

# **RICHARDSON ELEMENTARY SCHOOL**

6901 North Camino de la Tierra  
Tucson, AZ 85741  
(520) 696-8500  
FAX: (520) 690-5617

*Mr. Henry Linker, Principal*

**2017-2018**

REPORT ABSENCES 696-4809

Registrar/Attendance 696-8500  
*Sabrina Kiselicka*

ADMINISTRATIVE ASSISTANT  
*Kathy Hupp* 696-8501

HEALTH OFFICE 696-8502  
*Nellie Pintor, M.A.*

VOLUNTEER CENTER 696-8500  
*Sabrina Kiselicka/Kathy Hupp*

CAFETERIA 696-8511

WEBSITES: [www.flowingschools.org](http://www.flowingschools.org)  
[www.richardson.flowingschools.org](http://www.richardson.flowingschools.org)

FACEBOOK: Richardson Elementary



***Dare to Dream ~ Work to Achieve***



# Flowing Wells Unified School District

*Potential Finds Opportunity*

IOLA FRANS ADMINISTRATION CENTER  
1556 W. PRINCE ROAD  
TUCSON, ARIZONA 85705-3087  
(520) 696-8000 | FAX: (520) 690-2400

Dear Parent:

Education is one of the most important goals facing our nation today. The time, energy, and dollars we devote to education represent one of the most vital investments in our nation's most important resource, our children.

The Flowing Wells Governing Board, administration, and staff have strongly supported this responsibility to today's students by establishing high academic standards and requirements, quality programs, a policy of homework, and a firm discipline plan.

We will continue to strive for a stronger educational system. We must set high expectations and goals for all learners, and try in every way possible to help students reach them.

This student guidebook includes the rules, regulations, procedures, and requirements a student needs to be a responsible student. Students who contribute positively to a school environment significantly improve their opportunity and the opportunity of others for a quality education.

As a parent, I encourage you to become aware of the contents of this guidebook and encourage your child to do likewise. Your cooperation and support in this endeavor are most appreciated.

Sincerely,

Dr. David Baker  
Superintendent

DRB/ca

# FLOWING WELLS SCHOOLS

Mrs. Kristy Dale  
**Centennial School**  
2200 W. Wetmore Rd.  
Tucson, AZ 85705  
696-8201

Mr. Lyle Dunbar  
**Homer Davis School**  
4250 N. Romero Rd  
Tucson, AZ 85705  
696-8251

Ms. Tamara McAllister  
**Walter Douglas School**  
3302 N. Flowing Wells Rd.  
Tucson, AZ 85705  
696-8301

Mr. Alan Schmidt  
**J. Robert Hendricks School**  
3400 W. Orange Grove Rd.  
Tucson, AZ 85741  
696-8401

Ms. Jacqueline Camacho  
**Laguna School**  
5001 N. Shannon Rd.  
Tucson, AZ 85705  
696-8451

Mr. Henry Linker  
**Robert Richardson School**  
6901 N. Camino de la Tierra  
Tucson, AZ 85741  
696-8900

Mr. Chad Miller  
**Flowing Wells Junior High**  
4545 N. La Cholla Blvd  
Tucson, AZ 85705  
696-8552

Mr. James Brunenkant  
**Flowing Wells High School**  
3725 N. Flowing Wells Rd.  
Tucson, AZ 85705  
696-8001

Mr. Dax Valles  
**Sentinel Peak High School**  
4125 W. Aerie Drive  
Tucson, AZ 85741  
696-8900

Mrs. Susan Shinn  
**Emily Meschter Early Learning Center**  
4605 N. La Cholla Blvd  
Tucson, AZ  
696-8909

## DISTRICT ADMINISTRATIVE PERSONNEL

Dr. David Baker, Superintendent  
Dr. Kevin Stoltzfus, Associate Superintendent  
Dr. Kimberley Parkinson, Assistant Superintendent  
Mrs. Stacy Trueblood, Director of Business and Finance  
Mrs. Patricia Gutierrez, Director of Staff Development  
Mrs. Susan Shinn, Director of Special Education/Early Childhood  
Mr. Michael Medeiros, Director of Facilities  
Mr. Lewis Carloss, Director of Transportation  
Mr. Carl Thompson, Director of Food Services  
Mrs. Audrey Reff, Director of Federal Programs

## GOVERNING BOARD

Mr. Kevin Daily	President
Mr. Gerald Long	Clerk
Mrs. Wendy Effing	Member
Mr. Thomas Jacobs	Member
Mr. James Love	Member

# Flowing Wells School District

## 2017-2018 School Year Calendar

<p><b>July</b></p> <p>4 Independence Day (observed) District Offices Closed (7/7, 14, 21, 28)</p> <p>31 New Teachers Report</p>	<p><b>July 2017</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						<p><b>August 2017</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31										<p><b>August</b></p> <p>7 All Teachers Report</p> <p>10 Classes Begin</p>  <p>School Days: 16</p>
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<p><b>September</b></p> <p>4 Labor Day All Students - No School</p> <p>7 Early Release Day All Students - ½ day</p>  <p>School Days: 20</p>	<p><b>September 2017</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </tbody> </table>	S	M	T	W	Th	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	<p><b>October 2017</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					<p><b>October</b></p> <p>13 End of First Quarter Student Records Day PreK-6 - No School; JH/HS - ½ day</p> <p>16 Conferences - PreK-6 - ½ day</p> <p>17 Conferences - PreK-6/JH - ½ day</p> <p>18 Conferences - PreK-6/JH - ½ day</p> <p>19 Fall Break - Pupils/Teachers 10/19 - 10/20/2017</p> <p>School Days: PreK-6 - 19; JH/HS - 20</p>
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<p><b>November</b></p> <p>10 Veterans Day (Observed) All Students - No School</p> <p>23 Thanksgiving Holiday 11/23 - 11/24/2017</p>  <p>School Days: 19</p>	<p><b>November 2017</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			<p><b>December 2017</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							<p><b>December</b></p> <p>1 Early Release Day All Students - ½ day</p> <p>22 First Semester Ends Student Records Day PreK-6 - ½ day JH/HS - No School</p> <p>26 Winter Vacation Begins 12/25/2017-1/5/2018</p> <p>School Days: PreK-6 - 16; JH/HS - 15</p>
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<p><b>January</b></p> <p>5 Winter Break Ends</p> <p>8 Second Semester Begins</p> <p>15 Civil Rights Day All Students - No School</p>  <p>School Days: 17</p>	<p><b>January 2018</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				<p><b>February 2018</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28				<p><b>February</b></p> <p>1 Early Release Day All Students - ½ day</p> <p>22 Rodeo Break 2/22-2/23/2018</p>  <p>School Days: 18</p>
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<p><b>March</b></p> <p>9 End of Third Quarter Student Records Day All Students - No School</p> <p>15 Conferences - PreK-6/JH - ½ day</p> <p>16 Conferences - PreK-6/JH - ½ day</p> <p>26 Spring Break Begins 3/26-3/30/2018</p>  <p>School Days: 16</p>	<p><b>March 2018</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </tbody> </table>	S	M	T	W	Th	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	<p><b>April 2018</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						<p><b>April</b></p>    <p>School Days: 21</p>
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<p><b>May</b></p> <p>23 High School Graduation</p> <p>24 Second Semester Ends All Students - ½ day</p> <p>25 Teachers' Last Day</p>  <p>28 Memorial Day</p>  <p>School Days: 18</p>	<p><b>May 2018</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			<p><b>June 2018</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </tbody> </table>	S	M	T	W	Th	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	<p><b>June</b></p> <p>1 District Offices Closed (6/1, 8, 15, 22, 29)</p> <table style="width: 100%;"> <tr> <td>School Days</td> <td style="text-align: right;">180</td> </tr> <tr> <td>First Semester</td> <td style="text-align: right;">90</td> </tr> <tr> <td>Second Semester</td> <td style="text-align: right;">90</td> </tr> <tr> <td>Teacher Work Days</td> <td style="text-align: right;">186</td> </tr> <tr> <td>Contract Days</td> <td style="text-align: right;">209</td> </tr> </table> <p>40<sup>th</sup> Day - October 5, 2017</p> <p>100<sup>th</sup> Day - January 22, 2018</p>	School Days	180	First Semester	90	Second Semester	90	Teacher Work Days	186	Contract Days	209
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## **WELCOME TO FLOWING WELLS SCHOOL DISTRICT!**

