



**MANY FARMS  
PUBLIC SCHOOL**

**2021 - 2022  
STUDENT HANDBOOK**



# Chinle Unified School District No. 24 2021-2022 DISTRICT CALENDAR

Board Approved April 14, 2021



School Closed



Professional Development



Early Dismissal (Students Only)



First Day with Students (of Quarter)



End of Quarter



Parent/Teacher Conf. /Open House



Teacher Work Day



Break



Snow Day



301 Day

## July 2021

Su	Mo	Tu	We	Th	Fr	Sa
				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

## August 2021

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

## September 2021

Su	Mo	Tu	We	Th	Fr	Sa
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

## October 2021

Su	Mo	Tu	We	Th	Fr	Sa
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						

## November 2021

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

## December 2021

Su	Mo	Tu	We	Th	Fr	Sa
			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	

## Ya'ishjááshtsoh

- 2 - School Closed
- 5 - 4th of July
- 12-23 - Summer school
- 27-29 - 301 Days
- 30 - Teacher Work Day

## Bini'anit'ááq'ósi

- 2 - 1st day of school
- 4 - MVES Open House
- 5 - MFPS Open House
- 9 - CDCEs Open House
- 10 - CJHS Open House - TPS Open House
- 11 - CHS Open House
- 12 - CES Open House
- 15 - Navajo Code Talker Day
- 20 - Early Dismissal

## Bini'anit'ááq'ósoh

- 1 - CDCEs PTC
- 2 - CES PTC
- 6 - Labor Day
- 8 - CHS PTC
- 14 - MFPS K-5 PTC
- 16 - MFPS 6-8 PTC
- 17 - Early Dismissal
- 21 - MVES PTC
- 22 - CJHS PTC

## Ghaq'iji'

- 1 - End of 1st Qtr (44 days)
- 4-8 - Fall Intersession
- 11 - 301 Day
- 12 - 1st day of 2nd Qtr
- 19 - TPS PTC
- 21 - TPS PTC
- 22 - Early Dismissal

## Níhch'its'ósi

- 3 - CDCEs PTC
- 9 - MFPS K-5 PTC
- 10 - MFPS 6-8 PTC
- 11 - Veteran's Day
- 16 - CJHS PTC
- 17 - CHS PTC
- 18 - CES PTC
- 19 - Early Dismissal
- 24-26 - Thanksgiving Break

## Níhch'itsoh

- 1 - MVES PTC
- 17 - End of 2nd Qtr (45 days)
- 20-31 - Christmas Break

89 - 1st SEMESTER INSTRUCTIONAL DAYS

## Yas Níít'ees

- 3 - 1st day of 3rd Qtr
- 10 - PID Day
- 11 - TPS PTC
- 17 - TPS PTC
- 17 - Martin Luther King Day
- 28 - Early Dismissal

## Atsá Biyáázh

- 2 - CDCEs PTC
- 3 - CES PTC
- 8 - MFPS K-5 PTC
- 9 - CHS PTC
- 10 - MFPS 6-8 PTC
- 16 - CJHS PTC
- 18 - Early Dismissal
- 21 - Presidents Day
- 23 - MVES PTC

## Wóózhch'íid

- 11 - End of 3rd Qtr (47 days)
- 14-18 - Spring Break
- 21 - 1st day of 4th Qtr
- 25 - Early Dismissal
- 29 - TPS PTC
- 31 - TPS PTC

## T'ááq'chil

- 12 - MFPS K-5 PTC
- 13 - CJHS PTC
- 14 - CDCEs PTC
- 14 - MFPS 6-8 PTC
- 20 - CHS PTC
- 22 - Early Dismissal
- 27 - MVES PTC
- 28 - CES PTC

## T'ááq'tsoh

- 14 - Graduation
- 19 - Last day of school (44 days)
- 20-26 - Snow days
- 30 - Memorial Day
- 31 - Summer school starts

## Ya'ishjááshchíil

- 1-30 - Summer school

91 - 2nd SEMESTER INSTRUCTIONAL DAYS

## January 2022

Su	Mo	Tu	We	Th	Fr	Sa
						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					

## February 2022

Su	Mo	Tu	We	Th	Fr	Sa
		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					

## March 2022

Su	Mo	Tu	We	Th	Fr	Sa
		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		

## April 2022

Su	Mo	Tu	We	Th	Fr	Sa
					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

## May 2022

Su	Mo	Tu	We	Th	Fr	Sa
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				

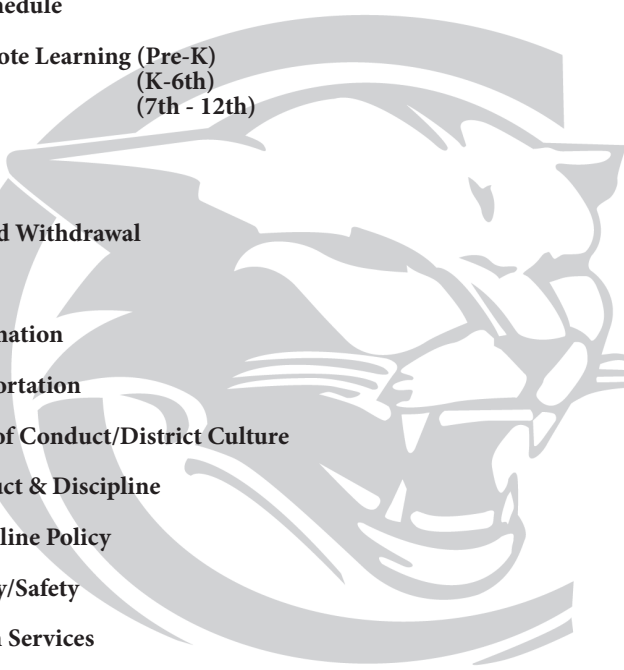
## June 2022

Su	Mo	Tu	We	Th	Fr	Sa
			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		

2021 - 2022  
MANY FARMS PUBLIC SCHOOL  
STUDENT HANDBOOK

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# Many Farms Public School

## Jolena Burns - Principal

### Welcomes you to M.F.P.S.

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Dear Cougar Parents/Guardians,

Welcome to the 2021-2022 school year! Many Farms Public School is excited to begin the new school year with engaging instruction and high expectations in a safe environment. I look forward to building the partnerships necessary to help support the needs of students, families, staff, and the community.

As partners in education we all play a part in the success of students. Parental involvement is one key piece and we need all students to

- ✓ be at school every day on time.
- ✓ follow the safety protocols.
- ✓ complete assignments and homework assigned to them.
- ✓ follow the rules, abide by the handbook, exhibit kindness, and be respectful.

Please review the handbook and sign the Statement of Agreement.

If you have any questions feel free to contact myself or your child's teacher. We look forward to all the great things we can do this year at MFPS!

Sincerely,

A handwritten signature in blue ink that reads "Jolena Burns". The signature is written in a cursive, flowing style.

Jolena Burns

MFPS Principal

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P.O. Box 587, Many Farms, Arizona 86538  
Phone 928.674.9000 \* Fax 928.674.9099

## Chinle Unified School District #24

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### VISION STATEMENT

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Our vision is to empower all students to be Competitive, Unique, Successful, and Driven through an effective team of teachers, staff, school board, parents, and community; in an environment dedicated to the value of continuous learning.

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### MISSION STATEMENT

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Partners in Achievement: Home – Community – Student – School

The mission of the Chinle Unified School District is to work with as partners within the community, promoting lifelong learning in a multicultural and global environment to serve as a strong foundation for all students.

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### PHILOSOPHY OF EDUCATION

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The Chinle Unified School District recognizes the importance of, and commits itself to, the following educational and learning principles.

We believe that children are the Navajo Nation's greatest and most important resource. The Chinle Schools have a duty and a responsibility to these children to encourage them to be inquisitive, creative, self-sufficient, and to respect others. We also encourage and support the maintenance of the Navajo language, and promote student fluency in the culture of the Navajo people.

Education is a life-long process that begins in the home. It is the responsibility of the school to build on the teachings of the home to work on establishing a genuine school-home partnership, and to promote parental participation in the formal education of their children. The purpose of formal education is to gain the academic knowledge and wisdom needed to pursue successfully life's aspirations.

Special and unique educational needs exist in our predominantly Navajo student population. The needs require an approach that reinforces theories, educational values, and philosophies of Navajo culture. Since each student lives in, dual society, relationships between these two societies require identification, to be an integral part of the educational process. To promote educational relevance, positive self-concept, a strong sense of identity, maximum student achievement, and productive citizenship, the role of Navajo society within and as a part of broader western society requires understanding.

To meet the needs of our students, the schools must provide holistic educational experiences using physical, spiritual, social, aesthetic and cognitive learning processes. The experiences will start our students up the ladder of education, enabling them to reach the highest levels of knowledge and fulfillment.

The district will develop and offer educational programs leading to the development of skills, knowledge and wisdom. Students will have access to the tools they need to live in harmony with themselves, with their society and with their environment.



# MANY FARMS

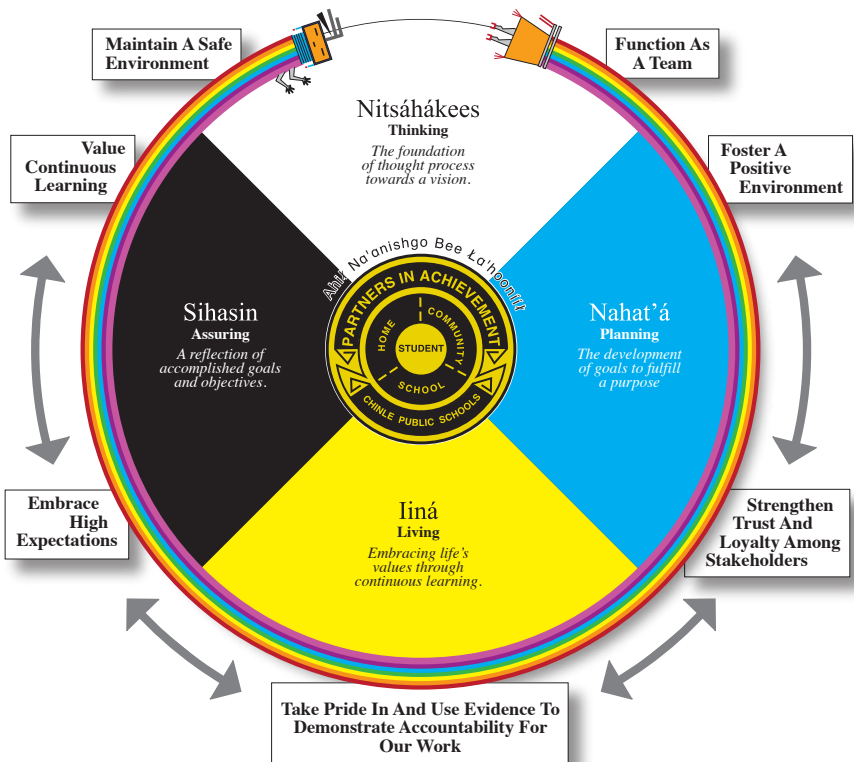
# PROMOTES SUCCESS!

## MFPS MISSION

We believe that children are our greatest resource. Therefore, our school has the responsibility to encourage them in their individual lifelong pursuit of knowledge and wisdom.

We advocate innovative programs that encompass a variety of ideas while developing ownership, responsibility, respect, and tolerance; thereby creating a safe and supportive school, community, and world environment.

### CHINLE PHILOSOPHY FOR PLANNING, IMPLEMENTING & MENTORING



## DIRECTORY INFORMATION

### MANY FARMS PUBLIC SCHOOL

<b>Principal</b>	(928) 674-9002
<b>School Secretary</b>	(928) 674-9000
<b>Attendance Monitor</b>	(928) 674-9007
<b>Security</b>	(928) 674-9011
<b>Counselor</b>	(928) 674-9003
<b>Nurse</b>	(928) 674-9004
<b>Family Engagement Specialist</b>	(928) 674-9008
<b>Librarian</b>	(928) 674-9048
<b>District Switchboard</b>	(928) 674-9600

**Apache District:**

(928)-674-8398

**MVD:**

(928)-674-5655/5910

**Justice Of The Peace:**

(928)-674-5922

**IHS (Hospital):**

1-800-734-0446

**Chinle Hospital:**

(928)-674-7001

Fax: 928-674-7372

**Ft. Defiance IHS:**

(928) 729-8000

Fax: 928-729-8019

**Kayenta IHS:**

(928) 697-4000

Fax: 928-697-4145

**Sage Memorial Hospital:**

(928) 755-3411/4500

Fax: 928-755-4677

**TANF:**

(928) 674-5085

Fax: 928-674-8465

**Department of Economic Security:**

(928) 674-8325

**Safe Ride Services:**

1-800-797-7433/674-3731

**Tsaile Health Center:**

(928)-724-3600

Fax: 928-724-3005

**Fax Numbers:**

9899 Mesa View Elementary School

9297 Canyon De Chelly School

9399 Chinle Elementary School

9499 Chinle Junior High School

9599 Chinle High School

781-4227 Many Farms Public School

724-3234 Tsaile Public School

# Many Farms Bell Schedule

## Regular Schedule

<b>8:00-8:30</b>		<b>K - 8 ELARTE</b>				
<b>8:30-9:30</b>	<b>PE</b>	<b>Culture</b>	<b>Art</b>	<b>Dine Lang</b>	<b>Life Skills</b>	
	Week 1	7A	7B	8A	8B	8C
	Week 2	8C	7A	7B	8A	8B
	Week 3	8B	8C	7A	7B	8A
	Week 4	8A	8B	8C	7A	7B
	Week 5	7B	8A	8B	8C	7A
<b>9:30 - 10:30</b>	<b>PE</b>	<b>Culture</b>	<b>Art</b>	<b>Dine Lang</b>		
	Day 1	5A - Ben	6A - Begav	6B - Sheppard		
	Day 2	6B	5A	5B	6A	
	Day 3	6A	6B	5A	5B	
	Day 4	5B	6A	6B	5A	
<b>Speciality Teachers Lunch</b>						
<b>10:30 - 11:00</b>	<b>PE</b>	<b>Culture</b>	<b>Art</b>	<b>Dine Lang</b>		
	Day 1 - 4	Lunch Duty	Lunch Duty	Lunch Duty	Lunch Duty	
<b>11:00 - 11:30</b>	<b>K - 3 LUNCH</b>			<b>11:30 - 11:45</b>	<b>Recess</b>	
<b>11:30 - 12:00</b>	<b>4 - 6 LUNCH</b>			<b>12:00 - 12:15</b>	<b>Recess</b>	
<b>12:00 - 12:30</b>	<b>7 - 8 GRADE LUNCH</b>			<b>12:30 - 12:45</b>	<b>Recess</b>	
<b>12:30 - 1:00</b>	<b>Pre-K LUNCH</b>					
<b>12:55 - 1:25 K - 8 Math RTE</b>						
<b>1:25 - 2:25</b>	<b>PE</b>	<b>Culture</b>	<b>Art</b>	<b>Dine Lang</b>		
	Day 1	1A - Goldtooth	1B - Tully	KA - Harvey	4A - Harrison	
	Day 2	4A	1A	1B	KA	
	Day 3	KA	4A	1A	1B	
	Day 4	1B	KA	4A	1A	
<b>2:25 - 2:40 K - 5 Recess</b>						
<b>2:40 - 3:40</b>	<b>PE</b>	<b>Culture</b>	<b>Art</b>	<b>Dine Lang</b>		
	Day 1	2A - Etsitty	2B - Thomas	3A - Murphy	3B - Yazzie	
	Day 2	3B	2A	2B	3A	
	Day 3	3A	3B	2A	2B	
	Day 4	2B	3A	3B	2A	
<b>3:40 K - 8 Dismissal</b>						
<b>Cluster Schedule &amp; Coverage Staff</b>						
<b>8:30 - 9:30 Junior High Teachers &amp; Mrs. Galeos</b>						
<b>9:30 - 10:30 4th grade - 6th grade Teachers - Coverage (Harrison - J. Begay, Alt - IAs)</b>						
<b>12:00 - 1:00 Enrichment Teachers - PE, Culture, Art &amp; Dine Language</b>						
<b>1:25 - 2:25 K &amp; 1st Teachers</b>						
<b>2:40 - 3:40 2nd &amp; 3rd Teachers</b>						

