

Buckeye Elementary School District



2018-2019 Parent Student Handbook

Our Vision...

Dedicated To Student Success Through World Class Education

Our Mission...

A Community Passionate About Student Success

Our Belief

- We believe that trustworthiness, fairness, caring, and citizenship are supportive characteristics of successful relationships within the school and community.
- We believe committed community and parents are vital for student success.
- We believe in high expectations for all members of the school community.
- We believe in the principles of positive behavior support systems: Be Safe, Be Responsible and Be Respectful.
- We believe in a variety of teaching methods to cultivate individual student learning.
- We believe that problem solving and critical thinking are essential life skills.
- We believe that meaningful growth comes from building on successes, experiencing challenges, and overcoming adversity.

Buckeye Elementary School District Schools



Bales Elementary School
25400 W Maricopa Rd
Brittany Tarango, Principal
623.847.8503



Steven R. Jasinski Elementary
4280 S 246th Ave
Dr. Donna Fitzgerald, Principal
623.925.3100



Buckeye Elementary School
211 S 7th St
Dina Cegelka, Principal
623.386.4487



Marionneaux Elementary School
24155 W Roeser Rd
Nick Forgette, Principal
623.866.6000



Inca Elementary School
23601 W Durango St
Jennifer Dennis, Principal
623.925.3500



PreSchool
640 Centre Ave
Tracey Stephens, Director
623.925.3333



Sundance Elementary
23800 W Hadley Street
Neva Burlingame, Principal
623.847.8531



WestPark Elementary
2700 S 257th Dr
Kevin Bulger, Principal
623.435.3282

BUCKEYE ELEMENTARY SCHOOL DISTRICT #033

2018-2019 SCHOOL CALENDAR

Board Approved - July 13, 2015

178 School Days

S	M	T	W	T	F	S
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JULY

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

days

AUGUST

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER

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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER

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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

July

4 - Independence Day (Holiday)

August

1-3 - Staff Professional Development
 6 - Meet the Teacher Night (6:00-7:30 p.m.)
 6 & 7- Staff Professional Development
8 - FIRST DAY OF SCHOOL

September

3 - Labor Day (Holiday)
 24 - Staff Professional Development (No School)

October

8-12 Fall Break (No School)

November

11 - Veteran's Day (Holiday)
 12 - Veteran's Day Observed
 21-23 - Thanksgiving (Holiday)

December

24-31 - Christmas Break (No School)
 25 - Christmas Day (Holiday)

January

1 - New Year's Day (Holiday)
 2-4 Christmas Break (No School)
 7 - SCHOOL RESUMES
 21 - Martin Luther King Day (Holiday)

February

18 - Presidents' Day (Holiday)

March

11-15 - Spring Break (No School)

April

19 - Good Friday (Holiday)

May

23 - LAST DAY OF SCHOOL
 (2 hour early out - teacher checkout)
 27 - Memorial Day (Holiday)

S	M	T	W	T	F	S
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JANUARY

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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

92

97

101

105

FEBRUARY

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

106

111

116

120

124

MARCH

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

125

130

135

140

145

APRIL

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

150

154

159

161

MAY

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

164

169

174

178

JUNE

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

- Holiday
- Staff Development, No Students
- No School
- 2 hour early out - staff development

Buckeye, Sundance, & WestPark
 Monday, Tuesday, Thursday, & Friday
 8:00 am to 3:15 pm
 Wednesday 8:00 am to 1:15 pm

Bales, Inca, Jasinski, & Marionneaux
 Monday, Tuesday, Thursday, & Friday
 8:30 am to 3:45 pm
 Wednesday 8:30 am to 1:45 pm

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SECTION I ATTENDANCE AND ABSENCES

Attendance Procedures

Inconsistent attendance, chronic absenteeism, and tardies can negatively impact student learning as students miss valuable instructional time. The parent/guardian is charged by law with the responsibility for ensuring that students attend school regularly. The District's policies and procedures regarding attendance take into account the variables that affect children and families and emphasize the prevention and correction of the root causes of absenteeism. (Board Policy JE)

Absence

Any absence due to illness, bereavement, other family emergencies and observance of major religious holidays of the family's faith will be excused provided a call is received by the school attendance office on the day of the absence. Written notification will also be accepted by the front office staff on the morning following the absence. For absences greater than one day in length, the school should be notified each day the student is absent. Any absence without prior knowledge and consent of the parent/guardian and not verified may be classified as unexcused. (District Policy JH)

Whenever possible and appropriate, parents are requested to schedule non-emergency medical and dental appointments as well family vacations outside of school hours or during breaks to allow students to benefit from valuable instructional time. (District Policy JH)

Chronic Health Conditions

In order to identify a student with a chronic health condition the parent shall submit a written medical certification to the school health office, to include:

- Medical diagnosis
- Medical prognosis
- Physical limitations affecting physical education activities and requirements.
- Anticipated surgeries, treatment, or hospitalizations that, although not expected to cause sufficient absences to require homebound services, may interfere with regular school attendance
- Physician's signature and date signed
- Forms are available in front office or health office. (Board Policy JHD-R)

Reporting an Absence

State law mandates that the school record reasons for all student absences. Therefore, when a student is absent, it will be necessary for the parent to call the school on or before the day of the absence in order to advise the school as to the reason for the absence. All absences not verified by parental or administrative authorization will remain unexcused. If a parent does not

have access to a phone, either at home or at work, a signed note will be accepted for verification purposes. For absences greater than one (1) day in length, the school must be notified each day of the absence.

We ask cooperation from parents in the matter of school attendance and punctuality, particularly in regard to the following:

- The scheduling of medical and dental appointments after school hours except in cases of emergency
- The scheduling of family vacations during school vacation and recess periods

School administrators are authorized to excuse students from school for necessary and justifiable reasons.

Tardies

The parent/guardian and the student share in the responsibility of the student arriving to class on time and being prepared to learn. Students arriving after the final morning bell are considered tardy and must report to the office for a pass to class. Tardies will be “excused” only when accompanied by written/verbal notification from the parent/guardian. All other tardies will be recorded as “unexcused” tardies.

Truancy

An unexcused absence will count as a “truant” day as defined by law. A student is “habitually truant” if the student has five or more unexcused absences from school. A student that is absent more than 10% (18 days) of the required number of school days per year is considered to have “excessive absences” whether or not the absence is “excused” or “unexcused.” Students who are “habitually truant” or who are considered to have “excessive absences” may be adjudicated as an incorrigible child as defined by *A.R.S. §8-201*. Similarly, parents/guardians may be charged criminally for failure to send children to school pursuant to *A.R.S. §15-802 (E)*. Parents/guardians will be notified daily when a student is not present at school. Written notification of absences will be sent home after 5 absences. Police citation may be issued after 10 unexcused absences. (Board Policy JHB)

SECTION II GENERAL INFORMATION

Alternative Education Placement

Students who refuse to comply with rules, refuse to pursue a required course of study or refuse to submit to authority of teachers, administrators or the Governing Board may be reassigned to an alternative educational setting by the principal or by the district. A student who has been placed in an alternative setting may not return to the regular school program without the approval of the administration.

Under certain circumstances, school administrators, in consultation with district officials, may assign a student to an alternative education program when the Range of Actions for behavior(s) identifies an action of long-term suspension or expulsion.

Arizona Tax Credit

Arizona tax law (ARS 43-1089.01) allows taxpayers a credit for contributions made or fees paid to a public school for support of extracurricular activities. The credit is a dollar for dollar credit that is equal to the amount contributed or the amount of fees paid. However, the credit cannot exceed \$200 for single taxpayers or heads of household. For married taxpayers who file a joint return, the credit cannot exceed \$400. The tax credit can be claimed on personal income tax returns only. Contributions from businesses are welcome and are deductible, but cannot be used to claim a tax credit. Contributions made between January 1st and April 15th may be used as a tax credit on the current year or the previous year Arizona income tax return. Please consult your tax advisor. Now accepting tax credit donations online at [_https://az-buckeye.intouchrecepting.com/](https://az-buckeye.intouchrecepting.com/).

