

# STUDENT AND PARENT

## General Information

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**Our Policy Manuel is now available on line at [www.azsba.org](http://www.azsba.org)**

### TO THE STUDENT:

The Staff of Salome Consolidated Elementary School welcomes you! We look forward to another exciting and challenging school year. Everything that is offered to you is meant to assist and lead you in reaching the goals that have been set. We are here to help you reach these goals in anyway we can. As students, we encourage you to be active learners and active participants in all that we do. We want the years you spend with us to be the best they can be. The following pages in this handbook explain what you will need to know to make these years a success. Take time to go over these pages with your parents. The opportunity to work with you as a team as you prepare for your future is an opportunity that is important to all of us.

Lockers will be assigned to students in the 4<sup>th</sup> – 8<sup>th</sup> grades. Do not share your locker combination number.

**Sports:** Salome Consolidated Elementary School offers a variety of sports for its students. It is believed that the 5<sup>th</sup>-8<sup>th</sup> Grade level, participation in sports increases the chances of success. Students who participate in athletics must have good grades. Students must meet eligibility requirements (stated later in this handbook) to participate in sports the following week.

### SCHOOL POLICIES

**Attendance:** If a student is ill or must be absent from school, the parents are to call the school before 9:00 a.m. The phone number is 859-3339. Tardiness is not accepted. A student is considered tardy if he/she is not in his/her seat when the bell rings.

One criteria of a student's success in school is regular and punctual attendance. Frequent absences may lead to poor academic work, lack of social development and possible academic failure. No single factor may interfere with a student's progress more quickly than frequent tardiness or absence. According to state law, it is the obligation of every parent to insure that every child under his care and supervision receives adequate education and training and, if of compulsory attendance age, attends school.

**Bus Regulations:** Students have the privilege of using the transportation services of Salome Consolidated Elementary School. Rigid standards of discipline must be maintained at all times in order to satisfy requirements. Whenever a driver must direct his/her attention away from the road, danger exists. Foremost in our minds is the safety of each passenger.

**While riding the bus:**

1. Except for ordinary conversation, students shall observe quiet conduct on the bus.
2. Students shall stay in their seat while the bus is in motion.
3. Students shall not throw waste paper on the floor of the bus.
4. Students shall not have food, candy, or drinks on the bus.
5. No Part of the body shall be extended through the bus window.
6. Students must be quiet while the bus is stopped for railway crossings
7. Students shall not leave the bus from the emergency door unless an emergency exists.

**Discipline and Penalties:**

8. The riding privilege of a student may be revoked for violation of the rules or for conduct which is detrimental to the safe operation of the school bus.
9. The driver is in full charge of the bus and the students.

# STUDENT DRESS CODE

The Salome Elementary School District encourages students to take pride in their attire as it relates to the school setting. All clothing worn to school is to be appropriate in nature as to provide for a conducive learning environment. A student's dress and appearance shall not present a health or safety problem or be of a disruptive nature.

Examples of unacceptable clothing and appearance include, but are not limited to the following:

1. Items of attire with obscene words, slogans, or graphics.
2. Items that promote alcohol, drugs, or tobacco are not to be worn or displayed.
3. Gang related personalization on any clothing or accessories. ie Bandanas, nets etc.
4. Bare midriffs (with arms raised above the head)
5. See through or sheer blouses
6. Clothing of any kind that leaves undergarments visible.
7. Undershirts with nothing worn over them.
8. Shorts, dresses, or skirts are to be below the student's fingertips.
9. Pants that are worn below the student's hips.
10. Tops and dresses with less than 2 inches of shoulder strap at its narrowest point.
11. Low cut shirts or blouses.
12. Clothing with holes in inappropriate places.
13. Jewelry shall not be worn if it presents a safety hazard to self and/or others.
14. No hats to be worn indoors.
15. Bare feet are never acceptable. In the interests of student safety, shoes must be worn at all times. Closed shoes are to be worn for any type of physical activity, such as physical education, etc.

*These same dress code rules apply at school, on school trips, or at any school activity. Keep in mind that coaches or sponsors may have more stringent dress codes for their teams.*

**Calendar:** A monthly calendar is distributed to the students.

**Complaints and Concern:** If a student or parent has a concern about school policy or an employee, the following procedure should be followed in order to resolve the problem as quickly as possible:

1. Contact the person who you have a complaint about to discuss both sides of the story.
2. If the problem still exists, contact the district administrator.
3. Finally, if unresolved, make a request to the District Administrator to place the complaint on the following month's Board of Education agenda for further discussion.