This booklet is to inform elementary students and their parents of their rights and responsibilities. The materials herein pertain to students in grades K-6. Additional information will be given to you pertaining to your child's individual school.

### **ACADEMICS AND GENERAL INFORMATION**

#### **INSTRUCTIONAL PROGRAM**

The primary goal of the educational program in Flowing Wells Elementary Schools is to provide an opportunity for each student to develop the skills, knowledge and abilities that will enable that student to be successful in school. The accomplishment of this task is a challenging and complex endeavor. Each child comes to the school with a unique personality, abilities and attitude. These factors must be considered as we teach. The curriculum in Flowing Wells Elementary Schools is designed to assist the teachers in meeting the needs of individual students.

The instructional program is aligned with the Arizona College and Career Readiness Standards. Each grade is assessed in a variety of ways to determine the level at which the state standards are being met. The following specialized programs are a part of this effort.

#### **TITLE I READING**

All students are screened for reading development at the beginning of every year or upon enrollment after the beginning of the year. Students who are determined to be at-risk are referred to the Title I reading support program. The Title I reading program provides strategic intervention by highly qualified reading specialists to support achievement of grade level reading goals. Placement in the program is at least one semester and students may exit the program when meeting grade level reading performance benchmarks. Reading specialists also coordinate school-wide literacy activities for teachers, parents, and students to promote high levels of literacy and a life-long love of reading.

#### **SPECIAL EDUCATION**

The district provides comprehensive educational services for students with disabilities and conforms to all applicable state and federal laws and regulations.

#### **C.A.T.S. PROGRAM**

Programs are available for students with outstanding academic ability and/or talent in grades 2-6. Students are identified, screened and placed into the Center for Academically Talented Students by a process which includes Teacher/Parent/Student referral, standardized achievement tests, and data collection. This program is located in one building in our district and students are transported from their home school one-day each week.

#### **MUSIC**

Music instruction is provided in grades K-6. An appreciation and enjoyment of music is the major goal. Basic aspects of music theory are taught. Opportunities are provided for performance before parent groups. Instrumental music instruction (band and strings) is provided in 5th and 6th grades. Basic skills in reading music and performing are taught.

## **PHYSICAL EDUCATION**

A sound body as well as a sound mind is important in the overall educational program. Each elementary school has a full-time physical education teacher. Students from grades kindergarten through 6 have a scheduled physical education class. Children will have the opportunity to develop skills in balance, coordination, stamina, and games. A written note is required for those students unable to participate in Physical Education on the days assigned. (Students must wear appropriate gym shoes on P.E. day.)

## **LIBRARY**

Elementary students will have access to the school library. Teachers may also schedule times for research. Each student is responsible for materials checked out in his/her name.

## **PARENT/TEACHER CONFERENCES - REPORT CARDS**

Report cards will be issued at the end of each nine-week period. The first quarter grades will be explained at parent/teacher conferences. There may be a conference after the third quarter as well. Parents are expected to attend the first parent/teacher conference in October and may be requested to attend a second conference. Communication between the school and the home is essential.

## **FIELD TRIPS**

Field trips are scheduled periodically to supplement the overall school curriculum. Each school develops procedures for participating in field trips. Parents must sign field trip permission slips.

## **HOMEWORK**

Students will be assigned homework responsibilities in accordance with district policy. Homework is considered an important learning activity and is an extension of the school curriculum. Independent practice reinforces learning and helps to develop strong work habits.

## **ACHIEVEMENT TESTING**

The State of Arizona has a comprehensive system of assessing student achievement. All schools have aligned their curriculum to teach the Arizona College and Career Readiness Standards. The standards are measured through state testing.

## **PARENT CONNECTION**

As partners for learning, parents are expected to be active participants in their children's education by reinforcing the importance of school and encouraging personal responsibility for this endeavor. Flowing Wells believes we are a community of learners and that we all work together for quality education. Parents are an integral part of student success and are expected to:

- Send their children to school every day on time.
- Communicate with the school and teachers.
- Support students with schoolwork, homework and special activities.
- Serve as role models for children.
- Support student efforts in special activities.
- Get involved in their children's education through volunteering.

## **SUPPORT SERVICES**

### **IMMUNIZATION**

To be able to register for school, all students must have completed the State of Arizona Immunization Record form. This form may be obtained in the school office. By law, students may not be registered for school without current certified immunization records.

### **HEALTH SERVICES**

A trained health office assistant is available to students during school hours. If a child should become sick or injured during school hours, it is important that he/she go to the health office.

