

Taylor Elementary



Student/Parent Handbook

“LEARNING TODAY LEADING TOMORROW”

Welcome to Taylor Elementary!

Taylor Elementary is a K-3rd grade school located in Taylor Arizona. The elementary years are a time of growing, changing and learning. Our goal is to have a school where every student can learn and each person is respected, valued, and challenged. All students will be taught and expected to be responsible for their behavior. At our school, we promote being respectful, responsible and reliably safe. As we work together we can continue to be the best Elementary School possible. **We are glad you are here!**

Taylor Elementary Mission Statement

All Students will learn at high levels

Motto

Learning Today, Leading Tomorrow!

Guiding Principles:

- We will provide a safe learning and working environment.
- We will implement effective curriculum (Beyond Textbooks, BT) that is researched based.
- Student instruction will be driven by data that has been collected and analyzed.
- We will communicate with parents, the community, and all stakeholders to foster optimal learning for our students.
- We will strive to develop students who will become contributing members of the community who model respect for themselves and for others.

Taylor Elementary's Daily Schedule

First Bell.....7:50 AM

Tardy Bell.....7:55 AM
AM Recess.....Kindergarten 9:00-9:15

All other grades will take recess as needed during the morning

AM Kindergarten dismissed at 10:45 AM

Lunches

Third Grade.....10:40 to 11:15 AM
Second Grade.....10:50 to 11:25 AM
First Grade.....11:00 to 11:35 AM

PM Recess

Kindergarten.....12:30 to 12:45
First Grade.....12:45 to 1:00
Second Grade.....1:00 to 1:15
Third Grade.....1:15 to 1:30

PM Kindergarten & Grades 1-3 inclusive.....2:20 PM

Early Release Friday Schedule—1st-3rd Grade.....7:55-1:00
AM Kindergarten Friday Schedule.....7:55-10:05
PM Kindergarten Friday Schedule.....10:50-1:00

**Taylor Elementary
Students Will “Rise
Up” and be**

Respectful Responsible & Reliably Safe

Positive Behavior System

R³

Taylor Elementary School

A General Overview

R³ is a school-wide program based on the encouragement and fostering of positive behavior within our school culture. Two primary areas of emphasis in the Positive Behavior System (PBS) are prevention and instruction of social behavior. PBS is based on the idea 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.

Through R³, Taylor Elementary School has developed school-wide procedures to accomplish the following:

1. **Define Behavior Expectations.** A small number of clearly defined behavioral expectations are defined in positive, simple, rules. At Taylor Elementary School a R³ is *Respectful, Responsible, and Reliably Safe*. These expectations are defined across school settings in the expectations matrix included in this handbook.
2. **Teach Behavior Expectations.** The behavioral expectations and school procedures are taught to all students in the building, and are taught in real contexts. Behavioral expectations are taught using the same teaching formats applied to academic instruction. When teaching, behavioral expectations are linked to the rules of being a R³: Respectful, Responsible, and Reliably Safe. The rationale for the rules and behavioral expectations are presented for each setting; then staff demonstrates examples of what the expected behavior looks like in the setting. Teachers will use common scenarios in the setting to demonstrate the expected behavior, but may also demonstrate 1 or 2 examples of the 'wrong way' to do it - it is also important for students to learn what is not acceptable behavior, but there should be more focus on the desired behavior. Next, students are given the opportunity to practice the "right way" until they demonstrate fluent performance. Lesson plans for each setting are included in this handbook.
3. **Acknowledge Appropriate Behaviors.** Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. Giving regular positive feedback when students use behaviors they have been taught is a critical step to teaching and maintaining desired behavior. Taylor Elementary School has developed an acknowledgment system to encourage regular recognition of desired behavior in the school. Positive or negative environments for students and staff are the result of the accumulation of individual positive or negative interactions. Research suggests that a 5:1 positive to negative ratio fosters the most positive and productive school environments. Positive interactions can occur in many meaningful ways (pat on the back, smile, verbal praise), but the goal of an acknowledgment system is to provide a regular reminder to staff throughout our busy days to catch kids doing the right thing. As a school we will strive to achieve and maintain a 5:1 ratio for all students.

