponsored event without a note or prescription from a licensed healthcare professional.

E. Other School-Based Activities: The goal is to create a total school environment that is conducive to healthy eating and physical activity.

F. Evaluation/Implementation: A primary goal will be to regularly (at least annually) evaluate the effectiveness of this policy in promoting healthy eating and changing the program as appropriate to increase its effectiveness. Such evaluation will be measurable. The results of each evaluation, including the extent to which schools are in compliance with District policy, the extent to which the District policy complies with federal regulations, and a description/summary of the progress made in attaining the goals of the District, shall be made available to the public. Physical education teachers and school health professionals shall have an opportunity to participate in the evaluation and implementation of this policy.

G. Parent, Community and Staff Involvement: A primary goal will be to engage family members, students, and representatives of the school food authority, the Governing Board, school administrators, and the public in development and regular review of this school policy.

The Superintendent is directed to develop administrative regulations to implement this policy, including such provisions as may be necessary to address all food and beverages sold and/or served to students at school (i.e., competitive foods, snacks and beverages sold from vending machines, school stores, after-school programs, and funding-raising activities and refreshments that are made available at school parties, celebrations and meetings), including provisions for staff development, family and community involvement and program evaluation. The Superintendent shall institute and clearly communicate a meal charge policy to all District households and District staff responsible for policy enforcement that is consistent with aspects of the Healthy Hunger-Free Kids Act of 2010 applicable to the District. Regulations and exhibits created for the purpose of implementing this policy shall be considered, in effect, to be an extension of this policy subject to Governing Board review.

Adopted: November 14, 2018

LEGAL REF.: A.R.S. 15-242
The National School Lunch Act (42 U. S. C. 1751 et seq.) and the Child Nutrition Act (42 U.S.C. 1771 et seq.),
Student Wellness

An annual report shall be made to the Board on the District’s compliance with law and policies related to student wellness. The report may include but not be limited to:

- Evaluation of the food services program.
- Recommendations for policy and/or program revisions.
- Review of all foods and beverages sold in schools for compliance with established nutrition guidelines.
- Assessment of school environment regarding student wellness issues.
- Listing activities and programs conducted to promote nutrition and physical activity.
- Providing feedback received from District staff, students, parents/guardians, and community members.

In accordance with the National School Lunch Act (42 U.S.C. 1751 et seq.) and the Child Nutrition Act (42 U.S.C. 1771 et seq.), as amended, an assurance that District guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools in accordance with federal law shall be provided annually. The Superintendent shall receive assurances from all appropriate administrators and supervisors prior to making the annual Board report.

Nutrition Education

Nutrition education shall focus on students’ eating behaviors, be based on theories and methods proven effective by research and be consistent with state and local District health education standards. Nutrition education at all levels of the curriculum shall include, but not be limited to, the following essential components designed to help students learn:

- Age-appropriate nutritional knowledge, including the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, handling and storage and cultural diversity related to food and eating;
- Age-appropriate nutrition-related skills, including, but not limited to, planning a healthy meal, understanding and using food labels and critically evaluating nutrition information, misinformation and commercial food advertising; and
- How to assess one’s personal eating habits, set goals for improvement and achieve those goals.

In order to reinforce and support nutrition education efforts, the guidelines will ensure that:

- Nutrition instruction provides sequential, comprehensive health education in accordance with the Arizona Department of Education curriculum regulations and academic standards;
- Cooperation with agencies and community organizations is encouraged to provide opportunities for appropriate student projects related to nutrition. Whenever possible, the District will utilize the Navajo County Health Department as a resource to provide nutrition-oriented information for nutrition curriculum in our schools;
- Consistent nutrition messages are disseminated from the District throughout the schools, communities, homes and media; and
- Nutrition education is extended beyond the school environment by engaging and involving families and community.