**Eligibility for Sports/Extracurricular:** The Salome Consolidated Elementary District No. 30 Pupil Participation in Extracurricular Activities Policy reads that "Students must pass all subjects identified in the Minimum Proficiency Level Guidelines at minimum proficiency level each week to be eligible the following week." The minimum proficiency level is 70% cumulative weekly grade per subject. Subjects include Health, Math, Language Arts, Social Studies, Art, Music, Science, and Computers.

**Eligibility for Elementary School Dances:** All students must maintain eligibility to participate in Extracurricular Activities. Dances are considered an Extracurricular Activity. Ineligible students are not allowed to attend School Dances. If the student is absent on the day of a School Dance or Activity then they are not allowed to attend the Dance or Activity.

**Honor Roll:** Every quarter, Salome Consolidated Elementary School publishes its quarterly honor roll. To qualify for the Principal's Honor Roll, students must have a minimum of 90% average for each subject. To qualify for the Teacher's Honor Roll, students must have a minimum of 80% average for each subject. Subjects included are: Health, Math, Language Arts, Social Studies, Art, Music and Science, and Computers.

**Fire Drills:** Fire Drills will be conducted monthly throughout the school year. Everyone will move in an orderly and silent manner to points directed by their teacher where roll will be taken. If a student pulls the fire alarm, law enforcement will be notified.

**Food and Beverages at School:** There is pride at Salome Elementary School. Everyone must work together to keep our school attractive. No food or drink is allowed in the classroom unless authorized by the District Administrator.

**Parent/Teacher Conferences:** Parent/Teacher conferences are scheduled six a year. Please make every effort to attend. If you wish to meet with teachers at other times during the year, please call the office to set up a meeting.

**Phone:** Students in Elementary School are beginning to take on more responsibility. One of these responsibilities is to remember to bring all necessary items to school. Phones calls will be allowed in an emergency only at the discretion of the District Administrator and secretaries.

**Valuables at School:** Students, not the school, are responsible for their personal property. Personal property should be taken home after school and when at school kept in the student's personal locker. Sharing lockers is not allowed, too many items get lost. Be smart and take care of any valuable items by leaving them at home.

**Electronic Items:** In order to provide an environment conducive to learning and to help prevent the theft of personal property students are prohibited from possessing the following items at Salome Elementary School:

- \*Cellular Phones, Ipad, Iphones, MP3 players, Gameboy entertainment games and Cartridges, Compact Disc players and Compact Discs and PSP
- \*Any electronic items that causes disruptions or disturbances

*Cell Phones - must be turned into the office where they will be kept throughout instructional time. If cell phones are not turned into the office, students will be given one verbal warning. On the second offense the phone will be released to a parent only.*

Any item that is determined to be disruptive in the classroom and disturbs the environment conducive to learning will be confiscated by faculty or staff and brought to the office. Students who willingly disregard this may be subject to disciplinary charges under the guidelines as stated in the Disciplinary Plan. Questions concerning any item as to the appropriateness of possessing that item should be referred to the office.

**Use of Tobacco Products:** No one is permitted to use any tobacco products at any time in the school buildings, on the buses, on school grounds, or at any school sponsored activities.

**Drugs and Alcohol:** Alcohol and drugs are not allowed at school. Anyone possessing these items will immediately be sent to the office where parents and local law enforcement will be notified by the District Administrator.

**Administering Medicines to Students:** Medications are rarely necessary for pupils during the school day. They are justified only in chronic health conditions or short-term acute health conditions. The following regulations must be followed for school personnel to administer medications at school:

1. Written orders from the student's physician must be on file at the school stating:
  - a. Student's name
  - b. Physician's Name
  - c. Name of medication and reason for administration
  - d. Dosage, schedule (dates/times to be given) and route
  - e. Date and expiration of prescription
2. The medication must be brought to school in a container appropriately labeled by the pharmacy or physician.
3. An individual record will be kept of such prescription medicines administered by school personnel.

Forms are available in the school office. Unless these requirements can be met, medications will not be administered at school.

#### **WE NEED PARENTS**

Parents are necessary in order for the team to be complete. You are the first and most important teacher your child will ever have. It is tremendous responsibility, but as a team working together, we will be successful. Volunteer your time for any idea you have. We need your input. There are some programs in place that could use parent volunteers, and some programs that need to be started. If there are any suggestions as to how the school could be made better, come and share these ideas.