### **MEDICATION POLICY**

If your child needs to take medication during school hours, the Health Assistant or other administrative designee will administer the medication to your child only when the following criteria are met: These criteria apply to all medications, prescription as well as non-prescription:

- 1) **ORIGINAL LABELED CONTAINER**. All medication must be brought to the health office in its original labeled, sealed (unopened) container. No pills in baggies. Do not mix pills in containers. The medication in the container must match what's printed on the label.
- 2) **WRITTEN DOCTOR'S ORDERS** must accompany ALL medications, OTC and Prescription. Prescription medications: The original prescription label on the container constitutes written doctor's orders. Non-prescription medications: A separate written order signed by the doctor is required. The order must match the medication that you bring to school.  
*This applies to ALL "over the counter medications" such as, but not limited to: Tylenol, Advil, cough drops, cough syrup, cold medicine, Midol, allergy medicine, throat sprays, eye drops etc.*  
You may have your doctor FAX a written order for these medications to the school.
- 3) **WRITTEN PARENT PERMISSION** must accompany all medications. The appropriate Parent Permission forms are available in the office. Special forms are available for students who need to carry and self-administer emergency medications such as asthma inhalers and epi-pens.

**Plan ahead** for children who frequently need medication for asthma, allergies, cramps, headaches, braces and the like.

Please do not send medication to school with your child without the required documentation. Without the required documentation the medicine will not be given and you may be required to come to school to administer it or to pick up your child.

If you have questions regarding medication at school please contact the Health Office.

### **VISION and HEARING SCREENING**

Student Vision and Hearing screenings will be conducted at school throughout the school year. If you do NOT want your child screened, please notify the Principal or Health Assistant in writing.

### **STUDENT INSURANCE**

Supplementary insurance coverage is available to all students who are interested in securing protection while at school and on school-sponsored trips. If the student DOES NOT have medical insurance, he/she and the parent assume financial responsibility for any injury to the student. Information concerning student insurance is available at the school office. The premium is to be paid at the school office.

## **SCHOOL BUS TRANSPORTATION AND RULES**

Bus transportation for students is a privilege. Students who do not obey directions of the driver or do not obey regulations shall forfeit their riding privilege. Buses are equipped with security video cameras.

For safety reasons, written bus deviation requests from parents or guardians must be received by the teacher and bus driver before a student may ride a bus other than his or her regular bus or get off at another stop.

Students being transported are under the authority of the group sponsor or the bus driver and shall observe the following rules:

1. Shall immediately sit down after boarding.
2. Shall remain seated during transit.
3. Shall keep animals or unsafe items off bus.
4. Shall be quiet and conduct themselves properly.
5. Shall obtain driver's permission to open doors or windows.
6. Shall properly care for property and understand that the school is not responsible for personal property.
7. Shall obey the bus driver.
8. Shall wait for the bus in an orderly manner.
9. Shall keep hands, feet, and objects to self.
10. Shall use appropriate language.
11. Shall face the front of the bus.
12. Shall maintain an appropriate voice level.

## **BUS CONSEQUENCES**

Violation of bus rules will result in:

1. First Offense: Warning/Conference
2. Second Offense: One to ten days bus suspension
3. Third Offense: Ten days to remainder of school year suspension
4. Severe Offense: Suspension without prior listed consequences

## **NON-DISCRIMINATION NOTICE**

FWSD is committed to a policy of nondiscrimination in relation to race, color, religion, sex, sexual orientation, gender identity, gender expression, 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.

The Section 504 and Title IX compliance officer is:  
Dr. Kimberley Parkinson, assistant superintendent  
1556 W. Prince Road  
Tucson, AZ 85705  
520-696-8822  
[kimberley.parkinson@fwusd.org](mailto:kimberley.parkinson@fwusd.org)



## BREAKFAST/LUNCH

Breakfast and lunch are served daily in the cafeteria. An excellent variety of entrees, fruits, vegetables, and milk are offered each day. **Free and reduced priced meals are available to those who qualify. Contact the school office for an application form.** Meals may be purchased on a daily, weekly, or monthly basis. Daily meal purchases are handled at serving times. Weekly and monthly tickets must be purchased in the cafeteria before school.

<b>Prices – Elementary</b>	<u>Daily</u>	<u>5 day</u>	<u>10 day</u>	<u>20 day</u>	<b>* Prices subject to change</b>
Breakfast	\$ .95	\$ 4.75	\$ 9.50	\$	19.00
Breakfast – reduced	.30	1.50	3.00	6.00	
Lunch	2.40	12.00	24.00	48.00	
Lunch – reduced	.40	2.00	4.00	8.00	
Milk	.40	--	--	--	
Adult	3.00	15.00	30.00	60.00	

Parents and families are welcome to join us for breakfast and lunch in the cafeteria. Please notify the office before 9:00 a.m. to be added to the lunch count.

Children who forget their lunch or lunch money will be able to borrow for a full lunch in emergency situations. A charge slip will be sent home and prompt payment is appreciated. Students will be limited to the number of times that they may charge. After the third charge a student will be given a modified meal consisting of peanut butter or cheese, crackers, fruit, and milk. We will not refuse service to any child. By law, schools must provide healthy choices during the school day. Snacks of any kind provided by the school will meet the minimum nutritional requirements. We encourage parents, when sending any food items, to consider healthy choices.

## CHILD ACCESS

Schools are responsible for ensuring the safety of all children attending that school. For their own protection, children will only be released to their legal guardians or to another person with the guardian's written permission. Names of people permitted to pick up a child should be listed on the child's registration form.

## ATTENDANCE

Good attendance is essential for all elementary students. It is the responsibility of the parent to assure student school attendance. Parents are required to call the school to report absences before 9:00 a.m. If parents do not call to report absences, school personnel will call parents. Students must arrive to school on time.

## SCHOOL DAY

All elementary students in grades Kindergarten through 6th will begin school at 8:00 a.m. Students will be dismissed at 2:10 p.m. at the Elementary Schools. All Elementary Schools currently offer full-day Kindergarten.

The SCHOOL CANNOT ASSUME RESPONSIBILITY for students on our elementary playground before 7:30 a.m. or after 2:15 p.m. **Students should not be on campus before 7:30 a.m.** and students should go directly home after school unless participating in an organized school activity. This does not apply if the child is registered in an afterschool program such as SKILLS, sports, the Y.E.S. program, etc.

## **TRUANCY/TARDINESS**

Arizona Law requires that a parent or legal guardian must ensure that a minor child between the ages of 6 and 16 is in school for the full time school is in session. "A parent of a child, or a person who has custody of a child between 6 and 16...who does not provide instruction in a home school, and who fails to ensure that the child attends a public or private school...is guilty of a Class 3 misdemeanor." (A.R.S. 15-802, 15-803) A Class 3 misdemeanor is punishable by up to 30 days in the Pima County Jail and up to a \$500 fine.