Through the R³ program, "Lobo Paws Tickets" will be used by individual staff members and school volunteers to recognize students or colleagues for engaging in positive behavior. Staff members can award "Lobo Paws tickets" to students across all school settings, whether they teach the student or not. When handing out "Lobo Paws tickets" we should always clearly identify the specific positive behavior the student is being recognized for and match it with one of the school rules "Respectful, Responsible, and Reliably Safe". Instructions on the procedure to use in rewarding Lobo Paws tickets are described in more detail later in the handbook. Additionally, school-wide drawings will occur quarterly to recognize several students per grade level for their positive behavior.

4. **Responding to Problem Behavior.** Despite our efforts to proactively set students up for behavioral success and to prevent problem behavior, there will still be incidents of problem behavior. When it comes to responding to problem behavior we have three primary goals:

- a) Make sure to keep everyone safe
- b) Minimize the loss of instructional time for all students (including the student who engaged in problem behavior)
- c) To teach the student the appropriate behavior to use instead of the problem behavior

Every occurrence of problem behavior is an important opportunity to teach the appropriate, desired behavior to the student. In developing R³ it is our responsibility to provide fair and consistent consequences for problem behavior that focus first on teaching our students the appropriate behavior and that get them back engaged in academic instruction as soon as quickly as is safely possible. The R³ team has developed a progressive discipline model will be utilized in the school that focuses on teaching and preventing future occurrences of behavior. When students violate the behavioral expectations they will be informed that their behavior was not acceptable and how it relates to the school wide rules of Respectful, Responsible, and Reliable Safe. Instructions on using a "Howl Down", and/or an "Office Referral" are included in this Handbook. For students who engage in recurring problem behavior, who are not responding to the school's progressive discipline system, additional individual behavioral supports will be provided.

Defining and Teaching Behavioral Expectations

Students respond to clear, consistent expectations and predictable adult responses to behavior. In order to establish a positive, predictable school environment it is important to clearly define behavioral expectations, establish agreement across staff, and actively teach those expectations from the beginning of the year to all students in the school. All staff should participate in the instruction of behavioral expectations during the first week of school and throughout the school year to create a consistent, united front. The R³ is used to identify important behavioral expectations across school settings.

The R³ Matrix (located in the appendix at the back of the book) is used to guide lesson planning and teaching of prioritized behavioral expectations across settings. In the PBS, instruction of social behavior is viewed in much the same way as academic instruction. The same principles of effective academic instruction apply for teaching social behavior. In the same way that we shouldn't punish kids if they can't do math problems, we should not punish students for not knowing the behavioral expectations or routines... instead we must teach them. It is our responsibility to prepare our R³ to be successful socially by teaching behavioral expectations and school routines from the beginning of school year, followed by periodic review throughout the year. We also understand that effective instruction of social behavior should:

- a) Occur in the natural setting, for example we should teach expectations and routines for recess behavior on the playground, not in the classroom
- b) Focus on what to do instead of what not to do, for example teach how to keep hands and feet to self, instead of what not to do
- c) Physically demonstrate or model the expected behavior, not simply talk about it

- d) Give students the opportunity to actively practice the expected behavior in the real setting with feedback
- e) Link expected behavior to the School-wide rules

Lesson plans should incorporate each of these principles. Lesson plans for all school settings are included in the end of this at the end of the handbook.

Acknowledgement System

On a daily basis, a student can earn "Lobo Paws Tickets" when they are caught being Respectful, Responsible, Reliably Safe by a staff member (see matrix for examples). There will be many instances when a student will receive verbal praise instead of a Lobo Paws Ticket. The staff member may choose to give a Lobo Paws Ticket so as to have greater impact. Lobo Paws Tickets are intended to serve as a reminder to staff to catch kids doing the right thing, in pursuit of a 5 to 1 positive to negative ratio at Taylor Elementary School. All students should receive Lobo Paws Tickets when they engage in positive behavior. We do not want to exclude those students who are always engaging in appropriate behavior or those students who are more at-risk for challenging behavior. All students deserve and need to be recognized for positive behavior, and all students engage in positive behavior.