We encourage you to come to school whenever you can. Support the students in the activities offered at the school. Encourage them to participate. Activities enhance the educational process for students.

## Parent, Family and Community Involvement Policy

We, the administrator and staff of Salome Consolidated Elementary School believe that a child's education is a responsibility shared by the school and family during the entire period the child spends in school. To support the goal of the school district to educate all students effectively, the schools, and parents must work as knowledgeable partners. Our parent involvement program follows the researched based Six National Standards for Parent/Family Involvement Programs by the National Parent Teacher Association. These are based on a comprehensive survey of the research by Anne Henderson and Nancy Berla: *The Evidence Grows* (1981); *The Evidence Continues to Grow* (1987); and *A New Generation of Evidence: The Family Is Critical to Student Achievement* (1995). Citing more than 85 studies, these publications document the profound and comprehensive benefits for students, families and schools, when parents and family members become participants in their children's education and their lives. This means involving parents in a variety of roles including, but not be limited to, the following components of successful parent involvement programs:

- Communication between home and school is regular, two-way, and meaningful.
- Responsible parenting is promoted and supported.
- Parents play an integral role in assisting student learning.
- Parents are welcome in the school, and their support and assistance are sought.
- Parents are full partners in the decisions that affect children and families.
- Community resources are made available to strengthen school programs, family practice, and student learning.

Parents and the community are encouraged to participate in all activities at Salome Elementary School and further will be encouraged to share their culture and to share idea with other parents.

Parents will receive frequent communication with information and encouragement to participate in school activities/meetings. Regular updates and information will be shared at Parent Meetings and Academies. Increased emphasis on parents volunteering at the school will be encouraged through newsletters and at Parent Academies. Other specific activities include:

- Holding an "Open House" to encourage parent participation and inform them of rules and expectations.
- Scheduling parent teacher conferences with follow up as needed.
- Meeting with parents as problems arise with a minimum of two meetings a year with parents of low performing students.
- Providing parents with examples of students work on a regular basis.
- Encouraging parents to participate in the day-to-day functions of the school.
- Providing opportunities for parents to become involved through parenting classes, English as a Second Language class, parent volunteers and after school activities.
- Providing clear information regarding course expectations and offerings, student placement, school activities, student services, and optional programs in the language of the home.
- Including parents in the school improvement decision-making process.
- Providing accessible parent/family information and resources to support parents and families with training, resources, and other services.

**K-0150 © KB  
PARENTAL INVOLVEMENT  
IN EDUCATION**

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

- A plan for parent participation in the school designed to improve parent and teacher cooperation in such areas as homework, attendance, and discipline.
  - 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.
  - 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.
  - 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.
  - 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.
  - 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.
  - 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.
  - 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.
  - Procedures by which parents may learn about parental rights and responsibilities under the laws of this state, including the following:
    - § The right to opt in to a sex education curriculum if one is provided by the District.
    - § Open enrollment rights pursuant to A.R.S. [15-816.01](#), relating to the District policies on open enrollment.
    - § The right to opt out of assignments pursuant to A.R.S. [1-601](#), Parents Bill of Rights. [See Exhibit KB-EB]
    - § The right to opt out a child out of immunizations as authorized by A.R.S. [15-873](#), relating to an outbreak of a communicable disease.
    - § The promotion requirements prescribed in A.R.S. [15-701](#) for students in grades one (1) through eight (8).
    - § The minimum course of study and competency requirements for graduation from high school prescribed in A.R.S. [15-701.01](#).
    - § The right to opt out of instruction on the acquired immune deficiency syndrome as provided by A.R.S. [15-716](#).
    - § The right to review their child's standardized norm-referenced test results pursuant to A.R.S. [15-743](#).
    - § The right to participate in gifted programs pursuant as prescribed by A.R.S. [15-779.01](#).
    - § The right to access instructional materials as directed by A.R.S. [15-730](#).
    - § The right to receive the school's annual report card pursuant to A.R.S. [15-746](#).
    - § The school attendance and age requirements for children prescribed in A.R.S. [15-802](#), [15-803](#) and [15-821](#).
    - § 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](#).
    - § The right to be excused from school attendance for religious purposes as described by A.R.S. [15-806](#).
    - § Policies related to parental involvement pursuant A.R.S. [15-102](#) and set out herein.
    - § 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](#)].
    - § The right to participate in a parental satisfaction survey to be distributed to the parent of every child enrolled at the school, pursuant to A.R.S. [15-353](#).
    - § Information about the student accountability information system (SAIS) as prescribed in section [15-1042](#).
    - § 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:
- Making parents aware of this District parental involvement policy, including:
    - § 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.
    - § The parent's right to inspect the District policies and curriculum.
  - Efforts to encourage the development of parenting skills.
  - The communication to parents of techniques designed to assist the student's learning experience in the home.
  - Efforts to encourage access to community and support services for children and families.
  - The promotion of communication between the school and parents concerning school programs and the academic progress of the parents' children.
  - Identifying opportunities for parents to participate in and support classroom instruction at the school.
  - Efforts to support, with appropriate training, parents as shared decision makers and to encourage membership on school councils.
  - 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.
  - The development of preparation programs and specialized courses for certificated employees and administrators that promote parental involvement
  - The development of strategies and programmatic structures at schools to encourage and enable parents to participate actively in their children's education.
  - 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.