The Flowing Wells School District works in close cooperation with the Pima County Attorney's Truancy Program that enforces this law. If student absences are excessive, the principal may not only contact the parents but also may also contact the County Attorney's Office and initiate charges.

See Student Absences and Excuses Policies JH and JH-R at the back of this handbook.

## **INTRA-DISTRICT TRANSFERS**

Intra-district transfer requests will be honored on a space available basis, meeting of established eligibility requirements, and upon approval by the principal and Superintendent. First approval priority will be given to students continuing on a previous transfer approval. Transfer requests must be approved annually. Transportation of the intra-district transfer student to and from school is the responsibility of the parent/guardian.

## **NON-RESIDENT STUDENTS**

Students whose parents live outside the Flowing Wells District must file an annual application for admission and have permission from the Governing Board to attend Flowing Wells Schools. Final acceptance of any nonresident student will be made on a space available basis contingent upon class size and meeting established eligibility requirements. Transportation of the nonresident student to and from school is the responsibility of the parent/guardian. Nonresident students using the Flowing Wells bus system will be charged for this service. It is the responsibility of the parent to notify the school of any change of address affecting the student's residency status.

## **STUDENT WITHDRAWAL**

Parents are asked to complete the student withdrawal form in the school office when moving out of the district or transferring to another school. Student records will be mailed to the receiving school upon written request from that school.

## **PAYMENT OF DEBTS**

All students' debts shall be paid before transferring to another school.

## **PROMOTION/RETENTION**

Each teacher shall make the decision for promotion or retention. The teacher's decision is subject to review and can be overturned by the Governing Board only when the child's parents have requested review.

## **TOBACCO FREE WORKPLACE**

The District is dedicated to providing a healthy environment for students, staff, and visitors. The District has been "smoke free" effective July 1, 1991. Smoking is strictly prohibited in all District buildings, on all District grounds, and in all District vehicles. This policy applies to all students, employees and visitors. Smoking means all use of tobacco including vapor devices.

## DISCIPLINE

Discipline is intended to foster student growth while assuring each student an acceptable environment in which to learn. All Flowing Wells Schools use a progressive program. The program essentially enforces a set of clearly written school and classroom rules with understood consequences. All rules apply when the student is traveling to and from school. This functions most effectively with the support of the school and the parent. The school principal and child's teacher will provide a detailed explanation of how the discipline plan operates.

See Student Discipline Policy JK at the back of this handbook.

## DETENTION

Teachers may require students to spend time under supervision in excess of the regular school day. Parents are to be notified prior to the detention by giving the student one day notice. This does not apply to detention within the regular school day. If the child is assigned after school detention, parents may be required to pick up the student after detention.

## SUSPENSION

Pupils will be subject to suspension when they:

- ❖ continually and willfully disobey
- ❖ openly and persistently defy reasonable school authority
- ❖ threaten the welfare, safety, morals or education of other pupils

**Suspension** - A formal hearing is not needed to bar a student from attending a specific class, or even from attending a full schedule of classes, **for ten days or less.**

**In-School Suspension** provides a supervised learning situation within some schools for students whose behavior is so disruptive to the learning process that they must be removed from the regular classroom.

**Out-of-School Suspension** is reserved for students who will not benefit from In-school suspension or who are disrupting or endangering other students.

## GUIDELINES FOR STUDENT BEHAVIOR

Guidelines for student behavior are desirable for the operation of orderly, successful schools. Most students come to school to learn and to participate in educational and extracurricular activities and do not encounter problems with school rules. Unfortunately, the behavior of some students creates problems for everyone.

The following policy describes student behavior and indicates whether the conduct is or is not permitted in Flowing Wells Schools. Parents and students should become aware of those responsibilities and be informed of what they must do to make student behavior acceptable.

These guidelines are designed to support, not stifle, students. Our schools are a source of community pride and a place where students have freedom to learn. Flowing Wells District Policies, JK, JK-R, JKD, and JKE "Student Discipline," "Student Suspension," and "Expulsion of Students" are included in this handbook.

## STUDENT RIGHTS

A “Right” is something which belongs to you and cannot be taken away by anyone. Your classmates and teachers have the same rights. **HERE ARE YOUR IMPORTANT RIGHTS:**

**1. You have a right to learn:**

This means you should be able to pay attention to what the teachers say without being bothered or distracted by others. In addition, it means you should be able to study and work without interruptions from others.

**2. You have a right to be respected and treated with kindness at school:**

This means that others should not laugh at you, make fun of you, or hurt your feelings.

**3. You have a right to a safe school:**

This means that your school should provide safe classrooms, equipment, and rules to ensure your safety at school.

**4. You have a right to be an individual at school:**

This means you should not be treated unfairly because you are tall or short, boy or girl, or because it takes you a little longer to get the right answer.

**5. You have the right to express yourself:**

This means that you may talk freely about your ideas and feelings when appropriate.

**6. You have a right to tell your side of the story:**

This means that you may tell your side of the story when accused of breaking a rule.

## STUDENT RESPONSIBILITIES

There are some things you should do without being told. Some of these things you do for others and some of these things you do for yourself. **HERE ARE YOUR IMPORTANT RESPONSIBILITIES:**

**1. You have a responsibility to allow others to work without being bothered:**

This means that you quietly make good use of your time and do not bother others.

**2. You have a responsibility to complete your classroom assignments:**

This means that you do your best with your class assignments and homework, being sure to hand them in on time.

**3. You have a responsibility to help make school a good place to be:**

This means being thoughtful, respectful and courteous to others.

**4. You have a responsibility to take care of property:**

This means that you take care of school property and respect the property of others.

**5. You have a responsibility to come to school:**

This means that you come to school every day, on time, unless you are sick or excused.

**6. You have a responsibility to obey school rules:**

This means observing all safety, school and classroom rules.

## UNACCEPTABLE STUDENT BEHAVIOR

### 1. **Disruptive behavior/insubordination:**

This refers to situations such as fighting, throwing rocks, kicking, public displays of affection, disobeying school personnel or any conduct that disrupts any school activity. (Policy JK-R)

### 2. **Verbal Abuse:**

This refers to such things as verbally threatening, ridiculing, or defaming another person, using obscene or vulgar language or gestures or materials. (Policy JK-R)

### 3. **Academic Dishonesty:**

This refers to such things as cheating on a test or copying another person's work or published work, unless the teacher approves it. (Policy JK-R)

### 4. **Stealing:**

This refers to taking another person's property or school property without that person's or the school's permission. (Policy JK-R)

### 5. **Destruction of Property:**

This refers to such things as writing on walls/books, littering, tearing pages in schoolbooks, breaking equipment or furniture, or in any other way damaging or destroying school or another individual's property. (Policy JICB)

### 6. **Dress and Appearance:**

A student's attire shall not display obscene words or graphics. Indecent attire is not acceptable. Midriffs must be covered. (Policy JICA) No hats may be worn in classrooms.