Athletics

Parents/Guardians must sign a "Parent Consent for Participation" form in addition; provide proof of insurance as well as a physical exam before students can participate in interscholastic athletics.

Athletic Eligibility

All student athletes must abide by all regular school policies outlined in the student handbook, including dress code. No student athlete may participate in practice or compete until in school suspension or out of school suspension consequences are completed.

- A student must be in attendance at least 4.5 hours during their regular school day between 8:00/8:30 a.m. and 3:15/3:45 p.m. in order to participate in a practice or game. If extenuating circumstances arise, permission to play or practice may be given by the Athletic Director.
- All student athletes need a grade of C or better in each class, in order to remain eligible for athletics. Grade sheets will be signed by teachers every Monday or filed electronically, and will determine a player's eligibility for that entire week.
- Ineligible players may practice with the team, but cannot participate in games.
- Ineligible players may not travel with the team.
- If a player is ineligible for three consecutive weeks, s/he may be dropped from the team.
- Eligibility rules start the 2nd week of the season.

Buckeye Family Resource Center

The Buckeye Family Resource Center is a partnership between First Things First and Buckeye Elementary School District and is located at 210 S. 6th St., directly behind Buckeye Elementary School. The Center serves the Buckeye community and its surrounding areas. The focus is on early childhood literacy, nutrition, health, and child-centered activities. Programs, resources and referrals are provided for family members of all ages and the community. To contact the Family Resource Center, call 623-925-3911.

Bullying, Harassment, Hazing, and Intimidation

In compliance with Arizona Revised Statute §15-341 regarding victim rights, all Buckeye Elementary School District students have the right to attend school without the fear of being harassed, intimidated or bullied. Intimidation, harassment, hazing, or bullying is generally defined as making someone worry, feel tormented or troubled. Forms of bullying include verbal or physical harassment; sexual, ethnic, racial or religious harassment; and hazing of other students. Harassment, intimidation or bullying of any kind will not be tolerated in district schools. Students found guilty of harassment, intimidation or bullying are subject to disciplinary action, which may include warnings, parent communication, detention and in-school or out-of-school suspension. Students will not bother or annoy other students physically, verbally or visually; this includes language or gestures which insult, intimidate or negatively incite another person's feelings. Retaliation in any form for the filing of a harassment, intimidation or bullying complaint is expressly prohibited.

Bullying: Definition

Repeated acts, over time, that involve a real or perceived imbalance of power. Bullying can be physical in form (pushing, hitting, kicking, spitting, stealing); verbal (making threats, taunting, teasing, name-calling); or psychological (social exclusion, spreading rumors, manipulating social relationships).

If you are being harassed, intimidated or bullied. Make your feelings clear; tell the person who is harassing, intimidating or bullying you to stop. A bully may think you support the harassing, intimidating or bullying if you do not speak up. If the harassing, intimidating or bullying continues after telling them to stop, report the activity to the teacher, counselor, principal or other adult. You can do this verbally or by completing a Harassing, Intimidating or Bullying Victim Rights Report Form at the school.

If you see someone being harassed, intimidated or bullied. Never join in the harassing, intimidating or bullying behaviors. Resist any peer pressure to take part in abusive behavior. Help the person being bullied get out of the situation safely, ask if it has happened before, and encourage them to report the harassment to the teacher, counselor, principal, or other adult.

The Board is committed to maintaining an education institution that is free from harassment and sexual harassment. A hostile or offensive educational environment may be created by behaviors like sending suggestive or obscene letters, notes, emails, texts, snapchats, etc.; by making derogatory comments, slurs, jokes, epithets; by touching, impeding or blocking movement, leering, gestures; by a display of sexually suggestive objects, pictures, cartoons; or by continuing to express interest in a relationship after request for "dates" have been turned down on two or more occasions. Students observing or experiencing harassment or sexual harassment from other students or adults are requested to report the harassment to not only a parent, but someone at the school such as a trusted adult, the building administrator, or the Superintendent.

Child Abuse Mandatory Reporting

By state law, school employees must report suspected cases of nonaccidental injury, abuse, child abuse, neglect and reportable (sexual) offenses to the Department of Child Safety and/or local law enforcement agencies.

Individuals required to report suspected abuse are protected by state law from civil or criminal liability. Each school site has a school coordinator for processing suspected cases of child abuse and other required reportable offenses.

Child Find and 45 Day Enrollment Student Screener

All Kindergarten and other new students transferring into the Buckeye Elementary School District will be screened within 45 days of the date of enrollment. The screening will be conducted to identify possible problems in the areas of vision, hearing, academic skills, cognitive development, psychomotor skills, communication, and social-emotional development. If screening results indicate areas of concern, the student will begin to go through the school's EBISS (Effective Behavior and Instructional Support Systems) process, our Response to Intervention (RTI/EBISS), which will determine if a comprehensive evaluation is needed.

Child Nutrition and Cafeteria Procedures

We are committed to providing every student in our school community all the tools they need to succeed, including nutritious meals. We are pleased that we can continue the Community Eligibility Provision option which offers school breakfast and lunch every day to all students at no charge. Any child enrolled in our school district can eat at no cost and with no application required. If you have questions for Child Nutrition, please contact our Child Nutrition Director at 623-925-3421.

All students will eat lunch in the school cafeteria, even if they bring their lunch from home. Students will consume all food and drink items in designated areas. Menus are distributed monthly and can also be viewed on the district website.

Communications

Our goal is to communicate with parents in a timely manner. Each school's telephone system functions from one incoming line. During non-school hours, please leave a detailed message and you will receive a call back as soon as possible.

Custody

In cases where custody or visitation affects the school, the school shall follow the most recent court order on file with the school. It is the responsibility of the custodial parent or parents having joint custody to provide the school with the most recent court order. The school shall not be responsible for determining which day a child should travel to which home; it is the responsibility of the parents to remind the child about travel each day. Restraining orders, court orders and injunctions can only be modified or rescinded by a court. It is recommended that custody agreements, approved by a court outside of Arizona, be registered with the local court system. Regardless of "school decision making" being awarded to one parent, FERPA provides that both parents are entitled to the child's school records, conversations with teachers, attendance at I.E.P. meetings unless a court order specifically prevents the parent from such information. Similarly, both parents are welcome to attend school events where parents are normally allowed to attend as long as the parents do nothing to disturb the educational environment for not only their child, but for all other students, parents, and staff members. Violation may result in the parent's access to school property being restricted.

Dances

The Middle School dances are for 6th through 8th graders ONLY. Students must be currently enrolled at the school site and not subject to out-of-school suspension consequences to attend the dance.

Dress Code

The District encourages students to take pride in their attire as it relates to the school setting. Students should dress in a manner that, in addition to the following guidelines, takes into consideration the educational environment, safety, health, and welfare of self and others. Students arriving at school improperly dressed will be sent to the office, and if possible, parents will be notified to bring a change of clothing.

- Only tailored shorts and skirts that are hemmed may be worn. All shorts, skirts, dresses, etc., must have hemlines that are mid-length or longer (3" inseam minimum). Cut-offs are not allowed.
- No oversized, bagging, or sagging pants, shorts, or shirts are allowed. Students must wear clothing that fits.
- Bare midribs, halter tops, and spaghetti straps are not acceptable on campus or at any school activity. Students must wear shirts that cover the back, stomach, and shoulders.

Bare backs, stomachs, or shoulders are not permitted on campus or at any school activity. Strapless or backless dresses, shirts or blouses, halter tops, tank tops, or garments that reveal bare shoulders are not permitted on campus or at any school activity.