All staff members, volunteers and substitute teachers should have the opportunity to hand out Lobo Paws Tickets whether they teach that particular student or not and tickets can be handed out across all school settings. This is a school-wide effort to increase recognition of positive student behavior. Recognition of positive behavior is an important step in teaching students appropriate social behavior. Lobo Paws Tickets are designed to be user friendly. They are small enough to hopefully fit into a pocket and will only take a quick moment to fill out. It can be important to teach and remind students that they will not receive a Lobo Paws Ticket if they ask for it.

How does the process work?

1. A staff member observes a student displaying one of the behaviors outlined on the expectations matrix or another positive behavior in school.
2. The staff member hands a completed Lobo Paws Ticket to the student while complimenting the student. Tickets should always be accompanied with a verbal explanation to the student identifying the **specific behavior** they are being recognized for and linking the behavior to a **school rule**. For example, "Wow, thank you for stopping to **help pick up Jenni's books**, that was very **Responsible** of you, you've earned a Lobo Paws Ticket." (...you were being very respectful when you...) and identifying the specific behavior that earned the Lobo Paws Ticket.
3. The student brings the ticket to the main office to place in his or her grade level receptacle.
4. Teachers have the option of doing a classroom reward for positive behavior.
5. Throughout the year names are drawn from each grade level. The students' names are read over the intercom or at assemblies and the winners come to the office to receive a prize.

Students are recognized at award assemblies at the end of each quarter.

Consequence System

It is only appropriate to use consequences for problem behavior after explicitly teaching and reinforcing the behavior we expect. Despite our best attempts to set students up for success in a positive environment that prevents problem behavior, kids will still occasionally engage in problem behavior - they are kids! When responding to problem behavior at Taylor Elementary School, we will be guided by the following principles:

- We will respond to problem behavior only in ways that maintain the safety, well-being and dignity of the child.
- A primary focus of responses for problem behavior is the instruction of the expected behavior
- Our primary goal in responding to problem behavior is to minimize the loss of instructional time for that student and all other students in the setting

Primary goals in responding to problem behavior are to identify minor problem behavior early and quickly and calmly redirect the student back to the task at hand. If the student does not respond to initial redirects pre-planned consequences may be required.

Level 1:

Staff is encouraged to deal with minor problem behavior in the classroom. The response to many behaviors will be a simple redirection and return to instruction (e.g. redirect to task, a calm response to engage in the expected behavior, or recognizing a neighboring peer for the expected behavior).

Level 2:

For student behavior that persists beyond a warning or repeated redirection, disrupts instruction, or recurring student behavior a teacher redirection may be paired with a "Howl Down" slip. When delivering a "Howl Down", staff members should clearly identify the behavior of concern, link it to violation of a school-wide rule and use the opportunity to have the student practice the appropriate response whenever possible. Staff may pair with a classroom consequence; however, take precautions to reduce the loss of instructional time

Howl Down

Name _____ Grade _____ Date _____

Time _____

Others involved _____

Issue. _____ Location _____

____ Minor Problem Behavior.

____ Classroom

____ Inappropriate Language.

____ Quad

____ Disruption.

____ Cafeteria/Gym

____ Property Misuse.

____ Bathroom

____ Non Compliance.

____ Restricted Area

____ Other.

____ Special Event

____ Hallway

Possible Motivation

____ Attention from Adults.

____ Attention from Peers

____ Obtain Items.

____ Don't Know

____ Avoid Work.

____ Avoid Peers

____ Avoid Adults

____ Other

What

Happened _____

Consequences _____ Lunch/Recess Detention _____ Parent Conference _____

Conference with Principal _____ Follow Up _____

Student

Reflection: _____

Behaviors that are given a "Howl Down" frequently warrant communication with parents; student will receive a "Howl Down" form. Behaviors that indicate a "Howl Down" are more serious than a Level 1 offense and may result in disciplinary action.