### 7. **Gross Misconduct:**

This includes arson, forgery, extortion, serious fighting, vandalism, threatening or endangering another person. It also includes the use, possession or distribution of tobacco, alcohol, drugs, drug paraphernalia, weapons or dangerous items. (Policy JK-R)

### 8. **Violations of Law:**

This refers to the breaking of any federal, state or local law as well as the violation of Governing Board policy, administrative regulation or school rule. (Policy JK-R)

### 9. **Gang-related Activity:**

This refers to any activity, which may be viewed as promoting gang or gang-related activity. It includes but is not limited to: gang writing, hand signs, posturing, wearing insignias and symbols. This also includes any threat or intimidation that may be related to gang activity. (Policy JICF, JICF-R)

### 10. **Tardiness and Truancy:**

A student shall not be tardy or truant to class or to any required school activity.

### 11. **Other:**

This refers to any other misconduct.

(References: Flowing Wells Schools Board Policy and District Procedures File #'s. JK-R, JKD, JKE, JICB, JICF, and JICF-R.)

## DISCIPLINARY PRACTICES

### **Detention (lunch or after school):**

Students are assigned to the detention room at lunchtime or after school.

### **Office Referral:**

Teachers or any staff member may send a student to the office. A conference with a principal will be held and appropriate consequences given.

### **Suspension:**

Students may be suspended for violations of school rules. In-school suspensions may be provided when appropriate. Out-of-school suspensions may be required for serious violations. An administrator may suspend a student for up to ten (10) days. This is considered a short-term suspension. For a major violation, a hearing may be held and a student may be suspended for a period of time longer than ten (10) days. This is considered a long-term suspension.

### **Expulsion:**

This is the most severe of disciplinary actions. The Governing Board may take action to permanently remove a student from Flowing Wells Schools.

### **Community Service:**

This allows students to provide a service that may improve the school or community as an alternate form of discipline.

### **Discipline Contract:**

The student, parents and teachers meet to develop a contract which outlines a plan of action to help the student behave appropriately.

Flowing Wells Governing Board policies provided in the back of this handbook:

<b>JH/JH-R</b>	<b>Student Absences and Excuses</b>
<b>JK</b>	<b>Student Discipline</b>
<b>JICK-E</b>	<b>Student Violence/Harassment/Intimidation/Bullying</b>
<b>JICFA-EB</b>	<b>Hazing</b>
<b>JII-EB</b>	<b>Student Concerns, Complaints, and Grievances</b>

## **Flowing Wells Unified School District**

### **Title I Parental Involvement Policy**

The Flowing Wells Unified School District, in collaboration with parents, share in the responsibility of improving students' academic achievement and school performance. Meaningful communication between the district and parents is important in the development of effective school plans. To facilitate this, a parental representative will attend a monthly meeting with the superintendent and assistant superintendent of curriculum. The meetings are regularly scheduled for the third Thursday of each month at 9:30 a.m. in the district Governing Board conference room. Other interested parents are welcome to attend. This Parent Advisory Council will review the district Title I plan and evaluate parental involvement and student success indicators.

#### **District and Parents Work in Partnership to:**

- Involve parents in the joint development of its district wide parental involvement plan.  
*Parents will meet monthly with the superintendent to discuss issues throughout the district. Parents will be invited to an annual meeting to review the policies and participate in the involvement plans.*
- Involve parents in the process of school review and improvement.  
*Parents will be encouraged to participate at the district level, particularly by attending and engaging in the annual meeting held the third Thursday in January to review the district improvement plan including strategies and action steps for parent involvement.*
- Provide necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.  
*The District provides support for all schools in developing individual school improvement plans. Each school improvement team works with parents to develop, implement, monitor and evaluate a parent involvement goal. The goals are reviewed and monitored at the district level and results are shared at the superintendent meetings with parents.*
- Coordinate and integrate parental involvement strategies with other programs such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs.  
*The District provides coordination at each site with a Head Start program on campus and the district pre-school. Kindergarten transition meetings are established and parents are encouraged to participate.*
- Conduct, with the involvement of parents, annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I schools. The evaluation will include identifying barrier to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use its findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.  
*The parent involvement policy will be evaluated at the annual meeting held the third Thursday in January. Parent involvement goals and participation data will be reviewed and used to review and revise the policy and parental involvement strategies.*

#### **District Responsibilities**

1. The Flowing Wells School District will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- the State’s academic content standards,
- the State’s student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child’s progress, and
- how to work with educators:

*Each school creates a parent involvement compact with parents to share important dates and events to engage parents in curriculum, assessment, and active involvement.*

B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

*Each school establishes parent involvement activities to engage parents in their student’s education. Planned events include training in reading, math, science and technology expectations for students. The trainings are reviewed based on parental feedback and attendance is encouraged.*

C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

*Each school participates in school improvement meetings during which parent involvement data is evaluated and current goals are discussed in terms of successes and challenges. Strategies for improving parent involvement are presented.*

D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

*Transition meetings for students and parents are held at each school site.*

E. The school district will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

*The District and individual schools communicate with parents through school newsletters, notes home, marquees, Parent-School Compacts, and individual invitations. Every effort is made to provide materials in languages other than English and translators are provided for conferences and evaluation services from the department of Exceptional Student Services.*



# **Robert Richardson Elementary School**

## Title I Parental Involvement Policy

Robert Richardson Elementary School, in collaboration with parents, shares in the responsibility of improving students' academic achievement and school performance. Meaningful communication between the school and parents is important in the development of effective school plans. To facilitate this,

### **Robert Richardson Elementary School will:**

- Convene an annual meeting to inform parents of their school's participation in Part A, to explain Part A's requirements, and their right to be involved. In preparation of this meeting, the most convenient time for parents of participating children to attend will be determined and the most reliable method for ensuring that parents receive notice will be determined and carried out.

*Our Annual Title I Fall Meeting is held each Fall. Notices will be published in school newsletters and sent home with students.*

- Offer flexible meeting times, such as in the morning or evening, and provide if necessary, with Part A funds transportation, child care, or home visits as these services relate to parental involvement.