(Continued)

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PARENTAL INVOLVEMENT  
IN EDUCATION

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:

- The Superintendent or principal shall:

- Deliver the requested information to the parent within ten (10) calendar days, or
- Provide to the parent a written explanation for denial of the requested information.
- If the requested information is denied or is not received by the parent within fifteen (15) calendar days:
- The parent may submit to the Governing Board a request for the requested information, and
- 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:* October 13, 2011

LEGAL REF.: A.R.S. [1-601](#)

[1-602](#)

[15-101](#)

[15-102](#)

[15-113](#)

[15-341](#)

CROSS REF.: [ABA](#) - Community Involvement in Education

[IHBD](#) - Compensatory Education

[IJ](#) - Instructional Resources and Materials

[IJND](#) - Technology Resources

[JHD](#) - Exclusions and Exemptions from School Attendance

[KDB](#) - Public's Right to Know/Freedom of Information



## STUDENT RIGHTS AND RESPONSIBILITIES

All students are entitled to enjoy the basic rights of citizenship that are recognized and protected by laws of this country and state for persons of their age and maturity. Each student is obligated to respect the rights of classmates, teachers, and other school personnel. District schools shall foster a climate of mutual respect for the rights of others. Such environment will enhance both the educational purpose for which the District exists and the educational program designed to achieve that purpose.

All District personnel shall recognize and respect the rights of students, just as all students shall exercise their rights responsibly, with due regard for the equal rights of others and in compliance with the rules and regulations established for the orderly conduct of the educational mission of the District. Students who violate the rights of others or who violate rules and regulations of the District or of their school are subject to appropriate disciplinary measures designed to correct their own misconduct and to promote adherence by them and by other students to the responsibilities of citizens in the school community.

The following basic guidelines of rights and responsibilities shall not be construed to be all-inclusive, nor shall it in any way diminish the legal authority of school officials and the Governing Board to deal with disruptive students.

### **Rights:**

- Students have the right to a meaningful education that will be of value to them for the rest of their lives.
- Students have the right to a meaningful curriculum and the right to voice their opinions, through representatives of the student government, in the development of such a curriculum.
- Students have the right to physical safety, safe buildings, and sanitary facilities
- Students have the right to consultation with teachers, counselors, administrators, and anyone else connected with the school if they so desire, without fear of reprisal.
- Students have the right to free elections of their peers in student government, and all students have the right to seek and hold office in accordance with the provisions of the student government constitution and in keeping with the extracurricular guidelines of the District.
- Students have the right to be made aware of administrative and/or faculty committee decisions and to be aware of the policies set forth by the Governing Board and school.
- Legal guardians or authorized representatives have the right to see the personal files, cumulative folders, or transcripts of their children who are under the age of eighteen (18) years. School authorities may determine the time and manner of presentation of this information.
- Students' academic performance shall be the prime criterion for academic grades; however, noncompliance with school rules and regulations may affect grades (e.g., unexcused absences).
- Students shall not be subjected to unreasonable or excessive punishment.
- Students have the right to be involved in school activities, provided they meet the reasonable qualifications of sponsoring organizations, state organizations, and school regulations.
- Students have the right to express their viewpoints in accordance with District Policy JICEC - Freedom of Expression.
- Married students share these rights and responsibilities, including the opportunity to participate in the full range of activities offered by the school, and shall be subject to the rules and regulations of the school.