### 2 Hour Delay

### Early Dismissal

<b>8:00-8:30</b>		<b>K - 8 ELARTE</b>					
<b>8:30-9:30</b>	<b>PE</b>	<b>Culture</b>	<b>Art</b>	<b>Navajo Lang</b>			
	Day 1	5A - Ben	5B - Thlany	6A - Begav	6B - Sheppard		
	Day 2	6B	5A	5B	6A		
	Day 3	6A	6B	5A	5B		
	Day 4	5B	6A	6B	5A		
<b>11:40 - 12:10</b>	<b>PE</b>	<b>Culture</b>	<b>Art</b>	<b>Navajo Lang</b>			
	Day 1 - 4	<b>LUNCH DUTY (Pre-K to 6th grade)</b>					
<b>11:30 - 11:40 Pre-K - 2nd</b>							
<b>11:40 - 12:10 3rd - 6th LUNCH</b>							
<b>12:10-12:40 7TH - 8TH GRADE LUNCH</b>							
<b>12:40 - 1:30</b>	<b>PE</b>	<b>Culture</b>	<b>Art</b>	<b>Navajo Lang</b>			
	Day 1	1A - Goldtooth	1B - Tully	2A - Etsitty	2B - Thomas		
	Day 2	2B	1A	1B	2A		
	Day 3	2A	2B	1A	1B		
	Day 4	1B	2A	2B	1A		
<b>1:30 - 2:20</b>	<b>PE</b>	<b>Culture</b>	<b>Art</b>	<b>Navajo Lang</b>			
	Day 1	3A - Murphy	3B - Yazzie	4A - Harrison			
	Day 2	4A	3A	3B	KA		
	Day 3	KA	4A	3A	3B		
	Day 4	3B	KA	4A	3A		
<b>2:20 - 3:10</b>	<b>PE</b>	<b>Culture</b>	<b>Art</b>	<b>Navajo Lang</b>	<b>Life Skills</b>		
	Week 1	7A	7B	8A	8B	8C	
	Week 2	8C	7A	7B	8A	8B	
	Week 3	8B	8C	7A	7B	8A	
	Week 4	8A	8B	8C	7A	7B	
	Week 5	7B	8A	8B	8C	7A	
<b>3:10 - 3:40 K - 8 Independent Reading</b>							
<b>3:40 K - 8TH Dismissal</b>							

NOTE: Teachers, please eat with your students on EARLY DISMISSAL DAYS.

<b>8:00-8:30</b>		<b>K - 8 ELARTE</b>				
<b>8:30-9:20</b>	<b>PE</b>	<b>Culture</b>	<b>Art</b>	<b>Navajo Lang</b>		
	Day 1	KA - Harvey	3A - Murphy	3B - Yazzie	4A - Harrison	
	Day 2	4A	KA	3A	3B	
	Day 3	3B	4A	KA	3A	
	Day 4	3A	3B	4A	KA	
<b>9:20 - 10:10</b>	<b>PE</b>	<b>Culture</b>	<b>Art</b>	<b>Navajo Lang</b>		
	Day 1	1A - Goldtooth	1B - Tully	2A - Etsitty	2B - Thomas	
	Day 2	2B	1A	1B	2A	
	Day 3	2A	2B	1A	1B	
	Day 4	1B	2A	2A	1A	
<b>10:10-11:00</b>	<b>PE</b>	<b>Culture</b>	<b>Art</b>	<b>Navajo Lang</b>		
	Day 1	5A - Ben	5B - Thlany	6A - Begav	6B - Sheppard	
	Day 2	6B	5A	5B	6A	
	Day 3	6A	6B	5A	5B	
	Day 4	5B	6A	6B	5A	
<b>11:00-11:50</b>	<b>Life Skills</b>	<b>PE</b>	<b>Culture</b>	<b>Art</b>	<b>Navajo Lang</b>	
	Week 1	7A	7B	8A	8B	8C
	Week 2	8C	7A	7B	8A	8B
	Week 3	8B	8C	7A	7B	8A
	Week 4	8A	8B	8C	7A	7B
	Week 5	7B	8A	8B	8C	7A
<b>10:30-11:00 Pre-K</b>						
<b>11:00-11:30 K - 3rd</b>						
<b>11:30-12:00 4th - 6th LUNCH</b>						
<b>12:00-12:30 7th - 8th GRADE LUNCH</b>						
<b>1:00 K - 8TH Dismissal (Duty Staff escort students to the buses)</b>						

NOTE: Teachers, please eat with your students on EARLY DISMISSAL DAYS.



## VIRTUAL AND REMOTE LEARNING PRE-K STUDENT HANDBOOK - ADDENDUM A

### A. Virtual and Remote Learning

#### A. Virtual and Remote Attendance Requirements

In preparation for the 2021 – 2022 school year, Chinle Unified School District (CUSD) has prepared the following plan for tracking student attendance while participating in a virtual learning model. CUSD has identified two subgroups within the student population that will require two different methods of tracking attendance.

The first group of students are those that are able to consistently access district Wi-Fi and participate in synchronous learning opportunities provided by the child's teacher. The second group consists of students that are unable to access virtual learning and must complete all assignments on paper and return to their child's teacher(s).

Due to the differences between these two populations, CUSD has identified two plans for tracking student attendance.

	<b>Remote</b> (Students unable to connect virtually at all)	<b>Virtual</b> (Students able to connect virtually)
PRE -K	<ul style="list-style-type: none"> <li>● Students need to respond to daily phone calls from school personnel</li> <li>● Work must be submitted weekly on Friday with daily assignments completed</li> </ul>	<ul style="list-style-type: none"> <li>● Students must attend synchronous learning for Shared Reading and Small Groups</li> </ul>
K - 2	<ul style="list-style-type: none"> <li>● Students need to respond to daily phone calls from school personnel</li> <li>● Work must be submitted weekly on Friday with daily assignments completed</li> </ul>	<ul style="list-style-type: none"> <li>● Students must attend synchronous learning for Shared Reading, Small Groups and DMS</li> </ul>
3 - 6	<ul style="list-style-type: none"> <li>● Students need to respond to daily phone calls from school personnel</li> <li>● Work must be submitted weekly on Friday with all or a portion of their daily assignments completed</li> </ul>	<ul style="list-style-type: none"> <li>● Students must attend all four synchronous lessons Monday through Friday</li> <li>● Students must check-in with homeroom teacher at 12:00PM</li> </ul>
7 - 12	<ul style="list-style-type: none"> <li>● Students need to respond to daily phone calls from school personnel</li> <li>● Work must be submitted weekly on Friday with daily assignments completed</li> </ul>	<ul style="list-style-type: none"> <li>● Students must attend all four synchronous lessons</li> <li>● Students must check-in with homeroom teacher at 12:00PM</li> </ul>

## B. CUSD Pre-K Grade Virtual and Remote Learning Schedule

How will your student learn this year? Your student will be engaged in two types of learning. Asynchronous learning is when students are engaged in practice and applying new skills by watching videos, conducting research, group work, or completing on-line lessons. Synchronous learning is real-time engagement in lessons with the teacher by way of video conferences.

How will this look like in a schedule? The virtual learning schedule will include both types of learning as seen in the sample student schedule below:

### CUSD Pre-K Virtual Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
08:30 – 11:30	<b>Synchronous Learning Time</b> 3-4 Students in a group with Teacher (5-6 groups - Approximately 30 minute each) Language and Literacy *Phonics, Phonemic Awareness, Literacy Skills Math				
	<b>Asynchronous Learning Time</b> Language and Literacy (30 min) Includes Smarty Ants Math (30 minutes) Science (experiments and observations) (10-30 Minutes) These are done as activities much like independent center time.  Rest Time -60 minutes / Outdoor Play - 60 Minutes				
11:30 – 12:00	<b>LUNCH</b>				
12:00 – 02:30	<b>Office Hours</b>  <b>1:1 Synchronous</b> Scheduled Progress Monitoring and Interventions (2 times per week w/ Teacher or IA)				
	<b>1:1 Asynchronous</b> Language and Literacy (30 min) Includes Smarty Ants Math - 30 minutes Science (experiments and observations) (10-30 Minutes)  Rest Time -60 minutes / Outdoor Play - 60 Minutes				

## C. Students without Internet/Wi-Fi Access

Students who don't have access to internet or Wi-Fi will be engaged in asynchronous learning supplied with either paper packets and/or thumb drive that includes recorded lessons and assignments. Students always have the option to make every effort to join a synchronous lesson when possible.

## D. Honor Code of Ethics

CUSD teachers and staff hold students to high expectations for new learning and application of that learning. CUSD will be implementing an Honor Code that highlights the core values of expected behavior as stated in the Student Handbook. Each student will be entrusted the responsibility of completing their own work and assessments during remote learning.

*(Need Pre-K parent handbook to determine Honor Code - GRADE /AGE APPROPRIATE)*

## E. Process of Checking out Laptop, Hotspot, and Backpack

1. Proceed to the designated area as instructed (i.e. outside of the School office or a central distribution center, DEN)



2. Bring your own personal pen for your use in signing forms. **DO NOT** pass around your pen to anyone. They will have their own pens with them.



3. Be sure to wear/use CDC required PPEs such as face mask, gloves, and/or sanitizer



4. Maintain a minimum of 6 feet social distance with others when you are in queue



5. Obtain the Checklist Form from the information center and receive instructions on how to proceed



6. The Checklist Form will contain the following (see attachment below, CUSD Checklist Form): You may need to prepare a **cashier's check or money order (\$25 and \$15)** for an optional protection plan for equipment/devices to be issued to you

7. Proceed to gather the items as listed on the Checklist Form. Every time you receive an item mark off a check beside the item on the Checklist Form and initial on the space provided on the form.



8. If ever you miss receiving an item on the checklist make sure you inform a CUSD staff member. **DO NOT** break from the queue. You must wait until you are attended by a CUSD staff



9. Once you have completely checked off all the items from the Checklist Form and initialed the spaces corresponding to the items you received, sign the Checklist Form at the bottom and proceed to the final table and submit the form.

10. Once you are done, please leave the area. **NO** loitering or hanging out with friends!

## Chinle Unified School District Checkout Form

Equipment	Accessories	Forms	Initial
<input type="checkbox"/> Computing Device (laptop, Chromebook, iPad)	<input type="checkbox"/> mouse <input type="checkbox"/> mouse pad <input type="checkbox"/> power adapter <input type="checkbox"/> computer bag <input type="checkbox"/> webcam <input type="checkbox"/> stylus	<input type="checkbox"/> Device User Agreement <input type="checkbox"/> Optional Device Protection Plan <input type="checkbox"/> Chinle Equipment Acceptance Form	
<input type="checkbox"/> Hotspot	<input type="checkbox"/> power adapter	<input type="checkbox"/> Hotspot User Agreement <input type="checkbox"/> Optional Hotspot Protection Plan <input type="checkbox"/> Chinle Hotspot Acceptance Form	
<input type="checkbox"/> Back pack	<input type="checkbox"/> school supplies		
Parent Signature:		Date:	
CUSD Staff:		Date:	

## VIRTUAL AND REMOTE LEARNING K-6 TH STUDENT HANDBOOK - ADDENDUM A

### A. Virtual and Remote Learning

#### A. Virtual and Remote Attendance Requirements

In preparation for the 2021 – 2022 school year, Chinle Unified School District (CUSD) has prepared the following plan for tracking student attendance while participating in a virtual learning model. CUSD has identified two subgroups within the student population that will require two different methods of tracking attendance.

The first group of students are those that are able to consistently access district Wi-Fi and participate in synchronous learning opportunities provided by the child's teacher. The second group consists of students that are unable to access virtual learning and must complete all assignments on paper and return to their child's teacher(s).

Due to the differences between these two populations, CUSD has identified two plans for tracking student attendance.

	<b>Remote</b> (Students unable to connect virtually at all)	<b>Virtual</b> (Students able to connect virtually)
PRE -K	<ul style="list-style-type: none"> <li>● Students need to respond to daily phone calls from school personnel</li> <li>● Work must be submitted weekly on Friday with daily assignments completed</li> </ul>	<ul style="list-style-type: none"> <li>● Students must attend synchronous learning for Shared Reading and Small Groups</li> </ul>
K - 2	<ul style="list-style-type: none"> <li>● Students need to respond to daily phone calls from school personnel</li> <li>● Work must be submitted weekly on Friday with daily assignments completed</li> </ul>	<ul style="list-style-type: none"> <li>● Students must attend synchronous learning for Shared Reading, Small Groups and DMS</li> </ul>
3 - 6	<ul style="list-style-type: none"> <li>● Students need to respond to daily phone calls from school personnel</li> <li>● Work must be submitted weekly on Friday with all or a portion of their daily assignments completed</li> </ul>	<ul style="list-style-type: none"> <li>● Students must attend all four synchronous lessons Monday through Friday</li> <li>● Students must check-in with homeroom teacher at 12:00PM</li> </ul>
7 - 12	<ul style="list-style-type: none"> <li>● Students need to respond to daily phone calls from school personnel</li> <li>● Work must be submitted weekly on Friday with daily assignments completed</li> </ul>	<ul style="list-style-type: none"> <li>● Students must attend all four synchronous lessons</li> <li>● Students must check-in with homeroom teacher at 12:00PM</li> </ul>

## B. CUSD K – 6th Grade Virtual and Remote Learning Schedule

How will your student learn this year? Your student will be engaged in two types of learning. Asynchronous learning is when students are engaged in practice and applying new skills by watching videos, conducting research, group work, or completing on-line lessons. Synchronous learning is real-time engagement in lessons with the teacher by way of video conferences.