*Family resource information is available to provide transportation passes, community services and family support. For more information contact the Flowing Wells Family Resource Center at 696-8614. Children are welcome at all events.*

- Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of Part A programs, including the school parental involvement policy, the school parent compact and the joint development of the school-wide program plan, if any.

*Parents will be encouraged to participate at the school level, particularly by attending and engaging in the annual meeting, to review parent involvement policies, school compacts, district reading and math assessments, and district remedial reading and math interventions. Additionally, a parental representative will attend a monthly site council meeting with the principal and school improvement representatives.*

- Provide parents of participating children—
  - timely information about Part A programs; in a uniform format and in a language parents can understand
  - school performance profiles
  - their child's individual student assessment results and an interpretation of the results
  - a description and explanation of the curriculum in use, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet
  - opportunities for regular meetings to formulate suggestions, share experiences with other parents, and participate as appropriate in decisions relating to the education of their children
  - equal access for parents who are ELL, migrant, homeless, or disabled
  - timely responses to the suggestions made by parents and offered in the meetings described above including submission of parent comments on the plan to the district when the plan is not satisfactory to parents

*Information about Title I programs in general, school curriculum and assessments, and individual student performance is provided at regular meetings in a language that parents can understand. Written and oral translations are provided for communication with parents.*

- Develop strategies for building parent involvement.

*Parent involvement goals are set at the school level and include strategies and action steps for implementation. Goals are evaluated each year through our school improvement process. Parents are invited and encouraged to attend the Title I Spring Review Meeting to engage in this process.*

## **Robert Richardson Elementary School**

### School-Parent Compact

#### **What is a Compact?**

A compact is a written statement of what schools, parents, and students agree to do to help children achieve. As a Title I school, this compact has been developed to help strengthen the communication and educational efforts between the school, parent(s), and students.

#### **Our Compact**

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

#### **Our school will:**

- Provide high quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the standards.

*Reading and math curriculum maps are aligned to Arizona's College and Career Ready Standards and available for review. The district embeds professional development focused on creating high expectations and utilizing available district assessments to meet the needs of students.*

- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

*Parent-teacher conferences will be held October 16, 17, 18 2017 and March 15, 16 2018.  
Translators will be provided at conferences.*

- Provide parents with frequent reports on their children's progress.

*Progress reports will be distributed during the weeks of September 11, 2017; November 20, 2017; February 5, 2018; April 16, 2018.*

*Report cards will be distributed on October 16, 17, 18 2017; January 10, 2018; March 15, 16, 2018; May 24, 2018.*

*Title I teachers will collaborate with classroom teachers in developing progress reports and report cards and will provide additional reports on student progress as appropriate.*

- Provide parents reasonable access to staff.

*An "Open Door Policy" exists for parents to enter the school, ask questions, request phone conferences, request homework, and request parent meetings.*

- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

*Parents are invited to volunteer in their child's classroom or the school and should contact their child's teacher to arrange these activities.*

*Additional opportunities for involvement and parent communication:*

*Attend PTO meetings held on the 3<sup>rd</sup> Monday of each month.*

*Attend Back to School Orientation held August 23, 2017.*

*Read each month's school newsletter.*

*Complete the yearly comprehensive parent Title I program survey.*

*Attend the Annual Fall Title I meeting on August 23, 2017.*

*Attend the Spring Title I Review meeting for our school on March 19, 2018.*

*Review the school handbook, including parents' right to know regarding highly qualified teachers.*

*Attend parenting classes and read parent connection activities in the Reading Connections newsletter.*

*Contact the school principal to share information to promote positive interaction between the home and school.*

**Parent Responsibilities:**

As a parent, I will support my child's learning in the following ways:

- *Monitor my child's homework/daily planner assignments and help when needed.*
- *Participate in the weekly Parental Involvement homework assignments.*
- *Monitor my child's time spent watching TV and use of social media.*
- *Make attendance a priority.*
- *Volunteer in my child's classroom or the school by contacting my child's teachers(s).*
- *Actively participate in school activities and decision making opportunities.*
- *Contact classroom teacher(s) and school administrators with questions and concerns.*

**Student Responsibilities:**

As a student, I will share the responsibility to improve my academic achievement. Specifically, I will:

- *Do my homework every day and ask for help when I need to.*
- *Read at least 20 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for me, my weekly planner, homework sheet, and all notices and information received by me from my school every day.*
- *Accept responsibility for my actions and words.*

***Cut here and return to school.***

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***We understand and agree to our responsibilities as outlined in the Richardson School-Parent Compact.***

\_\_\_\_\_  
***Parent Signature***

\_\_\_\_\_  
***Student Signature***

\_\_\_\_\_  
***Teacher Signature***

2017-2018



# Flowing Wells Unified School District

*Potential Finds Opportunity*

IOLA FRANS ADMINISTRATION CENTER  
1556 W. PRINCE ROAD  
TUCSON, ARIZONA 85705-3087  
(520) 696-8000 | FAX: (520) 690-2400

Dear Parents:

School safety is an issue of critical importance to all of us as educators and parents. I am sure you are aware of the incidents that have taken place both in Arizona and across the nation involving school violence and their tragic results. While statistics indicate that schools are still the safest places for our children to be, that is little consolation to the communities where these incidents have occurred.

Flowing Wells School District has always taken a very aggressive stance regarding the prevention of school violence on our campuses. In addition to emergency plans, which have been developed to attempt to address situations should they occur on any of our campuses, we have also implemented policies that are designed to maintain order and security for all children in all of our schools.

In 2000, the Arizona State Legislature passed a new law designed to provide for increased safety and security in schools. Police agencies and school districts have worked cooperatively to design procedures that will address this law. The Flowing Wells Schools located in the city, the county, and in the town of Marana have direct relationships with the police agencies that protect these campuses.

It is important that you are aware of the requirements of this law and the enforcement required to meet the intent of these mandates. The new law in Arizona now requires school districts to, according to Arizona Revised Statutes Section 15-341 (A)(33), "Report any suspected crimes against persons or property, and any incidents that could potentially threaten the safety or security of pupils, teachers, or administrators to local law enforcement."