- Bare feet are never acceptable. In the interest 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. Wheeled shoes are not permitted.
- Jewelry shall not be worn if it presents a safety hazard to self and/or others.
- Profane or defamatory writing or pictures on clothing or jewelry is not acceptable.
- Vulgar, lewd, obscene, or plainly offensive words or pictures, including those advocating violence toward individuals and/or groups are not allowed on personal, clothing, personal property, or District property.
- No item of attire shall carry any racial or ethnic slurs or statements, either through pictures or by printed words.
- No hats may be worn in a classroom, except for properly approved occupational safety headgear required for special classes. Wearing hair nets or bandanas will not be allowed.
- Gang-related personalization is not permitted on hats, on items of clothing, personal property or on one's person.
- Belts are expected to be of appropriate length and are not to be hanging.
- Obscene language or symbols of drugs, sex, or alcohol on clothing are expressly prohibited.
- Items of clothing or other personal items will not carry the inference or logos of, or suggest the use of, any controlled substance. This shall include, but is not limited to, tobacco products, alcohol, marijuana, or drug items or related products such as drug paraphernalia.
- No clothing or accessories with messages referring to death, violence, Satanism, racism, or sex may not be worn on campus or at any school activity. Clothing or accessories that create an atmosphere of threat, intimidation, or undue pressure against individuals or groups may not be worn on campus or at any school activity.
- Clothing or accessories that cause a material and substantial disruption or interference with teaching or the orderly operation and discipline of the school or school activities are not allowed.

Please note: It may become necessary to modify the dress code or personal property code to include additional items, at the judgment of the administrator. Students who volunteer for extracurricular activities, such as athletics, band, chorus, etc., are subject to the standards of dress as defined by the sponsors of such activities.

Equity/Leadership Clubs

Every Buckeye school campus has extracurricular organizations for students to learn leadership and strategic planning skills. Student Councils and Equity Leadership Clubs provide the

opportunity to foster civic leadership and develop student-created action plans to have a positive impact on the school community.

Extracurricular Activities

All students must abide by all regular school policies outlined in the student handbook, including dress code. No students may participate in any extracurricular activity until an in-school suspension or an out of school suspension is completed. Students must be in attendance for at least 4.5 hours on the day of any extracurricular activity to participate in the activity that day.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Notice of Directory Information to Parents

The Family Educational Rights and Privacy Act requires that the Buckeye Elementary School District (BESD), with certain exceptions, obtain a parent/guardian's written consent prior to the disclosure of personally identifiable information from the child's education records. However, BESD may disclose appropriately designated "directory information" without written consent, unless the parent has advised the school district to the contrary in accordance with BESD procedures. The primary purpose of directory information is to allow the school district to include information from your child's education records in certain school publications. Examples include:

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

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

If you do not want BESD to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify your school's principal in writing by September 10th. The Buckeye Elementary School District has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Date and place of birth
- Major field of study
- Dates of attendance
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Awards received

Parents are encouraged to contact their school with any questions or concerns about FERPA. Parents also have the right to file a complaint with the U.S. Department of Education concerning alleged failures by BESD to comply with the requirements of FERPA. The name and address of the Office that administers FERPA: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202.

Field Trips

Parents are encouraged to make payments for field trip fees online at <https://az-buckeye.intouchrecepting.com/>. Alternatively, the fees can be collected at the participating student's school. All field trip fees should be paid and received by the district on or before the due date to ensure the student can participate in the event. The District will make every effort to honor requests for refunds; however, refunds may not always be possible if the expenditures for the field trip have already been incurred on behalf of the participating student. Parents may be required to fill out release slips indicating medical needs, allergies of their children and including contact information in case of injury or illness while on the field trip or while away from school participating in an extracurricular activity.

Gifted

The Buckeye Elementary School District is committed to meeting the academic and social needs of its gifted and talented students. The District's administration is charged with supporting these unique learners, and is dedicated to assuring differentiation, enrichment, and acceleration whenever appropriate, as well as continuing to shape a program that evolves in response to need. We encourage you to contact your building principal or visit www.besd33.org to learn more.

Grading/Assessment System

Teachers will confer with parents when necessary concerning academic progress and discipline of students. A variance of more than one (1) letter grade from the student's normal performance (e.g., A to C, B to D) will trigger a parental contact. Teachers will report to parents on students' conduct, scholarship, attendance, or excessive tardiness. (Board Policy IKA)

Gum

For public health and building maintenance, absolutely no gum/gum-chewing will be allowed on campus. Help us to respect our environment by keeping gum off our campus.

Health Services

If a child feels ill, or is injured at school, he/she is to obtain a pass from the teacher to go to the Health office. The Health office is open daily and provides:

- First aid to injured and/or sick students
- Documentation and parent contact will be made when medication and/or first aid is administered.
- Over the counter medication can be administered between 11:00 am and 2:30 pm. Permission forms allowing over the counter medication to be dispensed must be signed by parents.
- Permission forms to allow the Health office to dispense prescribed medications; such prescription medications must be provided to the Health office in its original packaging and must be accompanied by a copy of the signed prescription allowing the dispensing of the prescription medication. No narcotic drugs may be kept on campus or distributed by the Health office.
- Annual vision/hearing screening for KG, 1st, 2nd and 6th grades
- Immunization review and notification
- Safeguards to prevent the spread of communicable disease among children.

Illnesses

A student should not attend school when he/she is ill. When students become ill, the health office will notify parents and students will be sent home.

Children with a fever greater than 100⁰ F., must be kept at home until the child is 24 hours fever free without medication.

Parents must check students out through front office.

Medication

All prescription medication brought to school must be in original container, labeled with child's name, exact dosage, directions and parent's written permission with signature authorization. Forms are available in the health office.

Self-carry: If a child is allowed to self-carry emergency medication such as inhaler, epi - pen etc. the medication must be labeled with child's name and parents must sign authorization form. Forms are available in health office.

Buckeye Elementary School District has over the counter medication "Standing Orders". With your permission, we will be able to administer over the counter medications to your child. Parents/guardians must sign an authorization form for the administration of these medications. Medications will be dispensed by the School Health Office or the Principal's Designee.

Over the counter medications will only be administered between the hours of 11:00 a.m. to 2:30 p.m.

Law Enforcement/Department of Child Safety (DCS) Interviews Policy

School officials may question students regarding matters related to school discipline, whether as a suspect or witness, without limitation and without prior notice to the parents.

The parent will be contacted if a student interviewed is then subject to discipline for a serious offense. A student may decline at any time to be interviewed by the School Resource Officer (SRO) or another peace officer.

If a Department of Child Safety investigator or peace officer enters the campus requesting to interview a student attending the school, the school administrator shall be notified. Access to interview shall be granted when the child to be interviewed is the subject of or is the sibling of or is living with the child who is the subject of an abuse or abandonment investigation. The personnel of the District shall cooperate with the investigating child protective services worker or peace officer. Parents will not be notified of child interviews when the parent is suspected of the abuse or other criminal activity.

If a peace officer enters the campus requesting to interview a student attending the school on an issue other than upon request of the school or for abuse or abandonment and if no issue of student population safety is presented, the school administrator shall be notified.

If the officer directs that parents are not to be contacted because of suspected abuse to the child or criminal activity of the parent which the child is believed to have witnessed, the school official shall comply with the request. Unless these circumstances exist, the parent will be contacted and will be asked if they wish the student to be interviewed. If the parent consents,

the parent will be requested to be present or to authorize the interview in their absence within the school day of the request. If the parent denies the request to allow law enforcement to interview the child and no immediate safety concern is articulated, the District shall deny the request to interview the child. If the safety of the student population is of concern, parent contact shall only be made if a student is taken into custody or following the determination that the student may be subject to discipline for a serious offense.

A School Resource Officer (SRO), present at the request of the school for the continued maintenance of safety and order, may interview students as necessary regarding school related issues as determined by school officials and parents will be contacted if the student is to be taken into custody or if the student is subject to discipline for a serious offense.

Locker Rooms

The school is not responsible for items left or missing in the locker room.

Lost and Found

Clothing and personal items brought to school should have the child’s name written on or in the item so that it can be identified if lost or stolen. Parents are reminded that taking this step at the beginning of school may save the cost of buying replacement items. Articles found in and around the school should be placed in the Lost and Found Box where the owner may claim them. Unclaimed items will be donated to local charities at the end of each month.

Nondiscrimination Policy

The Board is committed to a policy of nondiscrimination in relation to race, color, religion, sex, age, national origin, and disability. This policy will prevail in all matters concerning staff members, students, the public, educational programs and services, and individuals with whom the Board does business.

Parent Concerns - Who to talk to?