### **Responsibilities:**

- Students have the responsibility to respect the rights of all persons involved in the educational process and to exercise the highest degree of self-discipline in observing and adhering to school rules and regulations.
- Students have the responsibility to take maximum advantage of the educational opportunities available and seek to achieve a meaningful education.
- All members of the school community, including students, parents, and school staff members, have the responsibility to promote regular attendance at school.
- Students have the responsibility to protect school property, equipment, books, and other materials issued to or used by them in the instructional process. Students will be held financially responsible for any loss or intentional damage caused to school property.
- Students have the responsibility to complete all course assignments to the best of their ability and to complete make-up work after an absence.
- Students have the responsibility to help maintain the cleanliness and safety of the school buildings and property.
- Students have the responsibility to present themselves in class at the prescribed time and with the necessary materials.



**JICFA ©  
HAZING**

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

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

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

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

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

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

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

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

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

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

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

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

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

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

[15-2301](#)

CROSS REF.:

[GBEB](#) - Staff Conduct

[JIC](#) - Student Conduct

[JII](#) - Student Concerns, Complaints and Grievances

[JK](#) - Student Discipline

[JKD](#) - Student Suspension

[JKE](#) - Student Expulsion

[JICF](#) - Secret Societies / Gang Activities

[KFA](#) - Public Conduct on School Property

**JK ©**  
**STUDENT DISCIPLINE**

The Superintendent shall recommend policies and develop procedures for the discipline of students that comply with A.R.S. [15-843](#). These policies and procedures will apply to all students traveling to, attending, and returning from school, and while visiting another school or at a school-sanctioned activity and may be imposed if the student's behavior affects the school order. When suspension or expulsion is involved, notice, hearing, and appeal procedures shall conform to applicable legal requirements.

The discipline, suspension and expulsion of pupils shall not be based on race, color, religion, sex, national origin or ancestry. A substantial or deliberate failure to comply with the prohibition against race, color, religion, sex, national origin or ancestry may subject the District to the loss of funds imposed by A.R.S. [15-843](#).

The principal of each District school shall ensure that a copy of all rules pertaining to discipline, suspension, and expulsion and the above provisions pertaining to confinement of pupils are distributed to each student's parents at the time the student enrolls in school each year.

**Behavior Management and Discipline of Students with Special Needs**

The Superintendent shall oversee a collaborative process for the identification, description, and monitoring of best practices for behavioral management and discipline of special needs students. The practices shall include, but not be limited to:

- authorized and prohibited disciplinary methods,
- recommended and required training for special education program teachers and aides, and
- requirements for conveying notice of disciplinary measures taken.

The Superintendent shall, by administrative regulation, prescribe procedures for implementation of the best practices, subject to Governing Board approval.

**Temporary Removal**

Teachers are authorized to temporarily remove a student from a class. A teacher may temporarily remove a student to the principal, or to a person designated by the school administrator, in accord with:

- Rules established for the referral of students.
- The conditions of A.R.S. [15-841](#), when applicable.

The Superintendent shall establish such rules as are necessary to implement the temporary removal procedure.

**Confinement**

Under A.R.S. [15-843](#), the Superintendent shall ensure that disciplinary policies involving the confinement of pupils left alone in an enclosed space shall include the following:

- A process for prior written parental notification that confinement may be used for disciplinary purposes that is included in the pupil's enrollment packet or admission form.
- A process for written parental consent before confinement is allowed for any pupil in the School District. The policies shall provide for an exemption to prior written parental consent if a school principal or teacher determines that the pupil poses imminent physical harm to self or others. The school principal or teacher shall make reasonable attempts to notify the pupil's parent or guardian in writing by the end of the same day that confinement was used.

**Threatened an Educational Institution**

*Threatened an educational institution* means to interfere with or disrupt an educational institution as found in A.R.S. [15-841](#) and [13-2911](#). A student who is determined to have threatened an educational institution shall be expelled from school for at least one (1) year except that the District may modify this expulsion requirement for a pupil on a case-by-case basis and may reassign a pupil subject to expulsion to an alternative education program if the pupil participates in mediation, community service, restitution or other programs in which the pupil takes responsibility for the results of the threat. The District may require the student's parent(s) to participate in mediation, community service, restitution or other programs with the student as a condition to the reassignment of the pupil to an alternative education program.

Information concerning a student's disciplinary record will be held in the strictest confidence.

Disciplinary actions taken will be recorded in an administrative log, and all types of suspensions or expulsions will be recorded in a separate file for each student.

Adopted: July 10, 2013

LEGAL REF.:

A.R.S.