This law requires that school districts now report **any** suspected crime or incident that could threaten the safety or security of students, or school staff. It further mandates that we report on all matters that have any potential for risk, however unlikely we might believe that risk to be. This includes acts that students may intend as play or "jokes." Once reported, law enforcement officials determine the seriousness of the threat, and take the appropriate action. The legislature also provided language dealing with school discipline. Arizona Revised Statutes Section 15-841 (H) states that if a pupil has been determined to have threatened an educational institution, the school district "shall expel from school for at least one year a pupil who is determined to have threatened an educational institution as defined in §13-2911, except that the school district or charter school may modify this expulsion requirement for a pupil on a case by case basis if the student participates in mediation, community service, restitution, or other programs in which the student takes responsibility for the results of the threat."

All school principals are aware of this law and have worked together to frame practices that will meet the intent of the law and at the same time not create unreasonable situations for students. All principals have discussed or will discuss these laws with students in their schools. **Please discuss this information in detail with your children so that they are aware of its implications. They should understand the seriousness of threatening or potentially threatening behavior and the risk that such behavior provides for discipline and law enforcement action.**

Thank you for your efforts in support of the safety and well being of all of our students.

Sincerely,

David Baker, Ed.D.  
Superintendent

## STUDENT ABSENCES AND EXCUSES

The regular school attendance of a child of school age is required by state law. Regular school attendance is essential for success in school; therefore, absences shall be excused only for necessary and important reasons. Such reasons include illness, bereavement, other family emergencies, and observance of major religious holidays of the family's faith.

In the event of a necessary absence known in advance, the parent is expected to inform the school; if the absence is caused by emergency, such as illness, the parent is expected to telephone the school office. When a student returns to school following any absence, a note of explanation from the parent is required.

### When Absent from School

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. When it is impossible to call on the day of the absence, the school should be notified on the morning the student returns, in time for the student to obtain an admission slip prior to the student's first class. 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 note will be accepted for verification purposes.

For absences greater than one (1) day in length, the school should be notified each day of the absence.

All personnel will solicit 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.

The school may require an appointment card or a letter from a hospital or clinic when the parent has not notified the school of an appointment of a medical or dental nature.

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

*Adopted:* date of Manual adoption

LEGAL REF.: A.R.S. 15-346  
15-802  
15-806  
15-807  
15-843  
15-873  
15-902

CROSS REF.: JE - Student Attendance

## STUDENT ABSENCES AND EXCUSES

### (Absence Notification)

Consistent attendance in school is an essential part of academic progress. Excessive absences, whether excused or unexcused, may result in a student being retained. Truancy, tardiness, and leaving school early may also result in forms of discipline.

### **Attendance Criteria - Kindergarten through Grade Six**

The total number of excused, unexcused, and prearranged absences shall be limited to ten (10) per school year for elementary school students in the District. For the purpose of this policy, four (4) tardies or early withdrawals will equal one (1) unexcused absence. For any absence in excess of ten (10), each such absence must be verified by a certified health professional or, under special circumstances, may be authorized by the school principal. Within three (3) days after any absence, parents must provide the school a written note or make a telephone call to the school verifying the reason for the absence.

Absences shall not be counted against a student for the purposes of Policy JH when they result from:

- The student's participation in a school-related activity.
- The student's excused absence for religious purposes.
- The student being suspended for misconduct.
- Being absent due solely to illness, accident, or disease, when a student's absence is certified by a health professional.
- Student's who are absent for one (1) day due to an outbreak of head lice. Absences of more than one (1) day for head lice shall be counted against the student's ten (10) day total.
- Student's who are absent due to attendance at a funeral.

Parents or guardians, who fail to abide by the terms of Policy JH, will be referred to the Pima County Attorney's Truancy Enforcement Program for criminal investigation and possible prosecution. Student's who exceed the limits of Policy JH may not meet the requirements of promotion and may face retention.

**REGULATION****REGULATION****Attendance Criteria - Grades Seven through Eight**

Flowing Wells Junior High School firmly believes that attendance in school is important for the education of the child. *An absence at Flowing Wells Junior High School is defined as a student not attending one (1) period within the school day, having four (4) tardies to the same class period, or leaving school early four (4) times.*

When absences exceed twelve (12) per class, per semester, these absences must be verified by a certified health professional or, under special circumstances, may be authorized by the school principal.

Absences shall not be counted against a student for the purposes of this twelve (12) day rule that result from:

- The student's participation in a school-related activity.
- The student's excused absence for religious purposes.
- The student being absent for misconduct.
- Absence being due solely to illness, accident, or disease, when a student's absence is certified by a health professional.
- Student's who are absent for one (1) day due to an outbreak of head lice.
- Student's attending a funeral.
- Student absence due to special circumstances - prearranged through the attendance office and principal permission required. Forms can be picked up in the attendance office.

**Attendance Policies**

When a student is absent, a parent or guardian must notify the school attendance office within three (3) days after the absence. The parent or guardian may also call in prior to the absence. If the parent or guardian does not contact the attendance office within three (3) days, the absence will be deemed unexcused.

The total number of excused, unexcused, and prearranged absences shall be limited to twelve (12) per class, per semester for seventh (7th) and eighth (8th) grade students in the District.



**REGULATION****REGULATION****Unexcused Absence/Truancy**

A student is considered to have an unexcused absence if any of the following occur:

- An absence without parental or guardian permission.
- The student is on or near campus and is not in his/her assigned classroom without legitimate permission.
- The student leaves campus or their class without the appropriate permission.

***Consequences:***

- At the first unexcused absence, the school attendance clerk will forward the name of the student to the truancy officer, who in turn will send a warning letter to the parent or guardian.
- Upon the third unexcused absence, the attendance clerk will forward the student's name to the truancy officer, who will file a report with the Pima County Attorney's Truancy Enforcement Program for criminal investigation and possible prosecution.
- All unexcused absences, which are the result of the student's decision not to attend (truancy), will result in the child being assigned one (1) day of in-school recourse.
- Three (3) unexcused tardies will result in one (1) day of in-school recourse.
- All school-related work missed due to an unexcused absence will not be available for make-up.

**Attendance Criteria - Grades Nine through Twelve**

To be in attendance, a student must be physically present for more than one-half (1/2) of the class. Absences shall not be counted against the student for the purposes of Policy JH when they result from:

- The student's participation in a school-related activity.
- The student's excused absence for religious purposes.

**REGULATION****REGULATION**

- The student being suspended for misconduct.
- The student being absent due solely to illness, accident, or disease, when the student's absence is certified by a medical doctor, and the student has completed all course requirements.

**Prearranged Absences**

Prearranged absences include a maximum of five (5) excused absences per class, per semester, which have been prearranged by a parent or guardian at least one (1) school day prior to the absence. Arrangements must have been made in advance with the principal or designees by written request, including the reason for the absence. The student must obtain a Pre-planned Absence Form in the attendance office. Each teacher must sign the form.