Level 3:

Serious student offenses for which the school principal will be involved call for an Office Discipline Referral. Such offenses will merit parent communication and will likely result in some disciplinary action. A student may also receive a Discipline Referral for receiving 3 Howl Downs for the same offense. Disciplinary responses for Level 3 offenses will focus on minimizing the loss of instructional time and focus on returning the student to the classroom as quickly as possible when it is safe to do so. Once again instruction of the expected behavior, including student practice, should be a consistent component of all disciplinary responses.

A progressive series of consequences may include "Rule school", during which students are kept in during lunch one day in order to attend rule school as an opportunity to re-teach expected behavior related to their infraction. As much as possible natural consequences for behavior will be issued (e.g. writing an apology, making up missed instructional time), which may include restitution for damaged property (e.g. Out of school suspension may be warranted in the most extreme cases, but only when the physical safety of the student, peers or staff are of concern). In such cases, every attempt will be made to instead use In-school discipline and maintain access to instructional activities to the greatest extent possible.

Individual Student Behavioral Supports

Taylor Elementary School will regularly review discipline referral data to identify areas for intervention and students who are at-risk. For students who engage in repeated, chronic behavior, additional supports will be put into place. Research has found that 10-15% of students will require additional support to be successful socially in school. Some of these students will respond to simple levels of intervention, while others will require more intensive individualized support. Taylor Elementary School will implement a continuum of supports for those students who engage in repeated problem behavior and whose behavior fails to respond to the normal school-wide disciplinary consequences.


Taylor Elementary School Student Expectations


Lobos Are


Respectful Responsible and Reliably Safe


Lobos represent respectful, responsible behaviors and reliably safe behaviors!


Taylor Elementary School implements a Positive Behavior System (PBS) program. PBS 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 PBS are prevention and instruction of social behavior. PBS 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.


Lobos	Are Respectful	Are Responsible	And Reliably Safe
<p>Sidewalks and Transition Time</p> 	<ul style="list-style-type: none"> • Be aware of others • Use polite language 	<ul style="list-style-type: none"> • Use quiet voices • Move to class in a timely manner • Keep hands, feet and objects to self 	<ul style="list-style-type: none"> • Stay to the right in the hallway (avoid painted door areas) • Walk at all times • Open doors slowly
<p>Routines & Procedures</p>	<ul style="list-style-type: none"> • Walk on the right side of the sidewalks and use appropriate in & out doors voices • Keep walking so students can get to class in a timely manner. • If you are waiting for a teacher, face your classroom door and put one shoulder to the wall. 		


<p>Bathrooms</p> 	<ul style="list-style-type: none"> • Respect privacy • Respect yourself 	<ul style="list-style-type: none"> • Always flush • Keep walls and stalls clean • Use the restroom quickly and quietly • Report any problems to office or a teacher 	<ul style="list-style-type: none"> • Wash Hands • Report problems to an adult • Use restrooms for intended purposes
<p>Routines & Procedures</p>	<ul style="list-style-type: none"> • Custodial staff will ensure that all restrooms are properly equipped with paper towels, toilet paper, and hand sanitizer/soap at all times. • Students will clean up after themselves. 		


<p>Computer Labs</p> 	<ul style="list-style-type: none"> • Enter and exit class orderly and quietly • Wait your turn patiently • Use quiet voices 	<ul style="list-style-type: none"> • Push in your chairs • Be on task • Follow instructions • Use equipment appropriately 	<ul style="list-style-type: none"> • Remember and only log on to web pages your teacher has approved
<p>Routines & Procedures</p>	<ul style="list-style-type: none"> • Sit in your assigned seat • Log on • Listen and follow directions • Make sure you log off before leaving 		


Lobos Cafeteria	Are Respectful	Are Responsible	And Reliably Safe
	<ul style="list-style-type: none"> • Use good manners and kind words • Use indoor voices • Be an active listener when directions are given • Clean up your area 	<ul style="list-style-type: none"> • Wait in line patiently • Keep all food and drinks in the cafeteria unless otherwise assigned • Place trash in proper containers • Use your own money if you need to pay for something 	<ul style="list-style-type: none"> • Eat only your own food • Walk at all times • Single file in lunch lines • Use sanitizer • Make Healthy food choices
Routines & Procedures	<ul style="list-style-type: none"> • Grab a milk • Grab your tray • Wait to be checked out on the computer • Restroom – no more than 4 students allowed in restroom at a time. • Lunch Detention – Students need to have a note from a teacher letting the duty teacher know of the destination if early dismissal is needed. • Exit cafeteria and go directly to the playground. 		