In seeking resolution to your issue or concern, parents are asked to please utilize the following chain of command and involve those most able to resolve your concern prior to contacting the principal or district office. If your concern remains unresolved at the informal level, Parent Concern/Professional Conduct Concern forms are available at the school office.

Regarding your child’s academics	Child’s teacher
Regarding your child’s welfare, classroom disciplinary action	Child’s teacher
School-wide Events	Sponsor
Athletics	Coach, Athletic Director
Other issues; discipline, school facilities, operations, etc.	Principal

ParentLink

ParentLink is a convenient way to learn what's going on around the District and from your child's school. Through ParentLink you will have access to school and District news, multimedia, calendars, attendance hotline, staff directory, and more. In addition, you will receive important notifications like emergency alerts, school closures, and early releases. Go to www.besd33.org and click on Parent Resources for more information.

Parent Organizations

Each school has the opportunity for parents to engage in the development of positive collaborative culture and climate through recognized parent/teacher organizations. All Parent Teacher Associations (PTAs) are legally separate entities from the District. These organizations have their own bank accounts and taxpayer identification numbers. Please contact your school office for information regarding parent teacher organizations.

Parent Right to Know

Under the provision of the Title I as contained in the "Every Student Succeeds Act" (ESSA), its predecessor, the "No Child Left Behind" federal legislation and Arizona state law, A.R.S. §15-341(A)(29), parents may request information about the qualifications of those who teach their children. If you would like this information, please contact the principal's office.

ParentVUE: Online Gradebook

If you would like to keep track of your student's grades and attendance, please register for a parent portal account. Your student's school office can provide you with information regarding the parent portal account. To access the parent portal, please go to ParentVUE and StudentVUE Access website at https://buckeye.apsc.org/login_pxp.aspx.

Personal Property/Electronic Devices

The use or possession of electronic devices that may interfere with the orderly operation of the school may be prohibited during the school day. Examples include but are not limited to cell phones, audio music devices, electronic games, laser pointers or any other electronic devices.

Personal items that are not considered necessary for the student's educational experience should be left at home, as the school cannot assume responsibility for these items. District shall not replace any personal electronics which are lost, stolen, damaged or destroyed while on campus. Parents wanting students to carry cellular phones or electronic devices must be aware of the following guidelines:

- It must be turned OFF while on school property.
- It must remain out of view at all times while on campus.

- If the above guidelines are not followed, phones or electronic devices will be confiscated and only released to a parent/guardian.
- Personal electronic devices may only be used under the direct supervision of staff in classrooms.

Photography/Yearbook Notification

On occasion, students may be photographed for our annual school slideshow, yearbook activities, the local newspaper and/or district/school websites and social media. At no time are students permitted to take photographs of students or staff without supervision and authorization. If you do not wish to have your child's photo taken, please notify the school office in writing.

PBIS - Positive Behavior Interventions and Support

Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. All district staff receive training in Positive Behavior Intervention and Support (PBIS) that is a research based, data driven behavioral program. PBIS provides a systematic approach to teaching and recognizing appropriate behavior in schools. PBIS creates a more effective learning environment by making schools predictable, consistent, positive and safe. Goals for PBIS are:

- To reduce behavioral incidents through teaching appropriate behavior
- To eliminate lost instructional time due to the need to intervene in students' negative behavioral incidents
- Creating a positive school climate through explicit instruction of positive behavior

Teaching and reinforcing expectations is achieved by establishing clear rules and routines throughout the school and using reinforcement procedures to recognize students with appropriate behavior. Buckeye Elementary School District has adopted 4 simple rules District-wide. They are: Be safe, Be respectful, Be Responsible and Be Kind!

Preschool Child Find:

If you think your preschool-age child may have speech or other delays, please call 623-925-3921 to make an appointment for screening. Children as young as age three may participate in hearing, vision and developmental screening to determine if further evaluation is necessary. Eligible children identified with significant delays will be offered enrollment in special education programs in the district at no cost to the parent/guardian.

Preschool Program

Our mission is to lay the foundation for our preschoolers to be passionate about learning, ready for kindergarten, and set them up for success in receiving a world class education. Students are provided opportunities to learn, problem solve, interact with peers, identify emotions and learn to self-regulate and become more independent thinkers. Students gain these skills through intentional play, vocabulary enrichment, consistent schedules, circle time, developmentally appropriate centers, and individualized lessons with their teacher and various staff. We make learning fun! If you have any questions about our preschool program, please contact the preschool at 623-925-3921 or the district website, www.besd33.org.

Promotion Standard (8th grade)

The teacher shall base the decision to promote on a student achieving at least five (5) of the following seven (7) criteria (Board Policy IKE-RC):

- Achievement of class assignments, projects, and tests
- Attendance
- State Standards
- Achievement on state mandated tests
- Teacher recommendation
- Consistent effort/below-grade-level performance
- Successful completion of summer school

Participation in 8th grade promotion activities is a privilege, not a right. Students unable to meet academic or behavioral expectations may lose the ability to participate in promotion activities.

Report Cards and Progress Reports

Each school will report students' progress to the students and to their parents or guardians as appropriate. The reports will be clear, concise, and accurate, and will provide a basis of understanding among teachers, parents, and students for the benefit of the individual students (Board Policy IKAB). The following specific requirements are established:

- Parents will be informed regularly, and at least eight (8) times a year, as to the progress their children are making in school.
- Parents will be alerted and conferred with as soon as possible when a student's performance attitude becomes unsatisfactory or shows marked or sudden deterioration.

Retention

- Promotion from year to year will be based upon standards for each basic subject area as identified in the course of study.
- 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.

- 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 interest 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 successful.

A.R.S. 15-521.10 states that every teacher shall make the decision for promotion or retention of students. Parents do not have the authority to overturn the decision of the teacher. If a parent or guardian chooses not to accept a decision of the teacher as provided in A.R.S. 15-521.10, the parent or legal guardian may request, in writing, that the Governing Board review the teacher's decision. Parent requests for review of student promotion or retention shall be forwarded, in writing, to the principal's office within ten (10) weekdays from the last day of the school calendar year. The principal will request review at the next regular Board meeting. The principal shall notify the parents of the decision of the Governing Board within five (5) weekdays thereafter (Board Policy IKE).

School Council

School councils (formerly called site councils) were enacted in 1994 by the Arizona legislature to "ensure that individuals who are affected by the outcome of a decision at the school site share in the decision-making process" (ARS 15-351(A)). School councils are comprised of school administrators, staff, parents, students, and community members. School council members work together to provide input regarding decisions that are implemented and effective for the site. These decisions focus on helping students and the organization as a whole. Reaching consensus means that all members of the council give general agreement or approval on an issue. If consensus cannot be reached, the principal is responsible for making the decision.

School Emergency Response Planning

Each school in the Buckeye Elementary School District has an emergency plan to respond to unforeseeable events. The plans include responses to a variety of scenarios including lockdown, lockout, and evacuation procedures. In addition, each plan is updated annually by the school emergency response team and followed up with training for staff members. The following information is requested of all parents and students to enhance communication in the event of

an emergency or crisis situation: home, work, and parent/student cell phone numbers, as well as home and work (when permissible) email addresses.

Search and Seizure

Order, safety and security are essential to a productive learning environment. When the learning environment is threatened by the presence of contraband, school officials have a responsibility and the authority to search for and obtain the contraband from students or non-students if there is reasonable suspicion that the student possesses such contraband. Student desks and/or lockers are property of the school and may be searched at any time without permission of the student or the need for reasonable suspicion.

Special Programs/Education

Americans with Disabilities Act (ADA) and Section 504

Section 504 is civil rights legislation that prohibits discrimination against persons with a disability in any program receiving federal financial assistance. This legislation defines a person with a disability as anyone who has a mental or physical impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment.

The school district has specific responsibilities under this legislation that include identifying, evaluating, and if the child is determined to be eligible under Section 504, affording access to a free and appropriate public education. For further information, please contact the Director of Special Programs, Buckeye Elementary ADA and 504 District Compliance Officer, (623)925-3405.