Nutrition Guidelines and Food Services Operations

All foods and beverages made available on kindergarten (K) through eighth (8th) grade campuses during the
school day are to be consistent with the Arizona Nutrition Standards. Guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to law. The District will create procedures that address all foods (including Foods of Minimal Nutritional Value and Competitive Food Sales) available to students throughout the school day in the following areas:

- National School Lunch Program and School Breakfast Program Meals.
- À la carte offerings in the food service program.
- Vending machines and school stores. Vending machines will be allowed on the Holbrook Junior High School campuses. The vending machines will contain healthy snacks and drinks in compliance with Arizona Nutrition Standards.
- Classroom parties, celebrations, fund-raisers, rewards and school events.
- Snacks served in after-school programs.

In keeping with the District's nutrition program goals, only food prepared or obtained by the District's food services program should be served during the school day. This includes classroom reward or incentive programs involving food items as well as foods and beverages offered or sold at school-sponsored events within the school day in all kindergarten (K) through grade eight (8) schools within the District. Concession stand items sold after school hours do not have to comply with Arizona Nutrition Standards. Approval is required to ensure that the foods served meet the requirements of the District's nutrition policy and regulation (i.e., all foods served fit in a healthy diet and contribute to the development of lifelong healthy eating habits for the District’s students).

**Physical Activity**

District schools shall strive to provide opportunities for developmentally appropriate physical activity during the school day for all students.

**Other School-Based Activities**

The goal for other school-based activities is to ensure whole-school integration with the wellness program. The District will achieve the goal by addressing elements that include, but are not limited to, school meal times, dining environment, food as an incentive, marketing and advertising, skin cancer prevention and sun safety, staff wellness, and staff development and training.

**Program Evaluation**

In each school, the principal will ensure compliance with established District-wide student wellness goals and will report on the school's compliance to the Superintendent. The District, and individual schools within the District, will, as necessary, revise the policy and develop action plans to facilitate their implementation.

**Physical Activity Goals**

The primary goal for the District’s physical activity component is to provide opportunities for every student to develop the knowledge and skills for specific physical activities, maintain physical fitness, regularly participate in physical activity, and understand the short- and long-term benefits of a physically active and healthy lifestyle.

A comprehensive physical activity program encompasses a variety of opportunities for students to be physically active, including physical education, recess, walk-to-school programs, after-school physical
activity programs, health education that includes physical activity as a main component, and physical activity breaks within regular classrooms.

**Physical education (high school graduation requirements):** Students must, at the least, satisfy the state and District’s physical education credit requirement.

**Physical activity (time, frequency, and/or intensity):** Schools will ensure that students are moderately to vigorously active at least fifty percent (50%) of the time while participating in physical education classes.

**Physical activity outside of physical education:** Schools may offer after-school intramural programs and/or physical activity clubs that meet the needs and interests of all students, including those who are not athletically involved or those with special health care needs.

**Recess to promote physical activity:** Grades kindergarten (K) through six (6) will have recess or physical education classes daily, which activities shall not be withheld for disciplinary purposes.

**Walking or biking to school to promote physical activity:** The District shall annually review safe routes for students who walk or bike to school.

**Prohibition of use of punishment:** The District will discourage the use of physical activity as punishment, the withholding of participation in physical education class as punishment, or the use of physical education class time to complete assignments from other classes.

**After-school programs:** The District shall encourage after-school programs to provide developmentally appropriate physical activity for participating children and reduce or eliminate the time spent in sedentary activities such as watching television or videos.

**Community use:** The District shall encourage community access to, and student and community use of, the school’s physical activity facilities outside the normal school day.

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EXHIBIT

**STUDENT BULLYING / HARASSMENT /INTIMIDATION**

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

The Governing Board of the Holbrook Unified 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, harassment, or intimidation 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

A. 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,

B. 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,

C. occurs when there is a real or perceived imbalance of power or strength, or

D. 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

A. 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,

B. exposure to social exclusion or ostracism,

C. physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting, and

D. 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, 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, harassment, or intimidation 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, harassment, or intimidation 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, harassed, or intimidated or suspect another student is bullied, harassed, or intimidated 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, harassment, or intimidation 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, harassing, or intimidating others will be disciplined up to and including suspension or expulsion from school.

Knowingly submitting a false report under Policy JICK or this exhibit shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of Policy JICK or this exhibit, 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, harassment, or intimidation is a violation of the law.