[13-403](#) *et seq.*

[13-2911](#)

[15-341](#)

[15-342](#)

[15-841](#)

[15-842](#)

[15-843](#)

[15-844](#)

CROSS REF.:

[GBEB](#) - Staff Conduct

[JIC](#) - Student Conduct

[JKA](#) - Corporal Punishment

[JKD](#) - Student Suspension

[JKE](#) - Expulsion of Students

**IKE ©  
PROMOTION AND RETENTION  
OF STUDENTS**

(Promotion or Retention of Elementary Students)

**Regular Education**

The District is dedicated to the continuous development of each student.

Year to year promotion of a student in grades one (1) through eight (8) will be based upon standards for each basic subject area as identified in the course of study. The District may conduct a ceremony to honor pupils who have been promoted from the eighth (8th) grade.

The District standards that students must achieve shall include accomplishment of the standards in reading, written communication, mathematics, science, and social studies adopted by the State Board of Education.

The promotion of a student from grade three (3) shall be conditioned on the satisfaction of the applicable competency requirements prescribed by A.R.S. [15-701](#) and depicted in Administrative Regulation IKE-RB.

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

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

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

In addition to the above, such decisions, when applied to students enrolled in special education, shall be on a case-by-case basis, consistent with the individualized education program and in accordance with A.A.C. R7-2-301 and R7-2-401.

**Special Education**

Students who do not meet regular promotion requirements must meet the course of study and promotion requirements for special education under the guidance of A.A.C. R7-2-401. The programs for such students may include adaptations.

Any student unable to meet regular academic requirements for promotion must meet the requirements of an alternative curriculum derived from the regular curriculum, which will be developed by an individualized educational program (IEP) team on an individual basis. Students placed in special education will complete the course of study as prescribed in their individual promotion plans and implemented through their individual education programs. Course work will be presented at a level commensurate with the student's ability. The student's permanent file shall identify the courses completed through special education; however, the student will receive the standard certificate of promotion.

Adopted: October 14, 2014

LEGAL REF.:

A.R.S.

[15-203](#)

[15-341](#)

[15-342](#)

[15-521](#)

[15-701](#)

[15-701.01](#)

[15-715](#)

[15-802](#)

A.A.C.

R7-2-301

R7-2-309

R7-2-401

A.G.O.

184 - 016

CROSS REF.:

[IHA](#) - Basic Instructional Program

[IKF](#) - Graduation Requirements

J-3600 © JII  
STUDENT CONCERNS, COMPLAINTS, AND GRIEVANCES

The Superintendent is directed to establish procedures whereby students with sufficient concern may present a complaint or grievance regarding a violation of their constitutional rights, equal access to programs, discrimination, or personal safety provided that:

- The topic is not the subject of disciplinary or other proceedings under other policies and regulations of this District, and
- The procedure shall not apply to any matter for which the method of review is prescribed by law, or the Governing Board is without authority to act.

A complaint or grievance may be raised regarding one (1) or more of the following:

- Violation of the student's constitutional rights.
- Denial of an equal opportunity to participate in any program or activity for which the student qualifies not related to the student's individual capabilities.
- Discriminatory treatment on the basis of race, color, religion, sex, age, national origin, or disability.
- Concern for the student's personal safety.

Refer to Board Policy JICK for procedures applying to a complaint or grievance that alleges incidences of student violence, harassment, intimidation, or bullying.

The accusation must be made within thirty (30) calendar days of the time the student knew or should have known that there were grounds for the complaint or grievance. The initial complaint or grievance should be made using form JII-EA; however, a verbal complaint or grievance may be made to any school staff member. The receiving staff member shall immediately inform an administrator of the complaint or grievance.

When the initial complaint or grievance is submitted in a manner other than on the prescribed form, the administrator shall obtain from the student the particulars of the accusation and complete form JII-EA immediately thereafter. The administrator shall especially note all student-provided particulars determined by the Superintendent to be necessary for the complaint or grievance to be investigated. Any question concerning whether a complaint or grievance falls within this policy shall be determined by the Superintendent.

If the receiving school administrator is included in the allegation, the complaint or grievance shall be transmitted to the next higher administrative supervisor. Failure by the staff member to timely inform a school administrator or next higher administrative supervisor of a student's allegation may subject the staff member to disciplinary action. The staff member shall preserve the confidentiality of the subject, disclosing it only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law.

A student or student's parent or guardian may initiate the complaint process by completing Exhibit JII-EA.