How will this look like in a schedule? The virtual learning schedule will include both types of learning as seen in the sample student schedule below:

### CUSD K-2 Virtual Schedule

Time	Monday (ELA)	Tuesday (MATH)	Wednesday (ELA)	Thursday (MATH)	Friday
7:30-8:30	Prep	Prep	Prep	Prep	Prep
8:30-9:00	100 BC	100 BC	100 BC	100 BC	<b>8:30 - 10:00</b> Assessments DFAs' Conferencing 1:1 Progress Monitoring  <b>10:00 - 11:30</b> <b>Asynchronous Time</b> Achieve 3000 Smarty Ants 100 B.C.
9:00-9:30	Gradual Release (Shared Reading)	Conceptual Math	Gradual Release (Shared Reading)	Conceptual Math	
9:30-10:30	Group 1 9:30 Group 2 9:45 Group 3 10:00 Group 4 10:15 Group 5 10:30 Feedback	Group 1 9:30 Group 2 9:45 Group 3 10:00 Group 4 10:15 Group 5 10:30 Feedback	Group 1 9:30 Group 2 9:45 Group 3 10:00 Group 4 10:15 Group 5 10:30 Feedback	Group 1 9:30 Group 2 9:45 Group 3 10:00 Group 4 10:15 Group 5 10:30 Feedback	
10:30-10:45	Writing	Daily Math Skills	Writing	Daily Math Skill	
10:45-11:00	Recess				
11:00-11:30	Intervention/Reteach & Enrich				
11:30-12:00	<b>Lunch</b>				
12:00-4:00 Office Hours	Asynchronous Learning Time: Achieve 3000 Smarty Ants 100 B.C.	Asynchronous Learning Time: Achieve 3000 Smarty Ants 100 B.C.	Asynchronous Learning Time: Achieve 3000 Smarty Ants 100 B.C.	Asynchronous Learning Time: Achieve 3000 Smarty Ants 100 B.C.	Asynchronous Learning Time: Achieve 3000 Smarty Ants 100 B.C.
					12:00 - 4:00 PLC

## CUSD 3 - 6 Virtual Schedule

Time:	Monday (ELA)	Tuesday (MTH)	Wednesday (ELA)	Thursday (MTH)	Friday
7:30-8:30	Prep	Prep	Prep	Prep	Prep
8:30-9:00	100 BC	100 BC	100 BC	100 BC	<b>8:30 - 10:00</b> Assessments: DFAs
9:00-9:30	GRR (shared Reading)	Daily Math Skills	GRR (shared Reading)	Daily Math Skills	
9:30-10:30	9:30 Group 1 9:45 Group 2 10:00 Group 3 10:15 Group 4 10:30 Group 5	Conceptual Math	9:30 Group 1 9:45 Group 2 10:00 Group 3 10:15 Group 4 10:30 Group 5	Conceptual Math	<b>10:00 - 11:30</b> <b>Asynchronous Time</b> 1:1 conferences Progress Monitoring
10:30-10:45	Writer Workshop	POW	Writer Workshop	POW	
10:45-11:00	Recess	Recess	Recess	Recess	
11:00-11:30	Reteach/Enrich (intervention)	Reteach/Enrich (intervention)	Reteach/Enrich (intervention)	Reteach/Enrich (intervention)	
11:30-12:00	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
12:00-4:00 <b>Office Hours</b>	<b>Asynchronous Learning Time</b> A3k, IXL, 100 BC, Smarty Ants, PBL Daily Grammar Review, Read Aloud)	<b>Asynchronous Learning Time</b> : A3k, IXL, 100 BC, Smarty Ants, PBL Daily Math Review)	<b>(Asynchronous Learning Time</b> A3k, IXL, 100 BC, Smarty Ants, PBL Daily Grammar Review, Read Aloud)	<b>Asynchronous Learning Time</b> A3k, IXL, 100 BC, Smarty Ants, PBL Daily Math Review)	<b>Asynchronous Learning Time</b> A3k, IXL, 100 BC, Smarty Ants, PBL)  <b>12:00 - 4:00</b> Cluster/ Grade Level Meeting Staff Meeting
4:00 - 6:00	<b>21st Century Extended Learning</b>				

### C. Students without Internet/Wi-Fi Access

Students who don't have access to internet or Wi-Fi will be engaged in asynchronous learning supplied with either paper packets and/or thumb drive that includes recorded lessons and assignments. Students always have the option to make every effort to join a synchronous lesson when possible.

### D. Honor Code of Ethics

CUSD teachers and staff hold students to high expectations for new learning and application of that learning. CUSD will be implementing an Honor Code that highlights the core values of expected behavior as stated in the Student Handbook. Each student will be entrusted the responsibility of completing their own work and assessments during remote learning.

Examples of honor code violations include, but are not limited to,

- Copying assignments or allowing another person to do your work
- Plagiarizing by taking credit for work done by another without giving proper credit, including Internet sources
- Sharing or receiving answers to items included on tests or quizzes

- Accessing answers written on a cheat sheet, item of clothing or anywhere else during a testing situation
- Using any electronic device (smart device, phone, camera, etc.) to access information before, during, or after a test or quiz.
- Using any electronic device (smart device, phone, camera, etc.) to access information before, during, or after a test or quiz.

Please sign and return the attached CUSD Honor Code form by August 31st.

## E. Process of Checking out Laptop, Hotspot, and Backpack

1. Proceed to the designated area as instructed (i.e. outside of the School office or a central distribution center, DEN)



2. Bring your own personal pen for your use in signing forms. DO NOT pass around your pen to anyone. They will have their own pens with them.



3. Be sure to wear/use CDC required PPEs such as face mask, gloves, and/or sanitizer



4. Maintain a minimum of 6 feet social distance with others when you are in queue



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10. Once you are done, please leave the area. NO loitering or hanging out with friends!



# CHINLE UNIFIED SCHOOL DISTRICT CODE OF HONOR

## STATEMENT OF AGREEMENT

Student Name: \_\_\_\_\_ School: \_\_\_\_\_

I/We, \_\_\_\_\_ (Parent/Student Name), shall abide by Chinle Unified School District’s code of honor in fulfilling my/our responsibility when completing assignments or taking any form of tests (or assessments) be it online or using paper and pencil issued by the School.

Furthermore, I/we understand as stated in the CUSD Student Handbook that copying the work of others and submitting it as my/our own, obtaining unauthorized and undocumented material from the internet, use of cell phone for transmitting test items or other secured information, or securing teacher material or work in a dishonest way or unauthorized way is a **violation** of the School’s student handbook and the Code of Honor Statement of Agreement which may have appropriate consequences for a minimum penalty of loss of credit for the **test/assessment** or a maximum penalty of suspension.

Finally, I/we shall maintain academic honor, integrity and trust in all of my/our work and fulfill the ideals of CUSD’s vision and mission of,

“Empowering all students to be Competitive, Unique, Successful, and Driven through an effective team of teachers, staff, school board, parents, and community; in an environment dedicated to the value of continuous learning.”

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date



## VIRTUAL AND REMOTE LEARNING

### 7TH - 12TH STUDENT HANDBOOK - ADDENDUM A

#### A. Virtual and Remote Learning

##### A. Virtual and Remote Attendance Requirements

In preparation for the 2021 – 2022 school year, Chinle Unified School District (CUSD) has prepared the following plan for tracking student attendance while participating in a virtual learning model. CUSD has identified two subgroups within the student population that will require two different methods of tracking attendance.

The first group of students are those that are able to consistently access district Wi-Fi and participate in synchronous learning opportunities provided by the child's teacher. The second group consists of students that are unable to access virtual learning and must complete all assignments on paper and return to their child's teacher(s).

Due to the differences between these two populations, CUSD has identified two plans for tracking student attendance.

	<b>Remote</b> (Students unable to connect virtually at all)	<b>Virtual</b> (Students able to connect virtually)
PRE -K	<ul style="list-style-type: none"> <li>Students need to respond to daily phone calls from school personnel</li> <li>Work must be submitted weekly on Friday with daily assignments completed</li> </ul>	<ul style="list-style-type: none"> <li>Students must attend synchronous learning for Shared Reading and Small Groups</li> </ul>
K - 2	<ul style="list-style-type: none"> <li>Students need to respond to daily phone calls from school personnel</li> <li>Work must be submitted weekly on Friday with daily assignments completed</li> </ul>	<ul style="list-style-type: none"> <li>Students must attend synchronous learning for Shared Reading, Small Groups and DMS</li> </ul>
3 - 6	<ul style="list-style-type: none"> <li>Students need to respond to daily phone calls from school personnel</li> <li>Work must be submitted weekly on Friday with all or a portion of their daily assignments completed</li> </ul>	<ul style="list-style-type: none"> <li>Students must attend all four synchronous lessons Monday through Friday</li> <li>Students must check-in with homeroom teacher at 12:00PM</li> </ul>
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## B. CUSD 7th – 12th Grade Virtual and Remote Learning Schedule

How will your student learn this year? Your student will be engaged in two types of learning. Asynchronous learning is when students are engaged in practice and applying new skills by watching videos, conducting research, group work, or completing on-line lessons. Synchronous learning is real-time engagement in lessons with the teacher by way of video conferences.

How will this look like in a schedule? The virtual learning schedule will include both types of learning as seen in the sample student schedule below:

	<b>Monday – Thursday</b>		<b>Friday</b>
<b>08:30 – 10:30</b>	<b>Asynchronous Learning Time</b> Independent Student Work, Group Work, Daily Conferencing with Teachers, and Intervention in Sci/SS/Electives/CTE Social Emotional Learning (SEL) (120 mins)		<b>08:30 – 10:30 Asynchronous Learning</b> Independent Work, Conferencing in Sci/SS/Elec/CTE (120 mins)
	<b>Office Hours M- TH</b>		
<b>10:30 – 11:30</b>	<b>Intervention Period/Reteach</b> ELA and Math (60 min)		<b>10:30 – 12:30 Assessments (ELA/Math)</b> (120 mins)
<b>11:30 – 12:00</b>	<b>Lunch</b>		<b>Open Lunch</b>
A/B Schedule for Sci/SS/Electives/CTE <b>ELA and Math Daily</b>	<b>Synchronous Learning Time</b>		<b>01:00 – 04:00</b>
	A Day Mon/Wed	B Day Tues/Thurs	<b>Asynchronous Instruction/ Learning Period</b> (180 mins)
<b>12:00 – 01:00</b>	<b>1<sup>st</sup> period – 60 min (ELA)</b>	<b>1<sup>st</sup> period – 60 min (ELA)</b>	
<b>01:00 – 02:00</b>	<b>2<sup>nd</sup> period – 60 min (Sci)</b>	<b>5<sup>th</sup> period – 60 min (SS)</b>	
<b>02:00 – 03:00</b>	<b>3<sup>rd</sup> period – 60 min (Math)</b>	<b>3<sup>rd</sup> period – 60 min (Math)</b>	
<b>03:00 – 04:00</b>	<b>4<sup>th</sup> period – 60 min (Elec)</b>	<b>6<sup>th</sup> period – 60 min (CTE)</b>	
<b>04:00 – 06:00</b>	<b>21<sup>st</sup> Century Extended Learning</b>	<b>21<sup>st</sup> Century Extended Learning</b>	<b>No 21<sup>st</sup> Century Learning</b>

## C. Students without Internet/Wi-Fi Access

Students who don't have access to internet or Wi-Fi will be engaged in **asynchronous learning** supplied with either paper packets and/or thumb drive that includes recorded lessons and assignments. Students always have the option to make every effort to join a synchronous lesson when possible.

## D. Honor Code of Ethics

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Equipment	Accessories	Forms	Initial
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<input type="checkbox"/> Hotspot	<input type="checkbox"/> power adapter	<input type="checkbox"/> Hotspot User Agreement <input type="checkbox"/> Optional Hotspot Protection Plan <input type="checkbox"/> Chinle Hotspot Acceptance Form	
<input type="checkbox"/> Back pack	<input type="checkbox"/> school supplies		
Parent Signature:		Date:	
CUSD Staff:		Date:	





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### STATEMENT OF AGREEMENT

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“Empowering all students to be Competitive, Unique, Successful, and Driven through an effective team of teachers, staff, school board, parents, and community; in an environment dedicated to the value of continuous learning.”

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date



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## ACADEMICS

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### CONFERENCES

Parent conferences are held multiple times a year. However, as the school year progresses, if you have any problems, concerns, or questions, please contact your child's teacher and/or the principal for assistance. All of us are interested and concerned with your child's progress and well-being. We pledge our support for your child's success in school and our goal is open communication.

### RE-TEACH/ENRICH

Students at each school are given an opportunity (30 min. daily) to extend on their knowledge of the standards or have it re-taught for better understanding. What is the purpose of the reteach class? The math and the language arts reteach classes were designed to help students that are struggling in math or language arts skills. These skills may be areas that have been identified by in-class assessments or during daily instruction.

### WHAT IS ENRICH?

For students who demonstrate proficiency of the standard, enrich classes provide activities that extend the student's knowledge of the standard.

### GRADE REPORTS

In order to assure that parents are well informed of student progress, grades are available to parents in power school parent. C.U.S.D. will make report cards available to parents every quarter (nine weeks). Parents may check the progress of their child at any time during the school year using the power school parent portal. Each parent is encouraged to activate their account at the start of each school year.

### The Elementary District Grading Scale Is As Follows:

90%-100%	A (Outstanding) or 5
80-89	B (Very Good) or 4
70-79	C (Satisfactory) or 3
60-69	D (Having difficulty) or 2
Below 60	F (Serious difficulty) or 1

*(Standards Mastery or proficiency is a scale of measure CUSD is currently working on. It gives a student's measure towards understanding the content standard being taught. There are several standards taught each quarter and students are tested on these standards in Math and ELA quarterly and yearly.)*

### ELD

CUSD implements models for ELL students that are approved by the Arizona Department of Education that supports the learning of our students. The areas of instruction include reading, writing, grammar, vocabulary and oral language development. Models include Individualized Language Learning Plans (ILLPS) or 4 hours of instruction. If there are any questions concerning your child's needs please contact the school's ELL coordinator or principal.

Homework provides a significant opportunity for you to show your interest and give support to your support.

Homework assignments will not be included in your child's achievement grade but are considered opportunities for students to practice, review, and apply knowledge. Homework enhances a student's ability to reach a level of expected proficiency for knowledge and skill acquisition appropriate to the student's instructional level. Homework effort will be indicated on the report card under: Behaviors that promote learning.

Teachers will guide the student in what is assigned to be completed at home by having the student:

- Understand the assignments before leaving school
- Complete the assignments accurately
- Turn in all assignments by the due date
- Ask the teacher for assistance if unable to accurately complete homework

### **ONE HUNDRED BOOK CHALLENGE (GRADES K-6)**

100 BOOK CHALLENGE is an independent reading program designed to maximize the effectiveness of a school's reading curriculum. Its goal is to develop avid, lifelong readers, students whose proficiency in and love of reading enable them to flourish throughout their lives—in the classroom, on standardized tests, at the college of their choice, and in a life-enriching career—allowing all aspects of their experience to be enhanced by the information and perspectives gained from reading. **Home reading:** Parents can support their child by ensuring the student reads independently and uninterrupted for 15 minutes at home and that you record that time for the school. Research shows that the more time a child reads independently their literacy skills improve.

### **ACADIENCE**

Acadience is a series of short tests that assess early childhood (K-6) literacy. It is a set of procedures and measures for assessing the acquisition of a set of K-6 literacy skills, such as phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary, and comprehension. Students are assessed on an on-going basis every two weeks for a five minute period. It is through this "progress monitoring" that teachers can assess a student's progress in literacy. A benchmark is given to students three times a year to identify the kind of support they need in developing their literacy skills.

### **ACHIEVE 3000**

Achieve3000 is a web-based tool for supporting reading comprehensions and writing proficiency in grades 2 through 12. It supports differentiated instruction and uses a collection of (nonfiction) news and current event stories to support the curriculum. Each student can have their Lexile measured through the Achieve 3000. The Lexile Framework involves a scale for measuring both reading ability of an individual and the text complexity of materials he or she encounters. The Lexile scale is like a thermometer, except rather than measuring temperature, the Lexile Framework measures a text's complexity and a reader's skill level.

## WHY TRY?

The WhyTry Program is a strength-based approach to helping youth overcome their challenges and improve outcomes in the areas of truancy, behavior, and academics. It is based on sound, empirical principles, including solution focused therapy, social and emotional intelligence, and multisensory learning.

## Promotion and retention of students

Promotion from one grade level to the next in grades K-6 is based upon the ability to succeed at the next grade level. When formulating a recommendation, each teacher will work closely with the building principal. Above all, the recommendation must be in the best interest of the student.