Student Drop-off/Pick-up area			
	<ul style="list-style-type: none"> • Follow adult directions. • Keep hands, feet, and objects to self. 	<ul style="list-style-type: none"> • Start your day with breakfast. • Go to your destination choice (Playground, Library, Tutoring, Office) 	<ul style="list-style-type: none"> • Walk at all times. • Park and lock bikes.
Routines & Procedures	<ul style="list-style-type: none"> • 7:30-7:50 Parents need to drop off students on 300E (West side of school by the office) • Busses will unload on 400E in the bus loading /unloading zone • Upon arrival students will go to the cafeteria or playground area until bell rings at 7:50 • Cold weather days will be in the gym 		

<p style="text-align: center;">Assembly</p> 	<ul style="list-style-type: none"> • Listen respectfully • Applaud at appropriate times • Be seated, stay seated quietly 	<ul style="list-style-type: none"> • Focus on the presentation • Sit in designated areas 	<ul style="list-style-type: none"> • Enter and exit quietly • Wait for dismissal instructions • Keep hands feet and objects to self
<p>Routines & Procedures</p>	<ul style="list-style-type: none"> • Gym - sit in the proper designated areas for assemblies • Wait to be dismissed by grade level and / or teacher. • Applaud only one time for students at awards assembly until each group is finished being introduced then give a general applause at the end of each category. 		

Lobos	Are Respectful	Are Responsible	And Reliably Safe
<p style="text-align: center;">Office</p> 	<ul style="list-style-type: none"> • Wait patiently • Use good manners • State your purpose politely 	<ul style="list-style-type: none"> • Ask for permission to use the phone • Wait quietly for your turn 	<ul style="list-style-type: none"> • Use chairs and table appropriately • Follow staff directions
<p>Routines & Procedures</p>	<ul style="list-style-type: none"> • Come into the office first thing in the morning for your tardy slip if you are late • Be polite and patient when asking to speak with an adult, principal, or to use the phone. 		

<p style="text-align: center;">Gym</p> 	<ul style="list-style-type: none"> • Use good sportsmanship • Share equipment and space 	<ul style="list-style-type: none"> • Return equipment promptly • Follow the rules of the game • Pick up litter 	<ul style="list-style-type: none"> • Use equipment for appropriate use • Must be supervised by an adult • Keep belongings in backpacks and/or along the walls
<p>Routines & Procedures</p>	<ul style="list-style-type: none"> • Quietly enter and exit walking single file. • Listen and follow directions. 		

<p>Playground</p> 	<ul style="list-style-type: none"> • Use kind words and actions • Respect school and others property • Engage in appropriate activities. 	<ul style="list-style-type: none"> • Follow adult directions • Pick up litter • Stay within boundaries • Be responsible for your own property • Use problem solving skills 	<ul style="list-style-type: none"> • Report unidentified visitors • Report injuries or concerns • Dress appropriately according to weather • Appropriate activities for designated area • Pick up trash
<p>Routines & Procedures</p>	<ul style="list-style-type: none"> • Use outside restrooms and drinking fountains • Stay out of the building areas until the bell rings • Ask for permission to go in the building 		

<p>Library</p> 	<ul style="list-style-type: none"> • Use your library voice • Wait patiently to check out books • Move calmly and quietly 	<ul style="list-style-type: none"> • Return books when they are due • Treat books carefully • Use library time appropriately 	<ul style="list-style-type: none"> • Move calmly and quietly
<p>Routines & Procedures</p>	<ul style="list-style-type: none"> • Return books by due dates before searching for a new one. • Take care and respect books. • Reading Counts have a green sticker on the binder. 		