**Excused Absences**

Excused absences are absences from any class by illness or medical appointments, a death in the immediate family, mandated court appearances, approved religious absences, or an emergency outside the control of the student or the student's family. Parents must notify the school concerning the absence in a timely fashion.

**Unexcused Absence/Truancy**

A student is considered to have an unexcused absence if any of the following occur:

- An absence without parental or guardian permission.
- The student is on or near campus and is not in his/her assigned classroom without legitimate permission.
- The student leaves campus and is absent from any assigned class without a pre-planned excuse, off-campus pass from the attendance office, or approval from the school's health office staff..

***Limitation on Absences:***

For all students grades nine (9) through twelve (12), the number of *unexcused* absences will be limited to three (3) per class per semester. The number of approved, prearranged absences shall be limited to five (5) per class per semester. The total number of excused, unexcused, and prearranged absences shall be limited to ten (10) per class per semester.

**REGULATION****REGULATION*****Communications from Parents:***

Within three (3) days after any absence, parents must provide the school with a written note or make a telephone call to the school verifying the reason for the absence. Noncompliance will result in the absence being considered unexcused.

**Due Process Procedures for Excessive Absences*****Communication of Absences to Parents***

The parent or legal guardian will be informed that the student has excessive absences through a letter mailed by first class mail to the recorded residence of the student. This letter will be generated when the student has accumulated at least eight (8) absences in one (1) or more classes. The letter will contain the student's attendance record. If the student's absences continue to increase, a second and third letter may be sent at two (2)-week intervals. The letter states that the student will be dropped with an *F* in his/her class(es) unless there are extenuating circumstances. Extenuating circumstances are defined as absences that are due to illness, accident, or disease when a medical doctor certifies the student's absences.

***Withdrawal from One or more Classes***

Prior to dropping a student from a class or classes, an administrator will contact parents by phone regarding the student's absences and the consequences. The school will attempt to conduct parent/student/administrator conferences for students with excessive unexcused absences. A student will be dropped with an *F* and either placed in a Project Success class where the student may earn credit or have his/her school day shortened to include only those classes in which the student has under twelve (12) absences. Students may also be recommended for placement in one of the District's alternative programs. Parents may appeal these decisions in writing within five (5) school days.

***Withdrawal from School***

Students who have excessive absences in three (3) or more classes may be withdrawn from school. Parents will be notified by phone prior to withdrawal of the student from school. Parents will have an opportunity to meet with an administrator and the student prior to the student's withdrawal from school. Parents may appeal the decision to withdraw the student in writing within five (5) days.

**REGULATION****REGULATION****Consequences of Unexcused Absences**

One (1) to three (3) single period unexcused absences: Detentions.

Four (4) to ten (10) single period unexcused absences: One (1) or two (2) in-school suspensions\*.

***\*Alternatives to In-School Suspension:***

- Saturday School
  - Parent permission required.
  - 8:00 a.m. to 12:30 p.m.
  - Cost is ten dollars (\$10).
  - Students bring own work.
- Parent Partnership Program
  - Parent or guardian attends school for one (1) day accompanying student to all his/her classes.
  - Check in at attendance office.
  - Flowing Wells High School will provide lunch to the parent.

Continued offenses will result in one (1) or more of the following consequences:

- Loss of credit.
- Placement in Project Success.
- Suspension.
- Withdrawal from class.
- Withdrawal from school.

**REGULATION****REGULATION*****Flowing Wells High School******Tardy Procedures:***

- Tardies one (1) and two (2) - Excused  
Use for emergencies only.
- Tardies three (3) and four (4) - Unexcused  
Lose bell work points.
- Tardy five (5) and each additional tardy - Unexcused  
Referral.

The first (1st) and second (2nd) tardy referral received in the office, *regardless of class period*, will result in a consequence of one (1) day in-school suspension.

Any *additional* tardy referrals received in the office regardless of class period, will result in a consequence of out-of-school suspension. The suspension will continue up to ten (10) school days until the student brings a parent or guardian in to meet with an administrator.

## **STUDENT DISCIPLINE**

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

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

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

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

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

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

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

### **Temporary Removal**

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

- Rules established for the referral of students.
- The conditions of A.R.S. 15-841, when applicable.

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

### **Confinement**

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

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

### **Threatened an Educational Institution**

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

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

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

*Adopted:* June 11, 2013

LEGAL REF.: A.R.S. 13-403 *et seq.*  
13-2911  
15-341  
15-342  
15-841  
15-842  
15-843  
15-844

CROSS REF.: GBEB - Staff Conduct  
JIC - Student Conduct  
JKA - Corporal Punishment  
JKD - Student Suspension  
JKE - Expulsion of Students



## STUDENT VIOLENCE / HARASSMENT / INTIMIDATION / BULLYING

(To be displayed in student handbooks)

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

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

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

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

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

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

**EXHIBIT****EXHIBIT**

*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 list, 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.

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

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

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

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

**EXHIBIT****EXHIBIT**

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

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

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

## HAZING

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

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

#### Definitions

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

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

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

#### Directions

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

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

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

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

#### Reporting/Complaint Procedure

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

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

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

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

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

## STUDENT CONCERNS, COMPLAINTS, AND GRIEVANCES

(To be displayed in student handbooks)

Students may present a complaint or grievance regarding one (1) or more of the following:

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

Complaints and grievances related to allegations of student violence, harassment, intimidation or bullying are to be filed in accordance with Board Policy JICK.

Provided that:

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

The guidelines to be followed are:

- The accusation must be made within thirty (30) calendar days of the time the student knew or should have known that there were grounds for the complaint/grievance.
- The complaint/grievance shall be made only to a school administrator or a school staff member.
- The person receiving the complaint will gather information for the complaint form.
- All allegations shall be reported on forms with the necessary particulars as determined by the Superintendent. *Forms are available in the school office.*
- The person receiving the complaint shall preserve the confidentiality of the subject, disclosing it only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law.

Any question concerning whether the complaint or grievance falls within this policy shall be determined by the Superintendent.

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

**EXHIBIT****EXHIBIT**

A complaint or grievance may be withdrawn at any time. Once withdrawn, the process cannot be reopened if the resubmission is longer than thirty (30) calendar days from the date of the occurrence of the alleged incident. False or unproven complaint documentation shall not be maintained.

Retaliatory or intimidating acts against any student who has made a complaint under the District policy and its corresponding regulations, or against a student who has testified, assisted or participated in any manner in an investigation relating to a complaint or grievance, are specifically prohibited and constitute grounds for a separate complaint.

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

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