## Teachers will base their recommendation to promote or retain upon the following criteria:

- Successful completion of class assignments, projects and tests.
- Mastery of district objectives
- Achievement on standardized achievement tests
- Age, maturity and effort
- Attendance
- Reading fluency by end of grade three (3) - Move on when reading. (MOWR)

If facts indicate that retention is in the best interest of the student's academic progress, close cooperation must exist between the parents and school. Each student will be given individual consideration. The decision to promote or retain is that of the teacher. Only the school board may overturn the decision to retain or promote a student. (A.R.S. 15-521.3)

In Arizona, Move on When Reading, requires districts to retain students in third grade if they score in the “falls far below” level on the AZ merit reading test. The bill included stipulations about Parent's right to appeal, student who may be exempt from the requirement, and the obligations of the school for students who may be in danger of retention as a result of this law.

CUSD's philosophy is one that values a collaborative partnership between school and home. We have a solid literacy curriculum, strong assessment process and individual support systems that are built into daily instruction. Parents will be kept informed of their child's progress on a regular basis through the child's classroom teacher.

## SPECIAL EDUCATION

Various special education programs are available to students that qualify. Eligibility for special education programs is regulated by state and federal laws and guidelines. The school principal, counselor, psychologist, teachers and parents consult together when encountering a pupil with special needs. Staff also designs specialized accommodations for qualified students. Some students assigned to special education classes may be bussed

from their home to the school providing the program and services designed to meet their special needs.

**The following services are available:**

- Hearing impairment
- Mild Intellectual disability
- Moderate and severe mental intellectual disability
- Occupational and Physical Therapy
- Priority Preschool
- Specific learning disability
- Speech and language Impairment
- Vision Impairment

**SPECIAL EDUCATION RECORDS**

Student records maintained by the district in the special education department and the process for ensuring confidentiality and appropriate access to such records is described in more detail under “FERPA” (Family Education Rights and Privacy Act) When personally identifiable information about your child in special education is no longer needed to provide educational services to your child, the information is stored for two (2) years after the date your child was last enrolled in the district. After two years, the special education record are referred for long-term storage. Please contact the special education office if you have questions about record maintenance or require assistance with obtaining records on your child from special education after leaving our schools.

**STATE STANDARDS AND DISTRICT CURRICULUM**

The Chinle Unified School District aligns the district’s curriculum to state standards to ensure students are learning the required content and are prepared for state testing. The curriculum is frequently revised based on teacher input, changes in state standards and performance objectives, and test score analysis. If you have questions about your child’s curriculum, ask the principal or call the district office. (928) 674-9600.

**TESTING AND EVALUATION**

In order to meet the needs of all students, the following evaluation instruments and techniques are used to assess and evaluate the needs of each child. The results are used to place the child in the proper environment which will foster success.

**GOLD** - CUSD’s Pre-K curriculum and assessment for Kindergarten readiness.

**Powerschool** - Summative and Formative assessments aligned to AZMerit tests.

**Benchmarks:** Each quarter students are tested on the taught content standards at each grade.

**Formative:** Assessments given after a UNIT where one standard is taught or intermittently by teacher to assess progress for informative intervention.

**DIBELS** - DIBELS (Dynamic Indicators of Basic Early Literacy Skills)

**Achieve 3000** - Lexile measure for text complexity and reading ability.

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## PARENTS

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### A. Parent/Family Involvement

Parent involvement is critical to a child's education. Your child tends to be more involved with his or her own education when parents are involved. Since parents are truly children's first and most influential teacher, the school needs to build on this concept. The school encourages open communication between parents and school personnel. In addition to the regularly scheduled parent teacher conferences, parents are encouraged to communicate with their child and teacher(s).

Parents are encouraged to review student's homework each night and ensure that the student is well rested and prepared for school the next day.

We welcome parents as volunteers. You may contact the parent-coordinator for information on volunteering. For your information, parent volunteers must obtain fingerprinting through our district office and must be Governing Board approved before being allowed to participate in the volunteer program.

### B. Parent Rights and Responsibilities

#### Parent's Rights:

1. Parents have the right to be informed of their minor child's academic performance and social behavior.
2. Parents have the right to be informed of school regulations.
3. Parents have the right to visit the school.
4. Parents have the right to expect that the school will fulfill its responsibility for the educational, social, and general welfare of their child.
5. Parents have the right to expect courtesy from all school district employees.
6. Parents have the right to check out their child from school when they feel it is in the best interest of their child.

#### Parent's Responsibilities and Duties of:

1. To encourage, help guide their child in following all school rules and regulations.
2. Parents have the responsibility to cooperate and be courteous with school officials in resolving problem situations involving their child.
3. To participate in the school's Parent Teacher Conferences and school activities
4. Schedule daily homework time, review it regularly, & discuss what my child has learned.
5. Encourage my child to read.
6. Keep in contact with the school by school visits, phone calls, letters, and attendance at parent-teacher conferences, and enrolling on Power School Parent.
7. Maintain high expectations of my child by praising his/her achievement at school; providing a warm, caring home; emphasizing school; and encouraging academic success.
8. Make sure my child is in school every day.
9. Encourage my child to be responsible for his/her actions.
10. Keep my child's school records up-to-date.

### C. Parent Teacher Organization

While all parents are expected to be involved in their children's' education, some parents may wish to volunteer their time to more structured organizations. Each school site operates a parent teacher organization where parents may participate in fund raising and other school activities. Additionally, parents may provide formal feedback on school programs. Information about these and other organizations will be provided at the beginning of each school year, or contact your parent coordinator for more information.

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## ENROLLMENT AND WITHDRAWAL

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### A. Open Enrollment Policy

Chinle Unified School District has an open enrollment policy. Open enrollment applications must be submitted on or before July 1st to be considered for the following school year. A decision will be made and the parent/guardian will be notified by August 1. See CUSD Governing Board Policies JFB, JFB-R, and JFB-E for more details of this policy.

### B. Resident Students

Students who are residents of the District shall be enrolled in the appropriate grade based upon age and prior school achievement upon the completion of a school enrollment packet. An enrollment packet is not complete until all appropriate documentation is provided, including but not limited to evidence of the student's age, residence, and immunization records. Homeless children may be admitted pending receipt of these documents.

### C. Non-Resident Students

Students who are not residents of the District may be enrolled under the District's open enrollment policies if the student meets all other admission requirements and there is sufficient capacity at the grade level and location where the student seeks to enroll.

### D. Exception

A pupil who has been expelled by any school district in this state or who is not in compliance with a condition of disciplinary action imposed by any other school or school district or with a condition imposed by the juvenile court shall not be admitted. Acceptance for enrollment may be revoked upon finding the existence of any of these conditions. Schools have the right to conduct a background check of any disciplinary action, academic status, and attendance.

### E. Withdrawal

A parent or legal guardian must complete a withdrawal form in the Attendance office to withdraw a child from school. An administrator's signature is required before withdrawal is completed. All textbooks and school equipment must be returned and all school debts paid in full before the withdrawal process is complete.

All school materials or library books loaned to the student must be returned. Items that are lost or damaged must be paid for before school records will be forwarded to the new school.

All schoolbooks and school equipment must be returned and all school debts paid before the withdrawal process is complete.

### F. Entry Age to Kindergarten and First Grade in C.U.S.D.

The entry age to school in the Chinle Unified School District will be age (5) prior to September 1st for Kindergarten and age (6) prior to September 1st for First Grade.

Early Kindergarten entry must be Governing Board Approved based on passing academic and social skills. The student must be five years of age by January 1st

### G. STUDENT RECORDS

The distribution of student records is limited by the Family Education Rights and Privacy Act (FERPA). The District will only disclose personally identifiable student records in accordance with that law. If you do not want CUSD to disclose directory information from your child's



education records without your prior written consent, you must notify the District in writing by **September 1st**. CUSD has designated the following information as directory information:

- Student's Name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Electronic mail address
- Photograph
- Degrees, honors, and awards received
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

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## ATTENDANCE

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School attendance is very important. Children are required by Arizona state and Navajo Nation law to attend school. Students who are absent miss out on educational, social, and physical development. However, a sick child who is in school will also miss out, and if the child is contagious it can be harmful to other students. If your child is running a fever, or has a contagious illness, please keep him/her at home.

Students who have excessive absences may be subject to the following: disciplinary actions, parent notification, home visit; referral to tribal juvenile authorities, and/or social services ref. Title 17 N.N.C. §118, 222 and 223 and ARS 15-802. Any Navajo minor residing in the Navajo Nation who violates the provisions of this section shall be subject to the jurisdiction of the Family Courts of the Navajo Nation.

### **When you are absent you need to:**

1. Bring a note from your parent or legal guardian explaining the reason for being absent prior to the date of being absent. If the absence is excused, you will be allowed to make up missing assignments.
2. When you arrive at school, you must go to the attendance office and get an admit slip before reporting to class.

If you are absent for 10 consecutive unexcused absences for a semester, you will be dropped from school, and your parent or legal guardian must complete a re-enrollment form before you are allowed to return to class. If your child has been dropped for excessive unexcused absences, a parent conference will be required before re-enrollment. Students are responsible for their school work whether they are in school or not.

Students absent because of adverse weather will be excused.

### **A. Early Checkouts**

All student checkouts must be done by authorized adults (18 years or older) in the front office using the proper checkout form. School personnel need to verify the identity of authorized adults for checkouts.

A Check out slip must be obtained from the Attendance Clerk. Students are not allowed to leave the school campus during school hours for any reason without the knowledge and consent of the office. Permission to leave the school grounds will be granted only upon written request of the parent/guardian.

## B. TYPES OF ABSENCES

- **Excused Absences:** The following will be considered excused absences: illness/doctor's appointment/clinic visit; death in the family; religious ceremonies; school activities; inclement weather; etc. (need to add remaining excused absences)
- **Unexcused Absences:** The Arizona Department of Education states, if an absence occurs relating to any term or condition that is not specifically designated herein, the absence shall be counted as unexcused such as when a child comes to school with no documentation of absences; babysitting, missed the bus going, or going to town, etc.

Attendance is based upon the student being present everyday for the entire school year, without absences or checkouts. School activities that are during instructional time are considered present. Attendance is a statutory requirement and district funding cannot be used for recognition and reward.

**Any and all pre-approved student activities are excused if the following conditions exist:**

- 1) the time is part of the school's approved course of study;
- 2) time includes instruction;
- 3) time distinguished from lunch and recess, which are statutorily excluded for instructional time for at least common school students; and 4) school maintained a record of attendance. Reference: Attorney General Opinion I08-009.

### Procedure for unexcused absences

- Parent notification/student notification occurs with a mailed letter at 3 unexcused absences.
- Parent notification/student notification occurs with a 2nd mailed letter that will require a mandatory attendance improvement plan with the school principal or school counselor at 6 unexcused absences.
- Parent notification/student notification occurs with a 3rd and final mailed letter that will require a mandatory meeting with the family engagement specialist for a restorative conference and/or the school social worker for a home visit at 9 unexcused absences.
- If these measures are disregarded, your child will be dropped at twelve unexcused absences. Before you can re-enroll your child the above measures must be addressed.

## C. Tardies

It is important to be responsible and "on-time" when arriving to school and going to all of your classes. Loss of instructional time results in loss of learning and in the amount of instructional hours required by the state of Arizona. Unexcused tardies will result in disciplinary action.

- Parent notification/student notification occurs with a mailed letter at 5 tardies. Student will be assigned to one day of noon detention for every tardy and will reflect on their behavior using the restorative process.

- Parent notification/student notification occurs with a mailed letter at 10 tardies. Student will be assigned to one day of noon detention for every tardy and will reflect on their behavior using the restorative process. In addition, parents will be required to attend a parent conference to address the behaviors of the student with the school counselor or the family engagement specialist.

Parent notification/student notification occurs with a mailed letter at 15 tardies. Student will be assigned to one day of noon detention for every tardy and will reflect on their behavior using the restorative process. In addition, parents will be required to attend a parent conference with the school principal to develop a behavioral plan.

All students should have arrived to school by 8:00 a.m.

#### **D. Makeup Opportunities**

It is the student's responsibility to ask for makeup work for any absences which includes school sponsored student travel and suspensions. Make up work will be completed within (3) days of return from an absence.

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### GENERAL INFORMATION

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#### **A. ELECTRONIC ITEMS**

**Cell Phones, IPODS, IPADS, Personal Laptops, MP3's, any other music devices or communication devices:**

School staff will not conduct any searches or investigations for lost or stolen electronic items regardless of cost or amount. The school is not responsible for replacing lost or stolen electronic items.

Cell phones, IPODS, IPADS/tablets, MP3 players, any other music devices or communication devices ARE NOT ALLOWED AT M.F.P.S.

**If students are using these items during prohibited times:**

**First Offense:** Item will be confiscated and will only be then released to the parent/guardian after a parent conference occurs with the Principal.

#### **B. SCHOOL BREAKFAST AND LUNCH**

Each School provides breakfast, lunch, & dinner free of charge for all students. Check the individual school schedule for meal times. (Dinner is available for extended learning.)

#### **C.. BLEACHER SAFETY**

For everyone's safety, bleacher rules must be followed.

- Sitting, no standing. (Remain seated at all times unless entering/exiting.)
- Walking, no running & pushing (Always walk safely and carefully to/from your seat.)
- Keep Hands and feet to yourself, no horse playing or tripping
- Follow all staff directions

#### **D. PLAYGROUND PROCEDURES**

Playground rules provide safety and security for all students. Teachers will periodically and consistently instruct their students on how to use the playground. It is important that students get involved in an activity, game, or sport while on the playground.

**General Rules:**

1. Show respect for yourself and others.
2. Do not throw anything (i.e. sand, rubber chips, mud, rocks, weeds, bugs, etc.)
3. Remain in the play area until the teacher informs you that it's time to return to class.
4. Go to the bathroom before you go outside.
5. No tag games.
6. Walk on concrete areas.

7. No food or beverages on the playground.
8. No Horseplay or harmful behavior to others.

#### **E. LOST AND FOUND**

Lost and found items are turned in to the Office.

#### **F. SCHOOL CANCELLATIONS/DELAYS/EARLY DISMISSAL**

In some cases school may be **CANCELLED, DELAYED, DISMISSED EARLY** due to adverse weather (snow and/or rain). For adverse weather you may refer to one of the following sources for school closures or delayed schedule information:

- Chinle Transportation Center 928- 674-9710
- KTNN Radio
- www.kob.com
- District ALERT system (via text messages and/or email alerts)
- Contact the school's front office for early dismissal announcements.

#### **G. HALL PASSES**

Any student out of class during regular class time must have a classroom hall pass. It is the student's responsibility to have a hall pass.

#### **H. SCHOOL TEXTBOOKS AND LIBRARY BOOKS (This includes 100 Book Challenge)**

All students will have required textbooks furnished by the district. **Students and their parents shall be held responsible for proper care of books and school property.** Books must be kept clean and unmarked.

#### **I. STUDENT INTERNET ACCESS**

The internet is a valuable tool for student research and learning. However, there are many sites on the internet that can be harmful or even dangerous to students. For that reason, students must have a CUSD EIS form completed by their parents or legal guardians on file with the school before they are allowed internet access. In addition, staff members are responsible to monitor students whenever they access the internet. Internet access is a privilege and will be revoked if abused.

#### **J. PARENT/GUARDIAN/VISITORS**

Parents or legal guardians are welcome to visit the schools. Chinle Unified School District requires that all visitors to our school buildings must report to the office, sign in for clearance, and acquire a visitor's pass. All visitors, parents, and community members must be respectful. Visitors may be asked to leave or be escorted off the school grounds if there is a safety or security issue.

Student visitors are allowed only after school hours, but must check into the front office first and obtain a visitor's pass. All student visitors must follow school rules.