Parent Information

Much of the success of each student at Taylor Elementary is due to the involvement of parents in their student's school. We strongly encourage parents to work closely with their child, provide guidance on a daily basis, and initiate communication with the teachers. Every child deserves a partnership of adults working together in his/her best interest. Join us in this endeavor!

Visitors

When a parent or guardian comes to the school to pick up a student during school hours, office personnel will either call the student to the office using the phone/intercom system or will issue the parent/guardian a visitor's pass indicating that the parent has permission to be on campus. All visitors to the campus (before, after and during school hours), regardless of how long the stay is, must pick up a visitor's pass from the office prior to being on campus. This strict procedure is for the safety of the children. We encourage parents/guardians to visit their child's class at any time; however, when the parent/guardian visits, he/she must stop by the school office to pick up a visitor's pass. **Note: We cannot accommodate visits by the children who are not registered at Taylor Elementary and ask that students not bring guests to school.** Also, if parents/guardians have a message for their child, they should call the office or go to the office (not the classroom) and the message will be delivered to the student with a minimum of classroom disruptions. Messages for students must be received no later than 2:00 PM or the message cannot be delivered to the student.

Custody

In most cases, divorced parents continue to have equal rights, such as access to information where their children are concerned. If one parent has a court order limiting the rights of the other parent where custody or visitation is concerned, the parent **MUST BRING A COPY OF THIS LEGAL DOCUMENTATION TO THE OFFICE.** Unless the school has this court order on file the staff must provide equal rights to both parents.

Transfers and withdrawals

We would be sorry to see you go, but if you move, let us know at least three days in advance of your moving. The office staff will prepare transfer material to help your child get started at the new school. The new school can also contact our office and request records as needed.

Student Arrival and Departure

Students are not to arrive on campus more than thirty minutes before the tardy bell for the beginning of school. Student who do not eat breakfast in the school cafeteria and who do not ride a school bus should not arrive at school any earlier than 7:35. Kindergarten PM students should not arrive any earlier than 11:00.

It is imperative that students arrive each morning prior to the tardy bell at 7:55 AM. Perhaps the most productive learning time for the students is in the morning because they are fresh and more inclined to learn. For this reason the teachers exert their best efforts in providing a rich and meaningful foundation in reading, writing and math during the morning hours. This valuable learning commences immediately following the tardy bell at 7:55 AM. If a student arrives late to school, he or she misses many important educational opportunities.

If a student needs to leave school before the dismissal bell, he or she must be checked out through the office on a sign-out list that will be maintained throughout the school year. Students are to leave campus within ten minutes after the dismissal bell rings unless they are on campus for a school-approved activity

If a student is pervasively late or absent from school, the truancy officer may be called to issue a citation to the parent or guardians.

Educational Programs

Like all publicly funded public and charter schools, Taylor Elementary utilizes the Arizona State Standards to drive our instruction. We utilize many tools to help us do that including Beyond Textbooks. Our course of study in the Snowflake Unifies School District is designed to develop the basic skills of reading, writing, mathematical computation, and problem solving and language development. The emphasis on skill development at all levels remains high.

Entrance Age

For admission to kindergarten, children must be five years of age prior to September 1 of the current school year. We will coordinate with prior school experience for placement of all other students.

Music and Art

Each home room class will receive music instruction throughout the year. This instruction will be showcased in our patriotic and Christmas program. Please check our online calendar to stay abreast of the dates and times of these programs. Art will be taught by the homeroom teacher.

Title I reading and Math

Our school utilizes Title I Reading and Math programs to help all of our students reach their full potential. We have pull out programs as well as small group instruction in our classrooms (reading groups) that help us facilitate this program. We will inform parents of the opportunities to participate in Title I starting with our back to school night and include information throughout the year. Please don't hesitate to ask questions or come and observe some of the wonderful things we are doing on campus to help our students be successful.

Computer Education

Technology has changed the face of our society as well as education. We currently have a 2:1 ratio of students to computers and are looking to expand our technology base even further this year. We utilize computers to introduce computer literacy, incorporate computer-assisted instruction and teach basic skill such as typing and PowerPoint design. On occasion, students are allowed to use the internet under close supervision. Our school also has a strict filtering system in place to ensure that students are not exposed to inappropriate materials while at school. Prior to students being able to access the internet, parents/guardians must sign a parent permission form at the beginning of the school year.