Federal and state law requires school districts, charter schools and other public education agencies to provide a free, appropriate public education to eligible children with disabilities. This free, appropriate public education refers to special education and related services described in an Individualized Education Program and provided to the child in the least restrictive environment. Children with disabilities, and their parents, are guaranteed certain educational rights, known as procedural safeguards, from birth to age 22. The law and its implementing regulations also provide methods to help you assure that your input is considered. For a copy of the procedural safeguards call the district's Special Education Department at (623)925-3405.

If a child is having difficulty in school, parents are advised to check with the teacher to determine what interventions have been tried to help the child succeed. If the interventions are unsuccessful, a referral for special education evaluation may be necessary. Parents may contact the school administrator or school psychologist to make a personal referral.

If special education disabilities are suspected, BESD is required to evaluate the child to identify and document whether the child has a disability that affects his or her learning and, if so, to determine what special education and related services are required, if any. The evaluation will be done only after a team has explained what they plan to do during the evaluation. The team will use tests and procedures selected specifically for the child.

This evaluation will be conducted according to federal and state requirements and will include information provided by the parent/guardian and any other primary caretakers the parent wishes to include. Following the evaluation, BESD will provide the parent with the complete results of the testing within 60 calendar days of receiving the parents' written consent for testing.

If a child is found to be eligible for special education services, BESD will request that the parents/guardian participate as part of a team to help BESD develop an Individualized Education Program (IEP) for the child. The IEP team will work collaboratively to identify the special education and related services the child needs. The parent may request that others with knowledge of and interest in the child be present at the IEP meeting.

Parent rights and responsibilities:

Student education records. Parents have the right to inspect and review all educational records, and all other rights guaranteed by the Family Educational Rights and Privacy Act.

Destruction of education records. The district destroys all psychological and other service provision records after seven years following graduation or completion of the program and all other special education records on students four years following the final fiscal year after those students have been removed from special education, have been withdrawn from the district or have been promoted.

Student Arrival and Dismissal

In order to maintain a safe, orderly school, everyone is expected to follow safety guidelines for dropping off and picking up students. Parents are expected to use the designated areas for drop-off and pick-up for students. Teachers will supervise students for a few minutes after dismissal time. However, it is important that students be picked up promptly at their dismissal time. Students should not be dropped off from personal vehicles in the bus pick up and drop off zone. Students dropped off away from the school or who are walking or riding a bike to school are expected to cross the street, in the crosswalk, or with a crossing guard. Parents/guardians are not to leave cars unattended outside of a designated parking space.

Student Information, Message, and Phone Usage

When students are injured or sick, every effort will be made to contact parents. It is the parent's responsibility to keep the school office and the child's teacher informed of any changes in home, emergency, or work phone numbers. Students may only use the designated phone in the office for emergencies. Reasons for denial of student use of school phone include but are not limited to: going to a friend's house, having a friend come over, calling another friend, etc. Students shall only use their personal cell phones during school hours at the direction of a staff member.

Student Records

FERPA gives a parent the right to inspect, review and seek correction for their child's educational records. Copies of this policy are on file in each school office and at the Buckeye Elementary District Office. Parents/guardians wishing to review their child's record, may ask the school principal to set up a convenient time for such a review. If the child is enrolled in a special education program, the director of special education should be called to arrange the review. If, after reviewing the records, the parent/guardian feels the information on the child's records is inaccurate, misleading or otherwise in violation of the privacy rights of the child, the parent/guardian may request the deletion or modification of the records or the option of entering the parent/guardian's own statements of clarification or explanation into the record.

Upon reaching the age of 18, a student has all the legal rights and responsibilities previously given to a parent or legal guardian. Parents who claim a student 18 years or older as a dependent may still have access to records.

Student records may be released to authorized district personnel or another school that the student wishes to attend. Student records will be released to others only with the signed and dated request of the person legally responsible for the student.

Student Sign Out and Sign In During School Hours

Sign Out: Only adults listed on a student's registration with permission to release will be allowed to sign a student out of school. All adults will be required to provide photo ID before the student can be released. Parents/guardians are asked to refrain from picking up the student within 15 minutes of the school's regular dismissal time.

Sign In: Students must be signed in through the office during school hours.

Technology

Use of the electronic information services (EIS) requires that the use of the resources be in accordance with the following guidelines and support the education, research, and educational goals of the District.

- Agree not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.

- Abide by all copyright and trademark laws and regulations.
- Not reveal home addresses, personal phone numbers or personally identifiable data unless authorized to do so by designated school authorities.
- Understand that electronic mail or direct electronic communication is not private and may be read and monitored by school employed personnel.
- Not use the network in any way that would disrupt the use of the network by others.
- Not use the EIS for commercial purposes.
- Follow the District's code of conduct.
- Not attempt to harm, modify, add, or destroy software or hardware nor interfere with system security.
- Understand that inappropriate use may result in cancellation of permission to use the electronic information services (EIS) and appropriate disciplinary action up to and including expulsion for students.

Textbooks, Agendas, and School Resource Responsibility

All textbooks, student agendas, and student resource materials are loaned to students for their use during the school year. Students will be asked to pay for any books lost or unnecessarily damaged.

Student agendas are to be brought to school daily. The agenda is a communication tool between the student, parent, and teacher.

Transportation

Bus stop location, pick up time, drop off time and bus rules are available upon request at the school office. Students are expected to be safe, respectful, responsible and kind while riding the bus. Keeping hands, feet, and objects to themselves, keeping voices low, sitting while on the bus, and staying in their seat while the bus is moving are all expectations required for the safety of the students who ride the bus. Food and drink are not allowed on the bus in order to maintain a clean environment for all who ride the bus. Student transportation services are a privilege and not a right and the Buckeye Elementary School District may withdraw bus privileges from any student who fails to follow the bus rules or directions given by the bus driver or other adult supervisor. If you have any questions or concerns in regards to transportation, please contact your school office or the Transportation Coordinator at 623-925-3440.

VIBE - Volunteer In Buckeye Education

Parents and community members who have completed our volunteer registration process are invited to assist our teachers and schools in a variety of ways. To volunteer:

- Register for Volunteer Orientation. Forms are located at the front desk of all BESD schools and the District Office. The district website publishes dates and times for Volunteer orientation.
- Attend the one-hour Orientation. During Orientation applicants will fill out the volunteer application and be fingerprinted. (Applicants will need to bring a photo ID with them)

****Note:** if an applicant already has a fingerprint clearance card, that card should be brought to the Orientation.

- For the safety of our students, volunteers must be over 18 and submit to a background check.

Visitors to Campus

All visitors are required to sign in and sign out through the front desk. For safety, visitors must comply with school rules and direction from school administration.

Voter Registration

In the United States, voter registration is the responsibility of the people, and only 70 percent of Americans who are eligible to vote have registered. For more information on registering to vote, please go to <http://www.dmv.org/az-arizona/voter-registration.php>.

SECTION III: STUDENT CODE OF CONDUCT

Buckeye Elementary School District Discipline Philosophy

The Buckeye Elementary School District is committed to a positive, respectful, inclusive climate in every school that promotes academic achievement, ensures safe and drug- free learning communities, provides positive behavior supports, ensures equitable outcomes in discipline, and maximizes the time students spend in school.

Recognizing that student discipline practices are closely related to student achievement, the District supports school practices that:

- Are well researched and result in safer schools focused on improved student achievement, improved student attendance, and increased student accountability;
- Provide consistency, fairness, interventions, and consequences across all schools in the district;
- Eliminate disparities in applying discipline by assuring equitable interventions and consequences across all racial and ethnic groups, by gender, among those with disabilities and other protected classes;
- Define, communicate, and teach expectations for student behavior;
- Define and communicate expectations for staff responsibilities related to student conduct and discipline;
- Balance the needs of the student, the needs of those directly affected by a student's behavior, and the needs of the overall school community;
- Engage parents/guardians early in the disciplinary process; and
- Facilitate students, staff, parents/guardians and the community working together to provide both academic and non- academic support to students.