#### **K. CLOSED CAMPUS**

All schools within the Chinle Unified School District are closed campuses. Students aren't allowed to leave campus unless properly checked out in the main office by parent/legal guardian

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## SCHOOL TRANSPORTATION

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### A. BUS RULES

Riding the school bus is a privilege. **BE EARLY AND ON TIME FOR THE BUS.** The primary responsibility of the school bus driver is to make sure students arrive and depart safely. Students must follow the directions of the school bus driver.

### B. BUS SAFETY PROCEDURES

The following are bus safety procedures that all students are expected to follow:

1. The bus will not move until all passengers are seated.
2. Remain seated throughout the trip, and leave your seat only when the bus has reached its destination and comes to a complete stop.
3. Keep your books and belongings on your lap or put them under the seat or on the luggage rack.
4. Keep the aisle clear.
5. Only speak to the driver in cases of emergency.
6. Avoid doing anything that might disturb or interfere with the driver. Refrain from loud talking or yelling.
7. Never stick hands, arms, head, or feet out of the windows of the bus.
8. Keep the windows closed.
9. Do not throw anything within the bus or out of a window.
10. The emergency door or exit controls are used only in case of emergency.
11. Video recording (using any electronic device such as cell phones, ipads, ipods) is prohibited.

### C. TRANSPORTATION/BUS CHANGES

Only a written note signed by the parent or legal guardian can change a student's assigned bus. Bus changes must be made **TWO HOURS BEFORE DISMISSAL.** The Office Support Staff will write a bus change and give it to the teacher.

Walkers aren't permitted to ride the bus. Parents or legal guardians who want to pick up their child after school must wait until after the walkers leave. Parents must properly check/sign out their children in the main office after buses depart.

### D. ACCIDENT OR OTHER EMERGENCY

The following are procedures to follow in case of an accident or other emergency:

1. In case of an accident or emergency, older students should help the driver to maintain order and assist younger students.
2. Stay in the bus unless otherwise directed by the driver.
3. If you have to leave the bus, stay in a group and obey the driver's instructions.
4. Do not expose yourself or other's to needless hazard.

### E. PARKING LOT DROP OFFS

Students must be dropped off in the designated area at each school site. Observe all posted signs and speed limits. Do not drop students off in the bus loading and unloading zones. 7:30 am is the earliest that students can be dropped off

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**STUDENT CODE OF CONDUCT**

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**ADOPTED: 2017****STUDENT RESPONSIBILITIES****RESPECT THE RIGHTS OF OTHERS:**

Students have a right to an education without interference from others.

**SCHOOL ATTENDANCE:**

Students have a responsibility to attend school daily and to be on time.

**COMPLETE WORK ASSIGNMENTS:**

Students are responsible for completing all class work and homework on time. It is the student's responsibility to get homework or make-up work for absences.

**PREPARED FOR CLASS:**

Students have a responsibility to bring to class any necessary books and materials that may be required to actively participate in class assignments and /or activities.

**RESPECT FOR PUBLIC PROPERTY:**

Students have a responsibility to respect and to protect all school property, materials and equipment.

**SHOW RESPECT:**

Students have a responsibility to demonstrate respect for other students, faculty, staff, community members, and themselves.

**OBEY ALL RULES:**

Students have a responsibility to know and obey rules and regulations in order to provide a safe and positive learning environment.

**COOPERATE WITH SCHOOL STAFF:**

Students have a responsibility to maintain a safe, orderly environment, and have an obligation to cooperate with school staff, authorities and peers

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**DISTRICT CULTURE**

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**JOURNEY 2020**

CUSD has develop a 5 year strategic plan form 2015-2020. In it we have created specific goals. Please visit our website [www.chinleusd.k12.az.us](http://www.chinleusd.k12.az.us) to view the plan.

**GOVERNING BOARD MEETINGS**

School board meetings are held every second Wednesday each month at the district administration building located on Navajo Route 7 in Chinle, AZ. All parents and interested citizens are encouraged to attend these meetings. Please check our district website for more information.

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## STUDENT CONDUCT AND DISCIPLINE

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### A. DISCIPLINE PHILOSOPHY

The discipline philosophy is to create a caring, safe, and drug-free environment in which all students have the opportunity to learn. The goal of K-8 Schools is to have students become Trustworthy, Respectful, Responsible, Fair, Caring, and practice Citizenship.

### B. DISCIPLINE PROCEDURES

The following school-wide discipline procedures have been created to provide consistency in the implementation of discipline policies.

- 1) Prior to giving consequences for misbehavior, the student will have reviewed the rule (policy) with the teacher and understand the consequence for not complying with the rule (policy).
- 2) For all minor offenses (A and B) such as disruption, disobedience, and disrespect; schools will use their own procedures.
- 3) Major C offenses require the staff member to complete the AZ SAFE discipline referral form and are handled through the Principal or Asst. Principal. Schools will use district wide consequences for all C Offenses.

### C. ARIZONA SAFE PROGRAM

The Arizona Department of Education School Safety and Prevention Office has developed the Arizona Safety Accountability for Education (AZ SAFE) program. The purpose of the program is to provide the information educators need to maintain and improve the safety of their schools. AZ SAFE provided a standardized system for accurately tracking, managing and reporting school safety and disciplinary incident data. The terms and definitions for AZ SAFE and the AZ SAFE website will be used by all schools in the Chinle Unified School District. For further information please visit the Arizona Department of Education website: [www.ade.az.us/](http://www.ade.az.us/)

### D. STUDENT DUE PROCESS RIGHTS AND PROCEDURES

Every student enrolled at one of CUSD schools has **due process** rights. This means that you have the right to make a statement (in writing or verbally) and have it listened to or read by an adult. You have the right to be treated fairly and equitably. If you feel you haven't been given due process, or you weren't treated fairly, report it to an adult. You have the right to file a complaint regarding your constitutional rights, discrimination, harassment, or personal safety.

### E. PARENT NOTIFICATION OF DISCIPLINE

Students are given a copy of their discipline referral to take home as written parent or legal guardian notification. In addition, a copy of the discipline referral is mailed home to the parent or legal guardian as written notification. In some cases a student may be taken home by a School Resource Officer with the notification of discipline.

### F. PARENT SHADOWING PROGRAM

In some disciplinary actions, parents or legal guardians may be required to come to school and "shadow" or follow their child for 1 or 2 entire school days. Parents/legal guardians must complete an entire school day, or the parent shadowing will not be counted and another day will have to be scheduled. Only the parent or legal guardian will be allowed to participate in the parent shadowing. The parent/legal guardian will come to school with the child, go to every class with the child, eat lunch with the child, and leave with the child at the end of the school day. Students are not allowed to participate in an after school activity on the day of shadowing.

## F. DRESS CODE

Chinle Unified School District must provide a positive and safe learning environment for all learners. Students are required to dress appropriately so as not to distract other students or disrupt learning. Ultimately, the school administrator will determine whether a student has a dress code violation. The dress code encourages students to dress in a manner that is clean, neat, modest, and professional. Students should always remember that they are proud representatives of their families, clans, school, school district, and the Chinle community.

Students should dress neatly and appropriately, recognizing that everyone feels more at ease when properly dressed and groomed. To uphold the image of the school as a place of business, the following dress policy has been adopted:

- Shoes must be worn during the school day and at all school events. Slippers/flip flops/costume shoes/heelies are not acceptable.
- Student's hair should be groomed in a way that does NOT impair or interfere with their vision.
- Dress should be clean, neat and appropriate in materials and styles for a casual business like atmosphere. No visual distractions in dress or accessories will be permitted, such as but not limited to:

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|--|---|
| * Short shorts/skirts – shorts/skirts must be no shorter than one inch above the knee, shorts may be no longer than one inch below the knee. | * Cut off jeans   |
| * Halter tops/Tube tops  | * Holes in Jeans above the knee (which expose skin)   |
| * Spaghetti strap tops/dresses   | * Pajama/Lounge bottom pants  |
| * Low cut shirts/blouses   | * Nose studs, lip rings, and chains   |
| * Backless outfits   | * Baggy pants/shirts, spandex (tights) and skinny jeans which could be considered revealing |
| * Bare midriff outfits   | * Sun glasses (not allowed indoors)   |

### • *INSIGNIAS/SYMBOLS*

Insignias emphasizing or relating to weapons, drugs, alcohol, tobacco, sex, nudity, or culturally offensive images/language (including but not limited to dragons, serpents, snakes, fanged beasts/creatures, skulls, skeletons, owls) will NOT be allowed in printed or visual form including patches (jewelry, backpacks, T-shirts, etc.).

### • *GANG RELATED DRESS*

Dress or markings, which could be interpreted as gang related, will **NOT** be tolerated including, but not limited to: bandannas, tattoos, hats, chains, mesh gloves, hair nets, baggy clothes, long solid color belts that hang out, or other clothing such as solid color t-shirts in red, or blue (other colors may be in violation and determined by the principal) or wearing of two or more t-shirts showing gang related colors. No shaved heads with symbols, designs, or messages. Clothing carried as an accessory will **NOT** be allowed.

### • *GOTHIC RELATED DRESS*

Dress or markings, which could be interpreted as gothic related, will **NOT** be tolerated including, but not limited to: all black dress, solid black color t-shirt, high spiked hair or unusual punk hairstyles such as horns, metal studs or spikes on clothing and backpacks, black makeup on the face with black painted fingernails.



### • **HEAD COVERINGS**

The wearing of head coverings, including hoods of sweatshirts and beanies, is not permitted in the building during the school day. Sweatshirts/Pullovers, hats and beanies will be confiscated if worn in the building during the school day. A parent/guardian may have to bring sufficient warm clothing without a hood for the remainder of the school day. Discretion will be used by staff on hats/hoods/beanie use outdoors during cold weather.

School dress code will be enforced at all school events. Any exceptions to the dress code for special activities or health considerations must be pre-approved by the administration. A student will be considered in violation of this code if their appearance or dress has some definite impact on the discipline or educational functions of the school or affects others. The school Administration will determine if clothing in question is appropriate. If a student is found to be wearing inappropriate clothing, they will be asked to change or will be sent home. Repeated violations of the dress code will be considered insubordination and will result in disciplinary action.

School dress code will be enforced at all school events. Any exceptions to the dress code for special activities or health considerations must be pre-approved by the administration. A student will be considered in violation of this code if their appearance or dress has some definite impact on the discipline or educational functions of the school or affects others. The school Administration will determine if clothing in question is appropriate. If a student is found to be wearing inappropriate clothing, they will be asked to change or will be sent home. Repeated violations of the dress code will be considered insubordination and will result in disciplinary action.

**BULLYING** is repeated acts over time that involves a real or perceived imbalance of power. Bullying can be physical in form (e.g. pushing, hitting, kicking, spitting, stealing, taking or breaking someone's things, throwing objects); verbal (e.g., making threats to cause harm, taunting, teasing, name-calling); or social/ psychological (e.g., social exclusion, spreading rumors, manipulating social relationships, making people feel frightened, putting others down, sarcasm). This includes cyberbullying through the use of electronic means such as cell phones, text messages, pictures, websites, internet, email, and social networking.

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

The District, in partnership with parents, guardians, and students, shall establish and maintain a school environment based on these beliefs. The District shall identify and implement age-appropriate programs designed to instill in students the values of positive interpersonal relationships, mutual respect, and appropriate conflict resolution.

To assist in achieving a school environment based on the beliefs of the Chinle Unified School District, bullying, harassment or intimidation as defined by this policy will not be tolerated.

This policy applies to students who, by their indirect behavior, condone or support another student's act of 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

**M.F.P.S. DISCIPLINE POLICY**

<b>Infraction</b>	<b>Definition</b>	<b>Consequence</b>
Absenteeism.	Absence from class without permission, leaving school grounds without permission, unexcused absences, truancy. Parent must contact school within 24 hours of absence in order for it to be excused. Truancy laws apply.	<b>Minimum penalty</b> <b>Conference or detention</b>
		<b>Maximum penalty</b> <b>1-5 day suspension</b>
Alcohol, Use or under the influence of.	The unlawful distribution, use, possession and sale, manufacturing of intoxicating alcoholic beverages or substances represented as alcohol. This includes being intoxicated at school, school events and school transportation.	<b>Minimum penalty</b> <b>Detention with conference; 1 day suspension if needed.</b>
		<b>Maximum penalty</b> <b>Long term suspension (45 days)</b>
Arson	Knowingly and unlawfully damaging a structure or personal property by knowingly causing a fire or explosion	<b>Minimum penalty</b> <b>Restitution with suspension</b>
		<b>Maximum penalty</b> <b>Expulsion</b>
Aggravated assault	A person commits aggravated assault if the person commits assault under any of the following circumstances: 1. If the person causes serious physical injury to another, 2. If the person uses a deadly weapon or dangerous instrument, 3. If the person is eighteen years of age or older and commits the assault upon a child the age of fifteen years or under, 4. If the person commits the assault knowing or having reason to know that the victim is a peace officer, or a person summoned and directed by the officer while engaged in the execution of any official duties, 5. If the person commits the assault knowing or having reason to know the victim is a teacher or other person employed by any school	<b>Minimum penalty</b> <b>Suspension – with counseling</b> <b>Individual counseling must be provided before returning to class or school.</b>
		<b>Maximum penalty</b> <b>Expulsion</b>
Assault	A person commits assault by: 1. Intentionally, knowingly or recklessly causing any physical injury to another person; or 2. Intentionally placing another person in reasonable apprehension of imminent physical injury; or 3. Knowingly touching another person with the intent to injure, insult or provoke such person.	<b>Minimum penalty</b> <b>Conference and counseling</b> <b>Intervention Tier II activities mandatory</b>
		<b>Maximum penalty</b> <b>Long term suspension</b>
Bullying	Bullying is repeated acts over time that involves a real or perceived imbalance of power with the more powerful child or group attacking those who are less powerful. Bullying can be physical in form (e.g., pushing, hitting, kicking, spitting, stealing); verbal (e.g., making threats, taunting, teasing, name-calling); or psychological (e.g., social exclusion, spreading rumors, manipulating social relationships).	<b>Minimum penalty</b> <b>Conference and counseling</b> <b>Referral to NNSS/detention/suspension</b>
		<b>Maximum penalty</b> <b>Expulsion</b>