A complaint or grievance may be withdrawn at any time. Once withdrawn, the process cannot be reopened 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 who has made a complaint under this policy and its corresponding regulations, or against a student who has testified, assisted or participated in any manner in an investigation relating to a complaint or grievance, are specifically prohibited and constitute grounds for a separate complaint.

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

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

The Superintendent shall develop procedures for the maintenance and confidentiality of documentation related to the receipt of a student's complaint or grievance, findings of the investigation, and disposition of the matter. The documentation shall not be used to impose disciplinary action unless the appropriate school official has investigated and determined there was an actual occurrence of the alleged incident.

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

When District officials have a reasonable belief or an investigation reveals that a reported incident may constitute an unlawful act, law enforcement authorities will be informed.

*Adopted:* October 13, 2011

LEGAL REF.: A.R.S. [15-341](#)

LEGAL REF.: A.R.S. [15-341](#)

CROSS REF.: [AC](#) - Nondiscrimination/Equal Opportunity

[JB](#) - Equal Educational Opportunities

[JIC](#) - Student Conduct

[JICFA](#) - Hazing

[JICK](#) - Student Violence, Harassment, Intimidation

or Bullying

[JK](#) - Student Discipline

[JKD](#) - Student Suspension

[JKE](#) - Expulsion of Students

[KE](#) - Public Concerns and Complaints

# LA PAZ COUNTY TRUANCY INFORMATION

Updated 4/23/10 by Karen Hobbs, Prosecuting Attorney

## 1. NO COURT ORDER IN PLACE

### A. Juvenile or Parent

- i. Once a student has their 6<sup>th</sup> unexcused absence or has been absent more than ten percent of the attendance days for the year (the 19<sup>th</sup> absence at schools with five-day weeks and the 15<sup>th</sup> absence at schools in four-day weeks), school official shall send all documentation to the County Attorney's office for review and possible filing of incorrigibility charges against the juvenile and/or misdemeanor charges against the parent. Cases may also be referred for intermediate intervention prior to this point.
- ii. The County Attorney may choose to file charges against either the child or parent. As a general rule, charges will be filed against the parent if the child is younger than 11 years old. However, regardless of the juvenile's age, the County Attorney's office may file charges against the parent upon proof that the parent is the cause of the juvenile's poor attendance.
- iii. At the first court appearance, the judge is likely to issue a court order stating that the juvenile shall have no unexcused absences or tardies. The County Attorney's Office will notify the school of this action and the school will flag the juvenile's attendance records and notify the prosecuting attorney of any violations.
- iv. The judge will then schedule a review hearing approximately 30 days from the advisory/initial appearance. At the review hearing, if the juvenile has had no unexcused absences or tardies for the 30 days, the prosecuting attorney may consider dismissing the case. Should future violations occur in the same school year, the charges could be refilled.

## 2. COURT ORDER IN PLACE

### A. Juvenile

- i. If the juvenile has an unexcused absence or tardy or additional excessive absences due to the actions of the juvenile, then the juvenile is in violation of the court order.
- ii. The school will document the absence or tardy and notify the County Attorney's office of the violation as soon as possible.
- iii. The case will be added to the next court calendar for a status hearing. At that hearing, the juvenile will either make an admission (to being incorrigible) or the matter will be set for an adjudicatory (trial in the juvenile court).
- iv. If the juvenile admits or is adjudicated incorrigible, disposition (sentencing) will be at the judge's discretion. *Possible* options for the judge:
  1. send the juvenile to detention for the weekend
  2. place the juvenile on probation

### B. Parent

- i. The school will document the juvenile's absence and notify the County Attorney's office of the violation as soon as possible.
- ii. The case will be added to the next court calendar for a status hearing. At that hearing the parent will either plead guilty to the charge, a class 3 misdemeanor, or the matter will be set for trial.
- iii. If the parent pleads guilty or is found guilty, sentencing will be at the judge's discretion. *Possible* options for the judge:
  1. Place the parent on probation with any jail time suspended. If the juvenile has another unexcused absence while the parent is on

- probation and that absence is due to actions taken, or not taken, by the parent, the parent may serve 24 hours in jail.
- 2. Fine the parent up to \$500
- 3. Place the parent in jail up to 30 days
- iv. *Possible* options for the prosecutor: Charge interfering with judicial proceedings, a class one misdemeanor with consequences of fines up to \$2500 and 6 months in jail.