Student Conduct Guiding Principles

Proper student conduct, reinforced by an effective discipline program based on best practices and cultural responsiveness, is essential to creating and maintaining a positive, respectful, and inclusive school climate. A positive, respectful, and inclusive school climate is the mutual responsibility of:

- District staff, who are expected to create an environment for student success using principles of positive behavior support/effective discipline practices and cultural competency in managing student conduct;
- Students, who are expected to learn to function effectively in a school environment, learn the consequences of behavior, develop self-discipline and take responsibility for their actions;
- Parents/guardians, who are expected to take an active role in school efforts to implement positive behavior supports and to work with schools to address their students' needs; and
- The community, whose partnerships are encouraged and welcomed in supporting appropriate student behavior.

Students are expected to comply with the authority of district staff as granted by law and with District standards of conduct including the school-based Student Conduct and Discipline Plan. Students are expected to conduct themselves in an orderly manner at school during the school day and during school-sponsored activities.

Discipline Guiding Principles

- Discipline should be timely, fair, developmentally appropriate, and match the severity of the student's misbehavior.
- Discipline should teach students to behave in ways that contribute to academic and behavioral success, and to support a school environment where students and staff are positive, respectful and inclusive.
- Discipline should prevent misbehavior before it occurs and use effective interventions after it occurs.
- Discipline should be used to support students in learning the skills necessary to enhance a positive school climate and avoid negative behavior. School discipline that is paired with meaningful instruction and guidance offers students the opportunity to learn from their mistakes and contribute to the school community and is more likely to result in getting the student re-engaged in learning.
- The District and schools shall make every reasonable effort to first correct student misbehavior through family and school-based resources. These efforts involve analyzing individual student needs and adult responses, developing preventive and responsive interventions for students and providing disciplinary and educational alternatives when appropriate.
- Discipline should start at the lowest possible level reasonably calculated to change the student's behavior and to minimize the loss of instructional time; involving reteaching

expectations to students and providing consequences when needed. District administrators are authorized to expel students from schools pursuant to District policies and administrative directives. However, unless there is extreme disruption of the educational process or behavior that poses a danger to persons or property, exclusionary discipline practices (i.e. suspensions) should be the action of last resort.

Monitoring and Accountability

Ongoing monitoring of student data shall be used to ensure that equitable school-based practices are implemented in a fair, non-discriminatory, and culturally responsive manner. Data monitoring shall be presented in a manner that is transparent and accessible to administrators, teachers, and the general public.

Implementation

The District will provide to staff, students and parents rules that outline student rights and responsibilities, behavioral expectations, and possible disciplinary actions. The implementation of the district's discipline procedures will be consistent with related Federal and State law, and District policies. Buckeye Elementary School District promotes a peaceful school atmosphere where every student should be safe from any kind of violence. Students must be held accountable for their actions and be given appropriate consequences for their behavior.

- A teacher may remove a student from the classroom who is unruly, disruptive or abusive. (ARS §15-841.A.2)
- A school may reassign a student to an alternative program if the student refuses to comply with rules or refuses to submit to authority. (ARS §15-841.F)
- A student may be expelled for continued open defiance of authority, continued disruptive or disorderly behavior, violent behavior that includes use or display of a dangerous instrument or a deadly weapon as defined in section §13-105, use or possession of a gun. (ARS §15-841.B)
- A school may refuse to admit any student who has been expelled from another educational institution or who is in the process of being expelled from another educational institution. (ARS §15-841.C)

Due Process

Students involved in any type of disciplinary problem must enter the process at the preliminary investigative point where early guilt or innocence of charges is determined. Dependent upon the seriousness of the offense, the student must be accorded the following basic rights.

- Notice of the charges, nature of the evidence supporting the charges and the consequences if the charges are proven true.
- Notice of a right to a hearing at which time he or she may respond to the charges.
- A fair hearing, including the right to present witnesses and evidence.
- A fair and impartial decision.

Special Education students facing discipline of removal from placement for more than ten (10) days are also entitled to a “manifestation hearing” to determine if the behavior that requires discipline was a “manifestation” of the handicapping condition.

Jurisdiction During After-School Hours

The Buckeye Elementary School District may pursue disciplinary action against students for trespassing violations and acts of vandalism to district/school facilities and property when occurring during after school hours, weekends, holiday breaks and summer recess. Restitution will be sought for property damage and loss.

According to Arizona law (ARS §15-341), the Governing Board also has the authority to discipline students for disorderly conduct on their way to and from school. The Governing Board gives this responsibility to the local school administration. The Governing Board also gives the school administration authority to discipline students for disorderly conduct and other offenses at school-sponsored activities.

Off Campus Misconduct

The Student Disciplinary Code and all penalties may apply to conduct off school grounds that may endanger the health or safety of students within the school setting or substantially interfere with the educative process. Examples of off-campus misconduct which may be subject to discipline include, but are not limited to: illegal activity, threats of violence, alcohol possession/use, fighting, bullying, hazing, drug possession/use or sales, firearm possession, violent offenses, robbery, burglary, arson, emailing or texting inappropriate pictures. Students may be subject to the full range of disciplinary penalties for off-campus misconduct including, but not limited to: suspensions, expulsions, alternative placement, detentions, and/or reassignment of class schedule. The student may still be removed from participation in extracurricular activities, such as sports teams, club sports, student council positions, class trips, class, 8th grade promotion activities and promotion ceremonies where the school has determined that honorable behavior on and off campus is a component of participation.

Disciplinary Action Chart

Level A: Serious Misconduct

Level A: Severe Offenses are typically behaviors with almost no administrative discretion for response. Schools may apply the following intervention plans in these circumstances:

- Crisis intervention plan and procedures
- Identify emergency resources
- Use resources in school, District, and community
- Work as a team, coordinating services
- Collaborate with parent/caregiver(s)

<u>Examples of Level A: Severe Offenses</u>	<u>Examples of School Response</u>	<u>Examples of Possible Consequences</u>
<p>Group "A" (Severe) Offenses are:</p> <ul style="list-style-type: none"> • Arson or similar • Bomb threat • Bullying • Combustible/firework (use or possession) • Dangerous item, threat/use • Theft • Gang activity • Harassment (verbal, written, graphic, electronic, racial, physical) • Physical aggression, assault • Property Damage/Vandalism • Possession, use, sale of drugs or alcohol or drug paraphernalia, or under the influence of any of the above regardless of whether the alcohol or drugs were used prior to entering the school or district's drug-free zone. • Sexual misconduct/harassment: verbal, written, or physical contact of a sexual nature • Threats of violence or abuse towards school, staff, or a student, verbal or written, (ref. ARS 13-2911) • Tobacco, vape (use or possession) • Weapon possession. Improvised weapon and/or replicas. <p>OR Any other offense that is deemed to be of a SEVERE nature to such a degree that the accompanying consequences would be warranted.</p>	<ul style="list-style-type: none"> • Conduct investigation, interview all witnesses • Consult with Student Discipline Proceedings Office • Report to law enforcement • Conduct parent conference and/or pre-suspension conference • Review suspension and expulsion bulletins for specifics regarding mandatory actions • Review teacher-student-parent interaction history • Review social adjustment history • Conduct threat assessment • Review Special Education status • Consult with community agencies (e.g., probation, Mental Health Centers, Children's Services) 	<ul style="list-style-type: none"> • Expulsion (permanent removal) • Expulsion with the potential of review after one (1) year. • Long term suspension (11-180 days) • Law enforcement intervention • Summary suspension during investigation • Short term out of school (6-10 days) • Short term out of school (1-5 days) • In School Suspension • Alternative Placement • Removal from class/schedule adjustment • Behavior Plan/Contract

*Discipline and assigned consequences may be cumulative in nature

Level B: Student Misconduct

Level B Misconduct Offenses, while serious in nature, typically require a collaborative team response. Schools may implement the following preventative plans:

- Work as a team, coordinating services
- Collaborate with parent/caregiver(s)
- Develop a school-based mentoring program
- Access school, local district, District, and community resources