Field Trips

Children are required to have their parent/guardian complete a permission slip for every field trip invitation by the school. This includes walking field trips as well as those taken in the district vehicles. If a child does not have a signed permission slip, he/she will not be able to participate in this event.

Items Not to Be Brought to School

No student should bring any item that may be potentially harmful to anyone. (Such objects include, but are not limited to: knives, play guns, explosive devices, darts, rubber bands, pen shooters, play swords, ammunition etc.)

Additionally, students are to leave at home trading cards in all of their varieties.

Other objects and toys or items that have considerable monetary value should also be left at home. We as a staff will not assume liability if such items are lost, stolen or broken.

School Supplies

All necessary school supplies are furnished to the student by the school. Non consumable supplies (i.e. textbooks, library books, etc) can be provided to students provided they are returned to school in condition. Students may be asked to pay for items that are lost or damaged.

Health Services

The health tech is prohibited by law from dispensing medication at school without a written order from a physician and a parent signature. **THE MEDICATION MUST COME TO THE HEALTH TECH IN THE PRESCRIPTION BOTTLE AND BE BROUGHT TO SCHOOL BY AN ADULT.** Children **MAY NOT**, under any circumstances, carry medicine to administer to themselves. This includes homeopathic remedies as well. These legal requirements are made for the protection of the children. For more information regarding health screening, Emergency Update Sheets, Immunization Information or any other health related information please come and visit with our health tech or call Kim Stevens (our district nurse) at 536-4156 ext. 7729.

Parental Involvement

There are many opportunities for parents/guardians to become involved with their child's education. Classroom volunteers and fieldtrips volunteers are always needed. There is also a Parent Student Teacher Organization (PTSO). If you would like to participate in any of the above listed activities or have one of your own ideas that you would like to contribute to our school, please come in and visit with us. We welcome the community into our schools.

Report Cards and Conferences

Each child's educational progress is evaluated regularly and reported to parents/guardians four times each year. Grade report cards vary with the child's grade assignment and in most cases include a report of the child's effort as well as the grade. We are transitioning to include standards based reporting to parents/guardians to help them understand more specifically where their child stands within the grade level parameters rather than just reporting a letter. Please don't hesitate to contact our teachers with questions or concerns at any time during the year. Don't wait until the end of quarter. Get involved and be actively engaged in your child's progress!

Unscheduled School Closings and other School Information

Administration will keep the school calendar as up to date as possible. SchoolReach messages will also be utilized via phone message regularly to inform parents of our programs or school closings. We also try and utilize the local radio stations should a school closure or late start occur. Please don't hesitate to call the school or district office should there be any questions regarding school closure.

BULLYING

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

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

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

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

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 preference, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.

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

Reporting/Complaint Procedure

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

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

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

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

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

STUDENT CONDUCT ON BUS

Purpose/Intention: The purpose of this procedure is to provide a safe environment for those students and staff who ride on the Snowflake School District buses.

Procedure: The school board requires students to conduct themselves, prior to boarding 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 the school bus riders are under the direct control of the bus driver and subject to his/her instructions.

When a student does not conduct him/her self properly, the bus driver will speak to the student about their behavior and inform the Principal of the misconduct. The student's misconduct may then be brought to the attention of the parents. TE students may not receive any warnings prior to issuance of a Bus Conduct Report. Students who are issued a Bus Conduct Report may have their bus riding privileges suspended. In such cases, the parents of the student(s) involved become responsible for transportation to and from school. Students who miss the scheduled departure time will be required to supply their own transportation home.

Official School Policy

To find more information regarding our official district school policies, please visit our web site at SUSD5.org under the tab "Parent Information" to find the complete District Policy Manual. You can also call our office here at TE at 536-4156 ext. 7210. Please note that if any of the information contradicts or conflicts with the official District policy, District policy will overrule the information in this booklet.