<b>Infraction</b>	<b>Definition</b>	<b>Consequence</b>
Bus safety violation	Not following the designated bus safety rules	<b>Minimum penalty</b> <b>Conference or detention</b>
		<b>Maximum penalty</b> <b>Bus privileges taken away</b>
Cheating/plagiarizing	Copying the work of others and submitting it as your own, obtaining unauthorized and undocumented material from the internet, use of cell phone for transmitting test items or other secured information, or securing teacher material or work in a dishonest way or unauthorized way.	<b>Minimum penalty</b> <b>Conference and loss of credit for assignment</b>
		<b>Maximum penalty</b> <b>Suspension</b>
Computer or internet misbehavior	Not following the designated rules for use of a school computer or visiting sites that are banned or deemed inappropriate by the school administrator.	<b>Minimum penalty</b> <b>Conference</b>
		<b>Maximum penalty</b> <b>Suspension</b>
Contraband	Items stated in school policy as prohibited because they may disrupt the learning environment. (determined by the school administrator)	<b>Minimum penalty</b> <b>Conference</b>
		<b>Maximum penalty</b> <b>Detention</b>
Cyberbullying	Any act of bullying committed by use of electronic technology or electronic communication devices; telephone; social networking, internet on school computers, networks, forums and mailing lists, or other district-owned property, and by means of an individual's personal electronic media and equipment.	<b>Minimum penalty</b> <b>Conference</b>
		<b>Maximum penalty</b> <b>Expulsion</b>
Dangerous item	A dangerous item used to cause bodily injury	<b>Minimum penalty</b> <b>Conference</b>
		<b>Maximum penalty</b> <b>Expulsion</b>
Defiance of Authority	Refusal to comply with reasonable requests of school officials or refusal to obey classroom and school rules.	<b>Minimum penalty</b> <b>Conference</b>
		<b>Maximum penalty</b> <b>Suspension</b>
Disorderly conduct	Any behavior which substantially disrupts the orderly conduct of a school function, or behavior which substantially disrupts the orderly learning environment.	<b>Minimum penalty</b> <b>Conference</b>
		<b>Maximum penalty</b> <b>Suspension</b>
Disruption (class, campus, school activity)	Creating disturbances in class, on campus, or at school sponsored events. Continual or repeated disruptions may warrant more severe consequences.	<b>Minimum penalty</b> <b>Conference</b>
		<b>Maximum penalty</b> <b>Suspension</b>
Dress or appearance violation	Dressing in a manner that may result in a distraction or disruption of a safe environment. Attire that suggests involvement in gang activity or any apparel that is suggestive, obscene lewd, shows vulgar language or symbols, or shows symbols or language relating to or promoting sex, drugs, tobacco, or alcohol on clothing are expressly prohibited. Each school may have more restrictive guidelines. Students will be subject to disciplinary action.	<b>Minimum penalty</b> <b>Conference</b>
		<b>Maximum penalty</b> <b>Suspension</b>
Drugs	The unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, transportation or importation of any controlled drug or narcotic substance or equipment and devices used for preparing or taking drugs or narcotics. Includes being under the influence of drugs at school, school sponsored events and on school-sponsored transportation. Category includes over-the-counter medications if abused by the student.	<b>Minimum penalty</b> <b>Conference with counseling;</b>
		<b>Maximum penalty</b> <b>Expulsion</b>
Endangerment	A person commits endangerment by recklessly or intentionally creating, engaging in, encouraging or failing to report any potential unsafe endangering another person with a substantial risk of imminent death or physical injury.	<b>Minimum Penalty</b> <b>Conference with counseling</b>
		<b>Maximum penalty</b> <b>suspension</b>

Electronic devices	Misuse of electronic devices to photograph, film, videotape or digitally record or by any other device images of student and staff and/or distribute or publish any of the above without the consent of the person depicted and/or without the person's knowledge. This includes CUSD's EUA guidelines and procedures. While it is popular for students to post material to Facebook and Instagram, please be aware that if material posted, either at home or school, is viewed as inappropriate, harassing or disruptive to the educational environment, students will be subject to disciplinary action.	<b>Minimum penalty</b>
		<b>Conference and/or confiscation</b> <b>Maximum penalty</b> <b>Suspension</b>
Extortion	Asking for or demanding money or something of value from another person in return for protection or in connection with a threat to inflict harm.	<b>Minimum penalty</b> <b>Conference and /or restitution</b>
		<b>Maximum penalty</b> <b>Suspension</b>
Failure to meet scholastic expectations	Student does not meet the expectations of the teacher or staff member. May be based on class/team/organization's rules, policies, and procedures.	<b>Minimum penalty</b> <b>Conference and/or tier II interventions</b>
		<b>Maximum penalty</b> <b>Detention</b>
False alarm misuse	Intentionally ringing a fire alarm when there is no fire	<b>Minimum penalty</b> <b>Conference; restitution</b>
		<b>Maximum penalty</b> <b>Suspension</b>
Forgery/falsification	The act of giving false information by altering a document or a verbal, written or electronic communication, or any verbal or written communication that is intentionally false or fraudulent.	<b>Minimum penalty</b> <b>Conference and/or tier II interventions</b>
		<b>Maximum penalty</b> <b>Suspension</b>
Fighting	Mutual participation in an incident involving physical violence, where there is no major injury. Verbal confrontation alone does not constitute fighting	<b>Minimum penalty</b> <b>Conference with counseling and/or Tier II interventions</b>
		<b>Maximum penalty</b> <b>Expulsion</b>
Firearm	Possession, use or distribution of any weapon designed to or may be readily converted to expel a projectile by act of explosive. This includes the frame or receiver of any such weapon. This includes, but is not limited to handguns, rifles or shotguns.	<b>Minimum penalty</b> <b>Suspension</b>
		<b>Maximum penalty</b> <b>Expulsion</b>
Gambling	Participating in games of chance for the purpose of exchanging goods or money.	<b>Minimum penalty</b> <b>Conference or counseling</b>
		<b>Maximum penalty</b> <b>Suspension</b>
Gangs (negative group affiliation)	An ongoing loosely or highly organized association of three or more persons, whether formal or informal, that has a common name, signs, symbols or colors, whose members engage. Either individually or collectively, in violent or other forms of illegal behavior. This includes students wearing, carrying or displaying gang paraphernalia and/or exhibiting behavior or gestures that symbolize gang membership.	<b>Minimum penalty</b> <b>Conference with tier II interventions or counseling</b>
		<b>Maximum penalty</b> <b>Suspension</b>

Harassment	Intentional disruptive or threatening behavior by a student(s) to another student(s); includes, but are not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact, unwelcome verbal or written comments, photographs and graphics; harassment, direct or indirect, may be related, but not limited to, race, religious orientation, sexual preference, cultural background, economic status, size or personal appearance.	<b>Minimum penalty</b> <b>Conference with counseling</b> <b>Maximum penalty</b> <b>Suspension</b>
Hate bias related incidents (racial slurs)	A criminal offense or threat against a person, property or society that is motivated, in whole or in part, by the offender's bias against a race, color, national origin, ethnicity, gender, religion, disability or sexual orientation. This includes any crime that manifests evidence of prejudice based on race, religion, sexual orientation, or ethnicity.	<b>Minimum penalty</b> <b>Conference with counseling with ongoing tier II interventions</b> <b>Maximum penalty</b> <b>Long term suspension</b>
Hazing	Any intentional, knowing or reckless act committed by a student, whether individually or in concert with other person, against another student, committed in connection with an initiation into or affiliation or membership in any organization, that is affiliated with an educational institution or when the act contributes to a substantial risk of potential physical injury, mental harm, or degradation, or causes physical injury, mental harm or personal degradation.	<b>Minimum penalty</b> <b>Conference with mandatory counseling and ongoing tier II interventions</b> <b>Maximum penalty</b> <b>Expulsion</b>
Indecent exposure	Includes, but is not limited to, exposing private areas, consensual participation in any sexual act involving physical contact, touching private areas, depantsing (pulling pants down or off) pulling at another's underclothing.	<b>Minimum penalty</b> <b>Conference with counseling and tier II intervention</b> <b>Maximum Penalty</b> <b>suspension</b>
Language, Inappropriate	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	<b>Minimum penalty</b> <b>Conference</b> <b>Maximum penalty</b> <b>Suspension</b>
Minor aggressive act	Pushing, shoving, tussles, minor confrontations. Does not rise to the level of fighting or assault.	<b>Minimum penalty</b> <b>Conference with Tier II intervention</b> <b>Maximum penalty</b> <b>Suspension</b>
Locker (school issued) misuse	Students' misuse of lockers; violation of school rules for having a locker.	<b>Minimum penalty</b> <b>Conference</b> <b>Maximum penalty</b> <b>Privilege taken away</b>
Photographing/videotaping/digital recording or viewing	The unauthorized act photographing, videotaping, filming or digitally recording by cell phone, iPod, iPad, or any other electronic device.	<b>Minimum penalty</b> <b>Conference and/or confiscation</b> <b>Maximum penalty</b> <b>Suspension</b>
Public display of affection (inappropriate)	Holding hands, kissing, sexual touching, or other displays of affection in violation of school policy	<b>Minimum penalty</b> <b>Conference with both offenders</b> <b>Tier II interventions or counseling</b> <b>Maximum penalty</b> <b>Suspension</b>
School threat or interference with or disruption of education institution	Any threat (verbal, written, or electronic) by a person to cause property damage or to harm students and staff. Includes bomb threat, Fire alarm misuse, calling 911 for false report.	<b>Minimum penalty</b> <b>Suspension with mandatory tier II interventions</b> <b>Maximum penalty</b> <b>Expulsion</b>

Sexual harassment	Unwelcome conduct (verbal or physical) of sexual nature that denies or limits a student's ability to participate in or receives benefits, services, or opportunities in the school programs/activities/education.	<b>Minimum penalty</b> <b>Suspension with mandatory counseling and tier II intervention</b> <b>Maximum penalty</b> <b>Expulsion</b>
Tardiness	Arriving late to class. Truancy laws apply.	<b>Minimum penalty</b> <b>Conference</b> <b>Maximum penalty</b> <b>Detention</b>
Theft of property (school related)	The unlawful taking, carrying, leading or riding away with property of another person without threat, violence or bodily harm. This also includes possession or sale or attempted sale of another's property.	<b>Minimum penalty</b> <b>Conference with or without restitution</b> <b>Maximum penalty</b> <b>Suspension With Tier II Intervention</b>
Tobacco product use	The distribution, possession, sale, or use of tobacco products, including imitation tobacco (electronic cigarettes, hookah, water pipe) on school grounds, school-sponsored events and on school-sponsored transportation.	<b>Minimum penalty</b> <b>Conference</b> <b>Maximum penalty</b> <b>Suspension</b>
Unauthorized departure from class, campus, or event.	An unexcused absence for a minimum of 50 minutes or when a student is absent from school during the hours school is in session. Also known as ditching or skipping school. CUSD campuses are closed campuses which means that students must remain on the school campus, attend school and lunch periods unless otherwise authorized by school administration.	<b>Minimum penalty</b> <b>Conference</b> <b>Maximum penalty</b> <b>Suspension</b>
Unauthorized entry/trespass/loitering	To enter or remain on a public school campus without authorization or invitation and with no lawful purpose for entry. This includes students under suspension or expulsion and unauthorized persons who enter or remain on a campus after being directed to leave.	<b>Minimum penalty</b> <b>Conference</b> <b>Maximum penalty</b> <b>Suspension</b>
Vandalism or destruction of property (school related)	The willful or malicious damage, destruction, injury, disfigurement or defacement of school or personal property without consent. This includes bombing, arson, and graffiti. Computer hacking and other acts that cause property or personal damage.	<b>Minimum penalty</b> <b>Conference with restitution</b> <b>Maximum penalty</b> <b>Suspension with/without restitution</b>
Verbal altercation	Verbal confrontation/sparring with another individual. Does not rise to the level of a threatening act.	<b>Minimum penalty</b> <b>Conference</b> <b>Maximum penalty</b> <b>Suspension</b>
Vulgar or obscene language, gestures, or symbols/verbal provocation	The use of profanity, swearing or any derogatory language written or stated publicly to a person(s).	<b>Minimum penalty</b> <b>Conference and /or Tier II intervention</b> <b>Maximum penalty</b> <b>Suspension with mandatory counseling</b>
Weapon violation (not firearm/explosive device/knife) Dangerous instrument/combustible	Any instrument or object possessed or used to inflict harm on another person or to intimidate another person. This may include but not limited to: Nun chucks, brass knuckles, Chinese stars, Billy clubs, knives 2.5 in. or less blades electrical weapons, or devices. Weapons are strictly prohibited.	<b>Minimum penalty</b> <b>Suspension with mandatory Counseling and Tier II interventions</b> <b>Maximum penalty</b> <b>Expulsion</b>

- is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm
- 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

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

**Cyberbullying:** Cyberbullying is, but not limited to, any act of bullying committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking and other Internet communications, on school computers, networks, forums and mailing lists, or other District-owned property, and by means of an individual's personal electronic media and equipment.

**Harassment:** Harassment is intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Intentional behaviors that characterize harassment include, but are not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact and unwelcome verbal or written comments, photographs and graphics. Harassment may be related, but not limited to, race, religious orientation, sexual orientation, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.

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

#### **PROGRESSIVE PENALTIES:**

1. Conference
2. Tier II-III interventions
3. Restitution
4. Detention
5. Internal suspension
6. External suspension
7. Long term suspension
8. Expulsion

#### **CONFERENCE**

Meeting with the offender(s) and/or victim(s) in a formal setting. The conference will involve parent contact by phone or letter and/or in person. This conference will be instructive in the correct behavior expected. An informal plan of action shall be developed with the student to try to correct

their behavior so it does not happen again. (This may be documented and shared with parent) Future consequences will be outlined with student/parent. An effort will be made to restore the offender(s) back to acceptable and productive behavior expected at school while addressing the victim(s)'s needs for being in a safe environment (if needed). Successive conferences must result in further action taken that is progressive, for example, a tier III intervention prescribed, counseling, restitution, referral to a program, or a formal behavior plan developed.

### **RE-ENTRY CONFERENCE**

ALL students returning from suspensions shall have a mandatory re-entry conference with specific steps to help the student re-enter the classroom and school successfully. The administrator shall ensure the student and parent are met with and that a plan for re-entry is discussed with monitoring and follow through provided for the first 3 days. The school has discretion in developing their re-entry plans, but each school shall monitor the student's behavior and make staff available for academic and behavior support if needed.

### **SUGGESTED INTERVENTIONS FOR STUDENTS**

Tier II Interventions – School staff and student develop a plan (with parent buy in)

- Behavior contract,
- School-based mentoring
- Check in Check out
- Individual counseling on-site
- School-home note
- Community service
- Daily Behavior Form
- Reward System
- System; small group social skills or
- Loss of privileges

### **WHY TRY?**

- Teach Conflict Resolution Skills
- Teach Coping Skills
- Teach Relationship Skills
- Teach Relaxation Techniques
- Teach Social Skills

Tier III – A School Team develops a plan with parent buy in

- Functional Behavior Assessment (FBA)
- Social Emotional Learning
- Counseling
- Behavior Monitoring
- Alternative Programming
- Mentoring
- Behavioral Contracts
- Send Homes
- Referral To Community Mental Health Services
- Behavior Intervention Plan (BIP)
- Behavior Meetings
- Individual & Visual Schedules



## H. PROCEDURES FOR SHORT TERM SUSPENSION

Based upon the evidence presented, the administrator shall determine if a short-term suspension should be imposed and shall inform the student of the decision. Please read and review documentations, there may be other items listed needed at the Parent Conference.

- Attend Parent Conference on scheduled date for re-instatement meeting.

If a danger to student or staff members is present, the student may be removed from school immediately, with a notice and hearing following as soon as practical.

## I. PROCEDURES FOR SUSPENSION FOR OVER TEN DAYS

The student shall be granted due process as stated under short-term suspension above. In addition, the following procedures will be followed:

1. If, in the opinion of the principal, the student should be suspended more than ten days, the parents will be notified and the student sent home with a written notification of a suspension for over 10 days. If unable to locate the parent, the student may be isolated until regular dismissal time and then given the written notification to be delivered by the suspended student to the parent.
2. If written notification is given to the student to be delivered, a follow up copy will be hand delivered by a school representative, or sent by mail, the following school day.
3. A formal hearing will be arranged and conducted by a hearing officer or Superintendent. A formal letter will be sent by certified mail or hand delivered 5 working days prior to the hearing. The letter must contain the following:
  - The student is entitled to both a statement of charges and the identification of the rule or regulation violated.
  - The extent of the punishment to be considered.
  - The date, time and place of the hearing.
  - A list of the district's witnesses.
  - Statement that the student may present witnesses.
  - Statement that the student may be represented by legal counsel.
  - If a hearing officer has been designated, the name of the hearing officer.
4. During the formal hearing:
  - Legal counsel can attend an executive (closed) session pertaining to the disciplinary action.
  - Student is entitled to statement of the charges and rule or regulation violated.
  - Student may be represented by counsel.
  - Student may present witnesses.
  - Student or counsel can cross-examine witnesses presented by the District.
  - The burden of proof lies with the District.
  - The hearing must be recorded on tape or official record.
  - Parents are allowed to tape-record hearing at their own expense.
  - The District has right to cross-examine witnesses and may be represented by legal counsel.