Bullying complaint forms can be attained in the school principal, school counselor, or the school secretary.

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STUDENT INTERROGATIONS, SEARCHES, AND ARRESTS

Interviews

School officials may question students regarding matters incident 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 the School Resource Officer (SRO) or another peace officer.

When child abuse or abandonment of a student 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 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.

Abuse or abandonment is not alleged.
*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 student 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 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.

Staff members are to report 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 and any conduct that poses a threat of death or serious physical injury to employees, students or others on school property. All such reports shall be documented and communicated to the Superintendent who shall be responsible for reporting to local law enforcement. Conduct that is considered to be bullying, harassment or intimidation shall be addressed according to Policy JICK as required in A.R.S. 15-341(A)(36).

The District is to notify the parent or guardian of each student who is involved in a suspected crime or any conduct that is described above, subject to the requirements of federal law.

**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(s) 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 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, 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, complete, and sign a form for the 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.

Adopted: October 08, 2019

LEGAL REF.:  
A.R.S.  
1-215  
8-303  
8-304  
8-802  
8-821  
8-823  
13-3881  
13-3883  
15-153  
15-341  
15-342  
A.G.O.  
I04-003  
I77-211
PUBLIC CONCERNS / COMPLAINTS ABOUT PERSONNEL

Trust in staff members and support for their actions should be such that employees are freed from unnecessary, spiteful, or negative criticisms and complaints.

In spite of this, criticisms and complaints may be forthcoming from the community. These complaints are best handled starting at the school level and, when necessary, should proceed through the various administrative levels.

All complaints shall be referred to the Superintendent for investigation. The employee involved shall be given an opportunity, at each administrative level at which the matter is reviewed, for explanation, comment, and presentation of facts, either formally or informally. The employee will be afforded elements of due process as provided in Arizona law.

Adopted: date of manual adoption
CROSS REF.: BBAA - Board Member Authority and Responsibilities
           BEDH - Public Participation at Board Meetings

PUBLIC CONCERNS / COMPLAINTS ABOUT PERSONNEL

Required Information

The following information concerning a complaint is required:

● The name(s) of the person(s) making the complaint.
● Whether the person(s) making the complaint represents an individual or a group. If a group is represented, information shall be provided about the nature of the group and the manner in which the group has reviewed and taken a position on the matter.
● Whether the person(s) making the complaint has discussed the problem with the employee in question.
● A summary of the complaint(s) and of the above three (3) items.

Processing of Complaint(s) Following Written Summation

The complaint shall be presented to the employee toward whom it is directed, together with a suggested solution, personally and in writing, by the person(s) filing the complaint. It is the responsibility of the employee's supervisor to keep the Superintendent informed as the matter is reviewed at the various administrative levels.
The employee will have a minimum of five (5) working days in which to reply to the complaint at each administrative level at which the matter is reviewed.

If the complaint is not resolved between the originator of the complaint and the employee, the complaint shall be reviewed by the employee's supervisor. Until the matter is resolved, it may be reviewed at each successive administrative level.

The Superintendent shall be the final administrative level

Following the decision of the Superintendent, if any of the parties concerned deem it necessary, the matter may be referred to the Board within ten (10) working days following the Superintendent's decision.

The Board shall consider all facts and provide the employee with all elements of due process in reaching a decision.

Public Concerns/Complains about Personnel forms can be obtained from the District Office which is located at 1000 N. 8th Ave in Holbrook, Arizona.

For future reference, all Board Policies can be found on the Holbrook.k12.az.us website under School Board.

https://policy.azsba.org/asba/Z2Browser2.html?showset=allmanuals

Hulet Elementary School  
600 W. Buffalo  
Tel: (928) 524-6181  
Mr. Kevin Fosburgh, Principal

Park Elementary School  
453 N. 7th Street  
Tel: (928) 524-6138  
Mr. Kevin Fosburgh, Principal

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Junction of SR 77 & NR 15  
Indian Wells, AZ 86031  
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FAX (928) 654-3162  
Andrea Tomlin