**Addition to Truancy Policy to Address Tardiness (as of 8-12-10)**

Existing Law allows for prosecution of tardies in extreme cases:

- Habitual Truancy is unexcused absence from at least one class period out of five school days. § 15-803.
- Parents are required to ensure the child is enrolled and attends school the *full time* school is in session. § 15-802.
- Contributory delinquency and/or contributory dependency may apply to truancy matters. § 13-3613.

Schools have asked for help. The first period class is typically reading. The superintendents explained that the child who continually misses reading or other critical instruction, whether by missing full days or by missing accumulated minutes equivalent to full days due to tardiness, is at a significant disadvantage in learning the required material. The problem will become more pronounced when the new legislation requiring grade-level reading for promotion from third grade goes into effect. Only a few families need this extra 'encouragement'. By having a policy that leads eventually to some consequence, the school has a better means to encourage compliance, which in turn helps children succeed in school.

It is expected that prosecution for tardies will be quite rare. A great deal of the success of the regular truancy program lies in its existence. The simple fact of having a systematic plan for dealing with truanancies reduces truanancies. Parents know there are consequences for nonattendance, and their kids are attending. It is very common to hear that a child has no more attendance issues after one court appearance.

The tardy policy would be modeled after the county truancy policy, providing increasing levels of consequences for continued violations. The proposed tardy policy is based on a 75-minute class period, although most classes are of shorter duration. Prosecution, the last resort, will only become an option after a child has accumulated more than five full class periods of unexcused absences through tardies. Five full class periods equals 375 minutes. Consequences, based on the accrued unexcused minutes missed from class for tardies, would be as follows:

<u>Action Step</u>	<u>Triggered by # of Minutes</u>	<u>Consequence</u>
1	100	verbal warning to parent from attendance secretary
2	150	warning letter from school
3	225	warning letter from county school superintendent
4	300	team meeting with school, parent, Karen & Ray
5	375+	file charges against parent

This tardy policy is intended to apply only where children are in grades K – 8 and fall within the compulsory education laws and are dependent upon their parents for getting to school on time. Where the child is responsible for being tardy or in the upper grades where the school has procedures in place for dealing with tardiness, this policy would not apply.

La Paz County Truancy

Absences - Excessive/Unexcused

**School Action Steps for *UNEXCUSED* Absences:**

Unexcused Absences		Action Step
1-2		School makes phone or personal contact with parent/guardian
3		Letter sent from school that includes verbage about referring to County Attorney if absences continue (see sample).
4		Referred to County Attorney with supporting documentation. Certified letter sent from County Attorney's Office. The school will exercise discretion as to when to involve the CA as school personnel may be aware of extenuating circumstances.
6		Updated documentation sent to County Attorney, petition filed, intervention via probation including hand-delivery of summons

**School Action Steps for *EXCESSIVE* Absences:**

Total Absences			Action Step
180 days	144 days		
1-7	1-5		School makes phone or personal contact with parents/guardian
9	7		Letter sent from school that includes verbage about referring to County Attorney if absences continue.
14	10		Referred to County Attorney with supporting documentation. Certified letter sent from County Attorney's Office. The school will exercise discretion as to when to involve the CA as school personnel may be aware of extenuating circumstances.
19	15		Updated documentation sent to County Attorney, petition filed, intervention via probation including hand-delivery of summons



## CHILD FIND POLICIES AND PROCEDURES

Policy assures that:

- A. All children with disabilities who are in need of special education and related services shall be identified, located and evaluated.
- B. A practical method shall be developed and implemented to determine which children are currently receiving needed special education and related services.
- C. This policy applies to highly mobile children with disabilities and children who are suspected of being children with disabilities and in need of special education, even though they are advancing from grade to grade.

Procedures include, but are not limited to:

- 1. Salome Elementary School will maintain documentation of the public awareness efforts to inform the public and parents within their jurisdiction of the availability of special education services.
- 2. Screening activities will be implemented for all newly enrolled students and those transferring without sufficient records.
- 3. The screening will be completed within 45 days of enrollment.
- 4. The screening will include consideration of academic or cognitive, vision, hearing, communication, adaptive, emotional and psychomotor domains.
- 5. Salome Elementary School will maintain documentation and annually report the number of children with disabilities within each disability category that have been identified, located and evaluated. The collection and use of data to meet these requirements are subject to the confidentiality requirements.
- 6. The public agency will refer children suspected of having disabilities aged birth through two years to the Arizona Early Intervention Program (AzEIP) for evaluation and, if appropriate, services.

ATTN Teachers: Please review the student's cumulative file from previous school and complete the portion of the student screening report number 8. *Transfer Student Records Review*.