5. The decision and appeal procedure upon the conclusion of the hearing is as follows:
- The decision may be appealed to the Board.
  - The parent(s) of the suspended student must deliver to the Superintendent a letter directed to the Board within 5 days after receiving written notification of the suspension of over 10 days.
  - The letter must describe in detail any objections to the hearing or the decision rendered.
  - The Board may give the student another hearing; the Board may modify the punishment.
  - The decision of the Board is final.

### **J. PROCEDURES FOR LONGTERM SUSPENSION**

The student shall be granted due process as stated under short-term suspension above. In addition, the following procedures will be followed:

1. If, in the opinion of the principal, the student should be suspended more than ten days, the parents will be notified and the student sent home with a written notification of long-term suspension. If unable to locate the parent, the student may be isolated until regular dismissal time and then given the written notification to be delivered by the suspended student to the parent.
2. If written notification is given to the student to be delivered, a follow up copy will be hand delivered by a school representative, or sent by mail, the following school day.
3. A formal hearing will be held either by the governing board or before a hearing officer appointed by the board for the purpose. If the hearing is before a hearing officer, the student may appeal to the board. This formal hearing must meet the following minimum requirements:
  - The student is entitled to both a statement of charges and the identification of the rule or regulation violated.
  - The student or his/her counsel may cross-examine witnesses presented by the school district.
  - The governing board and/or its designee also have the right to cross-examine witnesses and to be represented by legal counsel.
  - The burden of proof of the offense lies with the school district.
- The hearing must be recorded either on tape or an official record kept in some other appropriate manner. In addition, the student and his/her counsel must be allowed to tape the hearing.
4. The governing board shall reach and announce its decision as soon as possible after the hearing.

### **M. PROCEDURES FOR EXPULSION**

All steps listed above for long-term suspension will also be followed for expulsions, except, that the formal hearing will be conducted and the final decision rendered, by the governing board only, not by a designated individual or body.

### **N. PROCEDURES FOR SPECIAL EDUCATION STUDENTS**

Procedures for short-term (10 days or less) suspension are the same as listed above for all students. An external suspension of more than ten consecutive days, a series of suspensions totaling ten or more days, or expulsion of a special education student requires a manifestation determination meeting. Such a meeting shall be for the purpose of determining whether or not the offense is due to the student's handicapping condition, and whether or not the offense is due to the educational placement. If the offense is due to the student's handicapping condition or the educational placement, the student may not be unilaterally suspended or expelled, and other educational placements shall be considered.

## O. LAW ENFORCEMENT OFFICERS

In cases where law enforcement officers interview students, the building administrator shall make a reasonable effort to notify the student's parent of the interview. A social worker/counselor/administrator may be called in to observe the interview.

The school shall make reasonable efforts to notify the parent when the arrest is made or a student is taken into temporary custody. If a student is arrested or taken into temporary custody on district property during school day, the school no longer has jurisdiction over the student. Any action taken by law enforcement officer will be separate from disciplinary action by the school district.

**Arizona law requires school officials to contact law enforcement for the situations listed below. The statutes are paraphrased here:**

Serious Crimes and Threats ARS 15-341(A) (33) requires school districts to report to local law enforcement agencies the following:

- Any suspected crime against a person or property that is serious offense as defined by Title 17 N.N.C. §315, 316, and 317; ARS 15-341(A) (33) which includes Aggravated assault resulted in serious physical injury, involving the discharge use, use or threatening exhibition of deadly weapon or dangerous instrument.
- Arson of an occupied structure
- Any conduct that poses a threat of death or serious physical injury to employees, student or anyone on the property of the school.

### ***Deadly Weapon Possession***

*Title 17 N.N.C. § 320 and 32, ARS 15-515 requires school officials to report to local law enforcement officials any violations of Title 17 N.N.C § 321), ARS 13-3102(A)(12 )Possessing a deadly weapon on school grounds or Title 17 N.N.C § 320, ARS 13-3111 a minor in possession of a firearm.*

### **Possession of Illegal Drugs**

Title 17 N.N.C. §226.10, 313, 390, 391, 392, 393, 394, and 395; ARS 13-3411(F) requires school officials to report the possession, use, sale or transfer of marijuana, peyote, prescription drugs, dangerous drugs, bath salts/harmful chemicals, methamphetamines, narcotic drugs, spice or the manufacture of dangerous drugs in a drug free school zone to local law enforcement.

### **Child Abuse/Neglect**

Title 9 N.N.C. §1123, ARS 13-3620 school personnel who reasonably believe that a minor is or has been a victim of physical injury, abuse, child abuse, a reportable offense or neglect that appears to have been inflicted by other, that accidental means or that is not explained by the available medical history... to immediately report within 72 hours, such allegations or cause reports to be made to a Peace Officer or to Navajo Nation Social Services, except if the report concerns a person who does not have care custody or control of the minor, the report shall be made to a Peace Officer. Social Service workers investigating abuse/neglect may conduct inter-views at district schools. Under certain circumstances, the parent/guardian of a student who is the subject of the investigation or a sibling of the subject need not be given notice of such interviews.

## **P. SEARCH AND SEIZURE PROCEDURES**

The Fourth Amendment of the US Constitution protects students against unreasonable search and seizure of property. However, this individual right must be balanced by the school's responsibility to protect the health, safety, and welfare of all of its students. The following guidelines will be used when making a search:

Searches of school property (including personal items found on school property and student lockers) may be done at any time if there is reasonable cause to believe the health, safety, or welfare of students may be in danger. Illegal or contraband items may be seized, if found, during the search.

A student may be searched by an administrator or designated school representative if there is reasonable cause to believe the student has illegal items or items that may adversely affect the health, welfare, or safety of students. If possible, a witness (es) will be present during the search.

*In cases of imminent danger or emergency (for example, a weapon possession) any school employee may make a search.*

## **Q. DRUG SEARCHES USING DOGS**

The governing board has approved these types of searches. All students, staff, and parents are notified that Chinle Unified School District, in conjunction with law enforcement agencies, can conduct unannounced searches on storage areas (lockers) on the district's property, classrooms when students have exited, and searches of vehicles parked on district property. These searches may include the use of drug-sniffing dogs. Multiple searches can be conducted.

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## SCHOOL SECURITY/SAFETY

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Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the schools have made preparation to respond effectively to such situations. Should we have a major disaster during school hours, your child/children will be cared for at this school. Our school District has a detailed disaster plan which has been formulated to respond to a major catastrophe. In addition to regularly conducted fire drills, the schools will participate in regular emergency response drills. The detailed emergency response plans can be obtained from the site principal.

### A. FIRE DRILL AND LOCKDOWN DRILLS

All schools will conduct fire drills and lock-down drills.

### B. FIRE DRILLS

A loud alarm or bell will signal a fire drill. A fire evacuation plan posted in each room will show the directions to go. If students aren't in class, then they must leave the building at the nearest exit and go to their designated outside assembly area. The teacher is responsible to take roll and control traffic.

#### **The following fire drill procedures should be followed:**

- Leave all personal items in classroom and leave the doors unlocked.
- Follow teacher and exit in a quiet and orderly manner thru the assigned exit and to the assigned "safe" evacuation area.
- If outside of classroom during evacuation, exit the nearest unblocked exit and locate class in pre-designated area.
- No student or staff member is to remain in the building during a fire drill.

### EMERGENCY RESPONSE LOCK DOWN

Standard lockdown procedures will be followed. Under certain emergency circumstances a lock down may occur. During a lock down, no one is allowed to enter or leave until all clear is given. The Principal, or principal's designee, is in charge of the total school operation and becomes the Incident Commander. Teachers will move students to safe locations and lock their doors. Parents/Guardians will not be allowed to check out a student during a lock down. A lock down is ordered for the safety and well being of students, staff, and any adult in the building during the emergency circumstance.

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the school has made preparation to respond effectively to such situation. Should we have a major disaster during school hours, your child will be cared for at the school. Our school district has a detailed disaster plan which has been formulated to respond to a major catastrophe.

In any case of a lock down, students and staff will remain in their classrooms. All doors and gates will be locked. Students will not be allowed to leave the classroom. Parents are encouraged not to telephone the school. Telephone lines may be needed for emergency

communication. Students will be released to their parent, guardian, or responsible adult listed as emergency contact.

### **MASS EVACUATION DRILL**

Emergency mass evacuation drills will be held once every school year. In the event of an emergency which requires an evacuation, schools will be relocated to a neutral site. Once students have been relocated, parents will be notified on procedures for reunification.

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## **STUDENT HEALTH SERVICES**

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### **A. HEALTH - NURSE'S OFFICE**

The nurses are here to take care of injuries and emergencies that happen at school.

Students that feel ill will receive a Nurse's pass from their teacher and be sent or escorted to the nurse's office. When a student is too ill to return to class, the parents will be notified and the student will be sent home. It is the parent's responsibility to take their child to the clinic.

### **PLEASE DO NOT SEND SICK CHILDREN TO SCHOOL.**

If a student is injured on the school grounds, the teacher(s) and instructional assistant(s) on duty are responsible for:

1. Making sure that the nurses are notified and summoned if the student should not be moved; or
2. Making sure that the student is escorted to the Nurse's Office if the injury is minor.

### **B. ARIZONA SCHOOL IMMUNIZATION REQUIREMENTS**

- Children must have proof of all required immunizations, or valid exemption, in order to attend the first day of school. Arizona law allows exemptions for medical reasons, laboratory evidence of immunity and personal beliefs. Exemption forms are available from schools and at [www.azdhs.gov/phs/immun/idr-forms](http://www.azdhs.gov/phs/immun/idr-forms)
- The reason for each vaccine dose must include the date and name of doctor or clinic.
- The statutes and rules governing school immunization requirements are: Arizona Revised Statutes 15-871-874; Arizona Administrative Code, R9-6-701-708.

### **C. SCHOOL HEALTH PERMIT**

This form is filed in your child's health record in the nurse's office. In case of any illness or injuries which require us to notify parents in case of an emergency. Provide updated phone numbers and other emergency contacts in case you need to be notified. These forms are renewed every year.

### **D. HEAD LICE**

The school nurse checks Pre-K thru 8th grade classes for head lice on a regular basis. The following procedures will be followed in the event a student is suspected or found to have lice:

- Student is sent to the nurse.
- If student is found to have lice, the parent/guardian will be notified and the student will be sent home.
- The returning student must return with their parent/guardian and be re-checked by the nurse or designee before returning to the classroom.
- Referrals may be made to I.H.S. Clinics for medication treatments supplies. If student is continuously found to have head lice, they may refer to Social Services.

## **E. STUDENT MEDICATIONS**

All medications must immediately be turned in to the nurse's office when the student arrives to school. The only exception to this policy is a student who has written permission on file with the school nurse from his/her parent or legal guardian to carry an inhaler for asthma. All medications must be in their original containers, and the nurse will give medications to students as indicated.

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## **SUPPORT SERVICES**

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### **A. SCHOOL RESOURCE OFFICER (SRO)**

The SRO or Violence Prevention Specialist educates students, staff, and parents on a variety of topics (Bully prevention, drug awareness, gang awareness, stranger danger, domestic violence, alcoholism, etc..) to help maintain safe and drug free schools. The SRO is present during bus arrivals and departures at the front of the school, breakfast and lunch in the cafeteria, and during recess on the playground. Students, staff, and parents should develop good relations with the SRO, and they should report serious problems to the SRO. The SRO is here to protect and serve.

### **B. COUNSELING**

The counselor provides guidance lessons as a special area class to all students. They instruct students on the "six pillars of character", bully prevention, peer mediation, career awareness, friendship, and other topics. In addition, they do both group and individual counseling sessions and assist parents with information regarding student academics. If you have any concerns or issues that you would like addressed, please feel free to talk with your school counselor.

### **C. WHY TRY**

The Why Try Program has been adopted by Chinle Unified School District. The Why Try Program is an approach to help youth overcome their challenges and improve outcomes in the areas of truancy, behavior, and academics. Why Try teaches students ten visual analogies to help them deal with life's daily pressures and challenges. The idea of Why Try is straight-forward: Teach social and emotional principles to youth in a way they can understand and remember. Each visual teaches a discrete principle, such as resisting peer pressure, obeying laws and rules, and that decisions have consequences. The visual components are then reinforced by music, video clips and physical activities. The major learning styles – visual, auditory, and body-kinesthetic-are all addressed. This program helps to reduce truancy, improve academics, and changes the climate of schools. The mission of Why Try is to help people achieve opportunity, freedom, and self-respect using education and interventions that motivate and create positive change. This program offers an answer to the question "Why Try in life?"

### **D. PEACE MAKING PROGRAM**

Navajo youth are at a high risk for suicide, alcohol abuse, drug abuse, school problems and family disruption. The school drop-out rate for Native Americans is twice the national average. Suicide rates among Native Americans ages ten to fourteen is four times higher than that of other races. A validation of traditional healing and culturally relevant treatment strategies is critical to addressing these concerns.

The peacemaking Youth Education and Apprentice Program Grant incorporated both Traditional Navajo teachings and Western best practices to empower children to deal with disputes and violence by promoting traditional teachings and healthy relations based on harmony, balance, peace and kinship. The goals of this program are to provide services through traditional dispute resolution, violence prevention, community building and traditional teachings to Navajo tribal communities, and the school. Goals include:

- a) Implementation of a curriculum based on traditional values which blend Navajo Peacemaking for dispute resolution, traditional counseling, leadership development, apprentice peacemaking, and to address violence prevention, vandalism, property loss and damage, and community building in schools.
- b) Provide for Navajo peacemakers to work directly with delinquent at-risk youth and their families by utilizing traditional teachings and counseling.
- c) Establish a peer apprenticeship peacemaking program.

The peacemaking program and participating peacemakers will work with designated teachers/administrators to identify at-risk youth, identify at-risk behavior, create incentives for youth to participate in the program, or for at-risk youth to be directed into the program as a probation requirement or form of after-school detention, secured with parental/guardian written permission forms.

Preventative and Intervention Services for At-Risk Court-Involved youth address the following issues:

- a) Delinquency and Defiant Behavior
- b) Gang Membership and Violence
- c) Truancy and School Drop-out
- d) Promiscuity and Teen Pregnancy
- e) Parenting Education
- f) After School Programs
- g) Drug and Alcohol Abuse Education
- h) Domestic Issues
- i) Traditional Family Counseling
- j) Traditional Student Group Counseling
- k) Traditional Individual Student Counseling

Services available to schools are traditional individual talking, traditional family talking, traditional student group talking, peacemaking apprentice program, intervention (truancy, aggressive behavior, bullying and harassment), teenage parent education/prevention, drop-out or re-entry intervention/prevention, traditional counseling for at risk youth, and residential/dormitory/ after-school group counseling and cultural activities.

## **E. EXCEPTIONAL STUDENT SERVICES (ESS)**

Some students may qualify as “Gifted” or have another Exceptional Student Services (ESS) label. The CUSD ESS department insures that these students receive support and guidance as they attend school. Students are assessed by the school psychologist or another certified test administrator before qualifying for the program. Meetings are conducted with parents / legal guardians to determine appropriate supports and placement. If you have any questions or concerns, the CUSD ESS department can be reached at 674-9570.