<u>Examples of Level B: Misconduct that Requires a Collaborative Team</u>	<u>Examples of School Response</u>	<u>Examples of Possible Consequences</u>
<ul style="list-style-type: none"> • Abusive Language • Bullying • Dangerous item, threat/use • Ongoing disrespect/defiance • Disruption/Disorderly Conduct • Fighting • Harassment/Hazing (verbal, written, graphic, electronic, racial, physical) • Leaving campus without permission • Lying/Cheating Forgery/Plagiarism • Physical aggression • Property Damage/Vandalism • Sexual misconduct • Theft • Threats • Truancy 	<ul style="list-style-type: none"> • Convene an individualized Problem Solving Team • Parent Conference • Use debriefing forms to address misconduct • Refer to community agencies • Assign campus responsibilities (i.e. Community service) • Provide conflict resolution training, peer mediation, anger management • Law enforcement intervention • Encourage enrichment activities (after school clubs) 	<ul style="list-style-type: none"> • Long term suspension (11-180 days) • Law Enforcement Intervention • Summary suspension during investigation • Short term out of school (6-10) • Short term out of school (1-5) • In School Suspension • Alternative Placement • Removal from class/schedule adjustment • Behavior Plan/Contract • Individualized assignment/loss of privilege • Restitution • Restorative practices • After school/lunch detention • Parent/student/school conference

*Discipline and assigned consequences may be cumulative in nature

Level C: School/Classroom Related Misconduct

Misconduct that requires classroom supports. Preventative examples include:

- Reinforce guiding principles
- Identify, teach and reinforce behavioral expectations, rules and social skills
- Actively supervise, monitor and provide feedback on behavior in all areas of the school
- Use firm, fair, corrective, consistent disciplinary techniques
- Identify resources at school, local district, and in the community

<u>Examples of Level C School-Related Misconduct</u>	<u>Examples of School Response</u>	<u>Examples of Possible Consequences</u>
<ul style="list-style-type: none"> • Defiance • Disrespect • Disruptive behavior in classroom, campus, or school-sponsored activities • Disruptive item • Dress Code • Inappropriate Language • Physical Contact/Aggression • Property Misuse • Inappropriate use of school or personal technology • Riding bicycles, skateboards, scooters, rollerblades, “shoe” skates, etc. on campus • Other classroom/school expectation 	<p>Schools may combine disciplinary action with other responses, including:</p> <ul style="list-style-type: none"> • Re-teach group expectations, routines, and strategies, modify grouping patterns • Use systematic positive reinforcement for students when they act appropriately • Use mentoring strategies; assign a mentor • Utilize a daily report card, involving parents and other staff in a partnership of support • Utilize peer tutoring/counseling • Determine the function of the student’s behavior and teach replacement behavior 	<ul style="list-style-type: none"> • In School Suspension • Alternative Placement • Removal from class/schedule adjustment • Behavior Plan/Contract • Individualized assignment/loss of privilege • Restitution • Restorative practices • After school/lunch detention • Parent/student/school conference • Formal conference with student • Parent Contact • Corrective conference/reteaching with student

*Discipline and assigned consequences may be cumulative in nature.

Section IV: SELECTED FEDERAL AND ARIZONA STATUTES

Abuse of Teacher or School Employee

§15-507 Abuse of teacher or school employee in school; classification

A person who knowingly abuses a teacher or other school employee on school grounds or while the teacher or employee is engaged in the performance of his duties is guilty of a class 3 misdemeanor.

Assault

§13-1203 – Assault; Classification

A person commits assault by:

- Intentionally, knowingly or recklessly causing any physical injury to another person; or
- Intentionally placing another person in reasonable apprehension of imminent physical injury; or
- Knowingly touching another person with the intent to injure, insult or provoke such person.
- Assault committed intentionally or knowingly pursuant to subsection A, paragraph 1 is a class 1 misdemeanor. Assault committed recklessly pursuant to subsection A, paragraph 1 or assault pursuant to subsection A, paragraph 2 is a class 2 misdemeanor. Assault committed pursuant to subsection A, paragraph 3 is a class 3 misdemeanor.

§13-1204 – Aggravated Assault, Classification

- A person commits aggravated assault if the person commits assault as defined in §13-1203 under any of the following circumstances: 8(d). If the person commits the assault knowing or having reason to know the victim is a teacher or other person employed by any school and the teacher or other employee is upon the grounds of a school or grounds adjacent to the school or is in any part of a building or vehicle used for school purposes, or any teacher or school nurse visiting a private home in the course of his/her professional duties, or any teacher engaged in any authorized and organized classroom activity held on other than school grounds.
- Aggravated assault pursuant to subsection A, paragraph 1 or 2 of this section is a class 3 felony except if the victim is under fifteen years of age in which case it is a class 2 felony punishable pursuant to §13-705. Aggravated assault pursuant to subsection A, paragraph 3 of this section is a class 4 felony. Aggravated assault pursuant to subsection A, paragraph 9 subdivision (b) or 10 of this section is a class 5 felony. Aggravated assault pursuant to subsection A, paragraph 4, 5, 6, 7 or 8 or paragraph 9 subdivision (c) of this section is a class 6 felony.

§13-2911. Interference with or disruption of an educational institution; violation; classification; definitions

- A. A person commits interference with or disruption of an educational institution by doing any of the following:
1. Intentionally, knowingly or recklessly interfering with or disrupting the normal operations of an educational institution by either:

- (a) Threatening to cause physical injury to any employee or student of an educational institution or any person on the property of an educational institution.
 - (b) Threatening to cause damage to any educational institution, the property of any educational institution or the property of any employee or student of an educational institution.
 2. Intentionally or knowingly entering or remaining on the property of any educational institution for the purpose of interfering with the lawful use of the property or in any manner as to deny or interfere with the lawful use of the property by others.
 3. Intentionally or knowingly refusing to obey a lawful order given pursuant to subsection C of this section.
- B. To constitute a violation of this section, the acts that are prohibited by subsection A, paragraph 1 of this section are not required to be directed at a specific individual, a specific educational institution or any specific property of an educational institution.
- C. The chief administrative officer of an educational institution or an officer or employee designated by the chief administrative officer to maintain order may order a person to leave the property of the educational institution if the officer or employee has reasonable grounds to believe either that:
1. Any person or persons are committing any act that interferes with or disrupts the lawful use of the property by others at the educational institution.
 2. Any person has entered on the property of an educational institution for the purpose of committing any act that interferes with or disrupts the lawful use of the property by others at the educational institution.

Attendance

§15-802—School Instruction, exceptions; violations; classification; definitions

- Every child between the ages of six and sixteen years shall attend a school and shall be provided instruction in at least the subjects of reading, grammar, mathematics, social studies and science.
- The person who has custody of the child shall choose a public, private or charter school or a homeschool as defined in this section to provide instruction or shall sign a contract to participate in an Arizona empowerment scholarship account pursuant to section 15-2402.
- If the child will attend a public, private or charter school, the parent with custody over the child shall enroll the child in and ensure that the child attends a public, private or charter school for the full time school is in session.
- Unless otherwise exempted in this section or section 15-803, a parent of a child between six and sixteen years of age or a person who has custody of a child, who does not provide instruction in a homeschool and who fails to enroll or fails to ensure that the child attends a public, private or charter school pursuant to this section or fails to sign a contract to participate in an empowerment scholarship account pursuant to section 15-2402 is guilty of a class 3 misdemeanor.

§15-803 – School attendance; exemptions; definitions

- It is unlawful for any child between six and 16 years of age to fail to attend school during the hours school is in session, unless excused pursuant to section §15-803.
- A child who is habitually truant or who has excessive absences may be adjudicated an incorrigible child. Absences may be considered excessive when the number of absent

days exceeds 10 percent of the number of required attendance days prescribed in section §15-803, subsection B, paragraph 1. As used in this section:

- “Habitually truant” means a truant child who is truant for at least five school days within a school year.
- “Truant” means an unexcused absence for at least one class period during the day.
- “Truant child” means a child who is between six and 16 years of age and who is not in attendance at a public or private school during the hours that school is in session, unless excused as provided by this section.

Expulsion and Suspension

ARS §15-841 – Responsibilities of pupils: expulsion; alternative education programs; community service; placement review committee

A. Pupils shall comply with the rules, pursue the required course of study and submit to the authority of the teachers, the administrators and the governing board. A teacher may send a pupil to the principal’s office in order to maintain effective discipline in the classroom. If a pupil is sent to the principal’s office pursuant to this subsection, the principal shall employ appropriate discipline management techniques that are consistent with rules adopted by the school district governing board. A teacher may remove a pupil from the classroom if either of the following conditions exist:

- The teacher has documented that the pupil has repeatedly interfered with the teacher’s ability to communicate effectively with the other pupils in the classroom or with the ability of the other pupils to learn.
- The teacher has determined that the pupil’s behavior is so unruly, disruptive or abusive that it seriously interferes with the teacher’s ability to communicate effectively with the other pupils in the classroom or with the ability of the other pupils to learn.
- A pupil may be expelled for continued open defiance of authority, continued disruptive or disorderly behavior, violent behavior that includes use or display of a dangerous instrument or a deadly weapon as defined in section §13-105, use or possession of a gun, or excessive absenteeism. A pupil may be expelled for excessive absenteeism only if the pupil has reached the age or completed the grade after which school attendance is not required as prescribed in section §15-802. A school district may expel pupils for actions other than those listed in this subsection as the school district deems appropriate.
- A school district may refuse to admit any pupil who has been expelled from another educational institution or who is in the process of being expelled from another educational institution.
- A school district may annually or upon the request of any pupil or the parent or guardian review the reasons for expulsion and consider readmission.
- As an alternative to suspension or expulsion, the school district may re-assign any pupil to an alternative education program if good cause exists for expulsion or for a long-term suspension.
- A school district may also reassign a pupil to an alternative educational program if the pupil refuses to comply with rules, refuses to pursue the required course of study or refuses to submit to the authority of teachers, administrators or the governing board.
- A school district or charter school shall expel from school for a period of not less than one year a pupil who is determined to have brought a firearm to a school within the jurisdiction of the school district or the charter school, except that the school district or

charter school may modify this expulsion requirement for a pupil on a case by case basis. This subsection shall be construed consistently with the requirements of the Individuals With Disabilities Education Act, 20 United States Code Sections 1400 through 1420. For the purposes of this subsection:

- 1. “Expel” may include removing a pupil from a regular school setting and providing educational services in an alternative setting.
- 2. “Firearm” means a firearm as defined in 18 United States Code Section 921.

Harassment, Intimidation, Bullying

ARS §15-341 Harassment – Intimidation – Bullying Policy: Victim Rights

In compliance with Arizona Revised Statute §15-341 regarding victim rights, all Buckeye Elementary School District students have the right to attend school without the fear of being harassed, intimidated or bullied. Harassment, intimidation or bullying is generally defined as making someone worry, feel tormented or troubled. Forms of bullying include verbal or physical harassment; sexual, ethnic, racial or religious harassment; and hazing of other students. Harassment, intimidation or bullying of any kind will not be tolerated in district schools. Students found guilty of harassment, intimidation or bullying are subject to disciplinary action, which may include warnings, parent communication, detention and in-school or out-of-school suspension. Students will not bother or annoy other students physically, verbally or visually; this includes language or gestures which insult, intimidate or negatively incite another person’s feelings. Retaliation in any form for the filing of a harassment, intimidation or bullying complaint is expressly prohibited.

Bullying: Definition

Repeated acts, over time, that involve a real or perceived imbalance of power. Bullying can be physical in form (pushing, hitting, kicking, spitting, stealing); verbal (making threats, taunting, teasing, name-calling); or psychological (social exclusion, spreading rumors, manipulating social relationships).

If you are being harassed, intimidated or bullied. Make your feelings clear; tell the person who is harassing, intimidating or bullying you to stop. A bully may think you support the harassing, intimidating or bullying if you do not speak up. If the harassing, intimidating or bullying continues after telling them to stop, report the activity to the teacher, counselor, principal or other adult. You can do this verbally or by completing a Harassing, Intimidating or Bullying Victim Rights Report Form at the school.

If you see someone being harassed, intimidated or bullied. Never join in the harassing, intimidating or bullying behaviors. Resist any peer pressure to take part in abusive behavior. Help the person being bullied get out of the situation safely, ask if it has happened before, and encourage them to report the harassment to the teacher, counselor, principal, or other adult.

McKinney-Vento Homeless Assistance Act

SEC.1032;, Education for homeless children and Youths. Subtitle B of Title VII, McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.)

- Each State educational agency shall ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths.
- In any State that has a compulsory residency requirement as a component of the State's compulsory school attendance laws or other laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youths, the State will review and undertake steps to revise such laws, regulations, practices, or policies to ensure that homeless children and youths are afforded the same free, appropriate public education as provided to other children and youths.
- Homelessness alone is not sufficient reason to separate students from the mainstream school environment.
- Homeless children and youths should have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging state student academic achievement standards to which all students are held.

The term "homeless youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. Homeless status is determined in cooperation with parents or, in the case of unaccompanied youth, the local educational agency liaison. Additional information regarding the McKinney-Vento Homeless Assistance Act is available from the district's homeless liaison.

Sex Offender Notification

ARS §13-3825, §13-3826 Sex Offender Community Notification

Arizona statutes require law enforcement agencies notify school districts regarding certain registered sex offenders and juveniles adjudicated delinquent for "dangerous offenses" or certain sex offenses. School offices will maintain and provide access by request to all records received from the local law enforcement agency to staff members, parents, students, guardians, or custodians when the District has been notified that a registered offender has moved into the community. Contact your school office for more information.

Threats

ARS §13-2911- Interference with or disruption of an educational institution; violation; classification; definitions

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

- Intentionally, knowingly or recklessly interfering with or disrupting the normal operations of an educational institution by either:
 - Threatening to cause physical injury to any employee or student of an educational institution or any person on the property of an educational institution.

- Threatening to cause damage to any educational institution, the property of any educational institution, or the property of any employee or student of an educational institution.
- Intentionally or knowingly entering or remaining on the property of any educational institution for the purpose of interfering with or disrupting the lawful use of the property or in any manner as to deny or interfere with the lawful use of the property by others.
- Intentionally or knowingly refusing to obey a lawful order given pursuant to subsection C of this section.

To constitute a violation of this section, the acts that are prohibited by subsection A, paragraph 1 of this section are not required to be directed at a specific individual, a specific educational institution or any specific property of an educational institution.

The chief administrative officer of an educational institution or an officer or employee designated by the chief administrative officer to maintain order may order a person to leave the property of the educational institution if the officer or employee has reasonable grounds to believe either that:

- Any person or persons are committing any act that interferes with or disrupts the lawful use of the property by others at the educational institution.
- Any person has entered on the property of an educational institution for the purpose of committing any act that interferes with or disrupts the lawful use of the property by others at the educational institution.
- Interference with or disruption of an educational institution pursuant to subsection A, paragraph 1 of this section is a Class 6 felony. Interference with or disruption of an educational institution pursuant to subsection A, paragraph 2 or 3 of this section is a Class 1 misdemeanor.

Title IX

The Buckeye Elementary School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The school principal has been designated as the site Title IX coordinator. The Executive Director of Special Programs has been designated to handle inquiries regarding non-discrimination policies. For further information, call 623-925-3400, or by mail: Buckeye Elementary School District, 25555 W. Durango St. Buckeye, AZ 85326. For further information on notice of nondiscrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the Office of Civil Rights that serves your area, or call 1-800-421-3481.

Buckeye Elementary School Board

Mr. Marcus Eads, President
Mrs. Jane Hunt, Clerk
Mr. Richard Hopkins, Member
Mrs. Amy Lovitt, Member
Mrs. Gina Ragsdale, Member

School Board meetings are usually held the 1st Monday of every month at 6:30 p.m. Please check the district website, www.besd33.org, for meeting agendas, minutes, and further information. For more information, you may contact the School Board's Executive Assistant, Mrs. Tmber Delong, at 623.925.3403.

District Administration

Dr. Kristi Sandvik, Superintendent
Mr. Nate Bowler, Business Services
Dr. Drew Davis, Leadership and Learning
Dr. Michael Lee, Special Programs and Professional Development



Buckeye Elementary School District #33
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