## **F. STUDENT COUNCIL**

Every school has a student council that provides leadership and vision to the school. The student council members come together on a regular basis to discuss a wide variety of issues. They learn the foundation of our democratic system by participating in an active student government. They vote on issues that have a direct impact on the school.



**G. LIBRARY**

The library is an exciting, adventurous place. Students are encouraged to draw from its wealth of materials as much as possible.

1. Students need to use quiet voices and be respectful of others when using the library.
2. Students must have permission from their classroom teacher when using the library. Often times teachers will schedule time for their students to be in the library with the librarian.
3. Students should return materials to the library as soon as they are finished reading them to allow others to check them out.
4. Students who do not return books on time will not be allowed to check out additional books.
5. Students will be expected to pay for any lost or damaged book or bar code.
6. Students are expected to read and share what they read with their families.

**EXTRA-CURRICULAR PROGRAMS/ATHLETICS****A. PROGRAMS/ACTIVITIES**

**Extracurricular programs are:**

- (1) Class activities that extend beyond the class or school day.

**B. DANCE/ACTIVITY POLICY**

The dance policy is enforced at all school activities. There should be at least three (3) to (5) sponsors present at all times during the duration of the school sponsored activity, with at least two (2) to three (3) of those sponsors with the students at all times. A security officer will need to be present during the duration of the activity. Security will do searches on all students prior to entering the activity to ensure safety of all students during the activity. A student cannot re-enter once they leave the school sponsored activity.

**ADDITIONAL ACADEMIC PROGRAMS FOR MFPS:****A. 21ST CENTURY**

21st century program occurs Monday thru Thursday after school from 3:45 pm to 5:45 pm. This program provides students with academic tutoring, homework help, and enrichment activities. Students can earn points for attending and are applied to special incentives such as field trips. 21st century provides a hands-on experience for students to learn through personalized and differentiated instruction which makes learning more enjoyable for students. 21st century staff take pride in creating a positive environment for learning.

## HYBRID LEARNING PRE-K STUDENT HANDBOOK - ADDENDUM B

### Hybrid Learning

#### A. Hybrid Attendance Requirements

In preparation for the 2021 – 2022 school year, Chinle Unified School District (CUSD) has prepared the following plan for tracking student attendance while participating in a hybrid learning model. CUSD has identified two subgroups in Addendum A of the handbook on how to meet the attendance requirement of students. In this document, addendum B, the District will provide information on how to track student attendance on a hybrid learning.

The first group of students are those that are unable to access virtual learning and must complete all assignments on paper and return to their child's teacher(s). The second group consists of students that are able to consistently access district Wi-Fi and participate in synchronous learning opportunities provided by the child's teacher. The third group will be based on the participation of students both in school learning and virtual learning and we will call this as HYBRID LEARNING.

Due to the differences between these three populations, CUSD provides three approaches for tracking student attendance. See table below.

	<b>Remote</b> (Students unable to connect virtually at all)	<b>Virtual</b> (Students able to connect virtually)	<b>Hybrid</b> (Students are able to come to school and do virtual learning alternately)
<b>PRE -K</b>	<ul style="list-style-type: none"> <li>Students need to respond to daily phone calls from school personnel</li> <li>Work must be submitted weekly on Friday with daily assignments completed</li> </ul>	<ul style="list-style-type: none"> <li>Students must attend synchronous learning for Shared Reading and Small Groups</li> </ul>	<ul style="list-style-type: none"> <li>Students who are scheduled to be in school must be in school for 2 consecutive days and be in 2 consecutive virtual classes all within the week, Monday thru Thursday. On Fridays, they may stay virtual the whole day. No student in school on Fridays.</li> <li>A student's time on campus will be determined by a schedule to be provided by the School</li> <li>Students on campus will follow the normal in-school attendance tracking procedures</li> <li>Students on virtual/remote classes will follow the virtual/remote procedure for attendance tracking</li> </ul>
<b>K - 2</b>	<ul style="list-style-type: none"> <li>Students need to respond to daily phone calls from school personnel</li> <li>Work must be submitted weekly on Friday with daily assignments completed</li> </ul>		
<b>3 - 6</b>	<ul style="list-style-type: none"> <li>Students need to respond to daily phone calls from school personnel</li> <li>Work must be submitted weekly on Friday with all or a portion of their daily assignments completed</li> </ul>	<ul style="list-style-type: none"> <li>Students must attend all four synchronous lessons Monday through Friday</li> <li>Students must check-in with homeroom teacher at 12:00PM</li> </ul>	
<b>7 - 12</b>	<ul style="list-style-type: none"> <li>Students need to respond to daily phone calls from school personnel</li> <li>Work must be submitted weekly on Friday with daily assignments completed</li> </ul>	<ul style="list-style-type: none"> <li>Students must attend all four synchronous lessons</li> <li>Students must check-in with homeroom teacher at 12:00PM</li> </ul>	

## B. CUSD Pre-K Grade Hybrid Learning Schedule

The Hybrid Learning Schedule for Pre-K stays the same as with the virtual schedule. Your student will be engaged in two types of learning. Asynchronous learning is when students are engaged in practice and applying new skills by watching videos, conducting research, group work, or completing on-line lessons. Synchronous learning is real-time engagement in lessons with the teacher by way of video conferences.

How will this look like in a schedule? The virtual learning schedule will include both types of learning as seen in the sample student schedule below:

### CUSD Pre-K Hybrid Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
08:30 – 11:30	<p align="center"><b>Synchronous Learning Time</b>            3-4 Students in a group with Teacher            (5-6 groups - Approximately 30 minute each)            Language and Literacy *Phonics, Phonemic Awareness, Literacy Skills            Math</p> <p align="center"><b>Asynchronous Learning Time</b>            Language and Literacy (30 min)            Includes Smarty Ants Math (30 minutes)            Science (experiments and observations) (10-30 Minutes)            These are done as activities much like independent center time.</p> <p align="center">Rest Time -60 minutes / Outdoor Play - 60 Minutes</p>				
11:30 – 12:00	<b>LUNCH</b>				
12:00 – 02:30	<p align="center"><b>Office Hours</b></p> <p align="center"><b>1:1 Synchronous</b>            Scheduled Progress Monitoring and Interventions (2 times per week w/ Teacher or IA)</p> <p align="center"><b>1:1 Asynchronous</b>            Language and Literacy (30 min)            Includes Smarty Ants Math - 30 minutes            Science (experiments and observations) (10-30 Minutes)</p> <p align="center">Rest Time -60 minutes / Outdoor Play - 60 Minutes</p>				

## CUSD K-2 Hybrid Schedule

Time	Monday (ELA)	Tuesday (MATH)	Wednesday (ELA)	Thursday (MATH)	Friday
08:30 – 09:00	100 BC	100 BC	100 BC	100 BC	<b>8:30 - 10:00</b> Assessments: DFAs
09:00 – 09:30	ELA Shared Reading	Daily Math Skills	ELA Shared Reading	Daily Math Skills	
09:30 – 10:30	FARG 09:30 Group 1 09:45 Group 2 10:00 Group 3 10:15 Group 4 10:30 Group 5	Conceptual Math	FARG 09:30 Group 1 09:45 Group 2 10:00 Group 3 10:15 Group 4 10:30 Group 5	Conceptual Math	
10:30 – 10:45	Writer Workshop	Problem of the Week	Writer Workshop	Problem of the Week	<b>10:00 - 11:30</b> <b>Asynchronous</b> 1:1 conference Progress Monitoring
10:45 – 11:00	BREAK				
11:00 – 11:30	Reteach/Enrich (intervention)	Reteach/Enrich (intervention)	Reteach/Enrich (intervention)	Reteach/Enrich (intervention)	
11:30 – 12:00	Lunch Break				Open Lunch
12:00 – 04:00	<b>Asynchronous Learning Time</b> Achieve 300, IXL, 100 BC, Smarty Ants, Problem Based Learning, Daily Grammar Review Read Aloud  <b>Office Hours M-Th</b>				<b>Asynchronous Learning Time</b> Achieve 3000, IXL, 100 BC, Smarty Ants, PBL
04:00 – 06:00	<b>21<sup>st</sup> Century Extended Learning</b>				<b>No 21<sup>st</sup> Century</b>

### C. Students without Internet/Wi-Fi Access

Students who don't have access to internet or Wi-Fi will be engaged in asynchronous learning supplied with either paper packets and/or thumb drive that includes recorded lessons and assignments. Students always have the option to make every effort to join a synchronous lesson when possible.

### D. Honor Code of Ethics

CUSD teachers and staff hold students to high expectations for new learning and application of that learning. CUSD will be implementing an Honor Code that highlights the core values of expected behavior as stated in the Student Handbook. Each student will be entrusted the responsibility of completing their own work and assessments during remote learning.

*(Need Pre-K parent handbook to determine Honor Code - GRADE /AGE APPROPRIATE)*

## E. Safety Rules and Procedures in Hybrid Learning

Rules/Procedures	Based on CDC Guidelines for a Safe Working Environment CUSD Learning Environment During the Pandemic Period
<b>On First Line Prevention</b>	<ol style="list-style-type: none"> <li>1. Before riding any CUSD bus, an assigned staff will take individual body temperatures of students in the morning; Students with fever will be declined passage.</li> <li>2. Reminders will be put forth on a daily basis to inform staff and students of the need to stay home if sick or showing symptoms of COVID-19 before coming to school</li> <li>3. While in school, in case a student begins to show signs of respiratory related symptoms, the Student will be immediately isolated in a designated isolating area where he/she will be provided proper medical care. Parents/guardians will be notified immediately.</li> </ol>
<b>On Communication and Reporting</b>	<ol style="list-style-type: none"> <li>1. All staff and students are required to report to the office anyone within the CUSD premises that may show signs/symptoms of respiratory related illness.</li> <li>2. Staff and students will be reminded daily to maintain the prescribed CDC health guidelines such as washing of hands with soap and water for at least 20 seconds.</li> <li>3. Reminders within the day will be implemented for staff and students to wear masks at all times within the CUSD property including inside buses.</li> <li>4. CUSD district websites will be updated regularly as related to COVID-19 information.</li> </ol>
<b>On Social Distancing</b>	<ol style="list-style-type: none"> <li>1. Announcements will be made daily to remind staff and students of the need to strictly observe social distancing practices in all areas of the building and classrooms.</li> <li>2. COVID related signs will be placed throughout the CUSD property to remind staff and students of the required social distancing protocol.</li> <li>3. The District will allow only a minimal number of students in a classroom at a time strictly following the CDC social distancing specifications</li> <li>4. CUSD cafeteria will have marked spots for students to follow to maintain proper safe distancing</li> <li>5. During passing period students will be monitored by CUSD staff when walking to their next class period</li> </ol>

## F. Process of Checking out Laptop, Hotspot, and Backpack

1. Proceed to the designated area as instructed (i.e. outside of the School office or a central distribution center, DEN)



2. Bring your own personal pen for your use in signing forms. DO NOT pass around your pen to anyone. They will have their own pens with them.



3. Be sure to wear/use CDC required PPEs such as face mask, gloves, and/or sanitizer



4. Maintain a minimum of 6 feet social distance with others when you are in queue



5. Obtain the Checklist Form from the information center and receive instructions on how to proceed



6. The Checklist Form will contain the following (see attachment below, CUSD Checklist Form): You may need to prepare a **cashier's check or money order (\$25 and \$15)** for an optional protection plan for equipment/devices to be issued to you

7. Proceed to gather the items as listed on the Checklist Form. Every time you receive an item mark off a check beside the item on the Checklist Form and initial on the space provided on the form.



8. If ever you miss receiving an item on the checklist make sure you inform a CUSD staff member. DO NOT break from the queue. You must wait until you are attended by a CUSD staff



9. Once you have completely checked off all the items from the Checklist Form and initialed the spaces corresponding to the items you received, sign the Checklist Form at the bottom and proceed to the final table and submit the form.

10. Once you are done, please leave the area. NO loitering or hanging out with friends!

## Chinle Unified School District Checkout Form

Equipment	Accessories	Forms	Initial
<input type="checkbox"/> Computing Device (laptop, Chromebook, iPad)	<input type="checkbox"/> mouse <input type="checkbox"/> mouse pad <input type="checkbox"/> power adapter <input type="checkbox"/> computer bag <input type="checkbox"/> webcam <input type="checkbox"/> stylus	<input type="checkbox"/> Device User Agreement <input type="checkbox"/> Optional Device Protection Plan <input type="checkbox"/> Chinle Equipment Acceptance Form	
<input type="checkbox"/> Hotspot	<input type="checkbox"/> power adapter	<input type="checkbox"/> Hotspot User Agreement <input type="checkbox"/> Optional Hotspot Protection Plan <input type="checkbox"/> Chinle Hotspot Acceptance Form	
<input type="checkbox"/> Back pack	<input type="checkbox"/> school supplies		
Parent Signature:		Date:	
CUSD Staff:		Date:	

# HYBRID LEARNING

## K - 6TH STUDENT HANDBOOK - ADDENDUM B

### Hybrid Learning

#### A. Hybrid Attendance Requirements

In preparation for the 2021 – 2022 school year, Chinle Unified School District (CUSD) has prepared the following plan for tracking student attendance while participating in a hybrid learning model. CUSD has identified two subgroups in Addendum A of the handbook on how to meet the attendance requirement of students. In this document, addendum B, the District will provide information on how to track student attendance on a hybrid learning.

The first group of students are those that are unable to access virtual learning and must complete all assignments on paper and return to their child’s teacher(s). The second group consists of students that are able to consistently access district Wi-Fi and participate in synchronous learning opportunities provided by the child’s teacher. The third group will be based on the participation of students both in school learning and virtual learning and we will call this as HYBRID LEARNING.

Due to the differences between these three populations, CUSD provides three approaches for tracking student attendance. See table below.

	Remote (Students unable to connect virtually at all)	Virtual (Students able to connect virtually)	Hybrid (Students are able to come to school and do virtual learning alternately)
<b>PRE - K</b>	<ul style="list-style-type: none"> <li>Students need to respond to daily phone calls from school personnel</li> <li>Work must be submitted weekly on Friday with daily assignments completed</li> </ul>	<ul style="list-style-type: none"> <li>Students must attend synchronous learning for Shared Reading and Small Groups</li> </ul>	
<b>K - 2</b>	<ul style="list-style-type: none"> <li>Students need to respond to daily phone calls from school personnel</li> <li>Work must be submitted weekly on Friday with daily assignments completed</li> </ul>	<ul style="list-style-type: none"> <li>Students must attend synchronous learning for Shared Reading, Small Groups and DMS</li> </ul>	<ul style="list-style-type: none"> <li>Students who are scheduled to be in school must be in school for 2 consecutive days and be in 2 consecutive virtual classes all within the week, Monday thru Thursday. On Fridays, they may stay virtual the whole day. No student in school on Fridays.</li> </ul>
<b>3 - 6</b>	<ul style="list-style-type: none"> <li>Students need to respond to daily phone calls from school personnel</li> <li>Work must be submitted weekly on Friday with all or a portion of their daily assignments completed</li> </ul>	<ul style="list-style-type: none"> <li>Students must attend all four synchronous lessons Monday through Friday</li> <li>Students must check-in with homeroom teacher at 12:00PM</li> </ul>	<ul style="list-style-type: none"> <li>A student’s time on campus will be determined by a schedule to be provided by the School</li> <li>Students on campus will follow the normal in-school attendance tracking procedures</li> </ul>
<b>7 - 12</b>	<ul style="list-style-type: none"> <li>Students need to respond to daily phone calls from school personnel</li> <li>Work must be submitted weekly on Friday with daily assignments completed</li> </ul>	<ul style="list-style-type: none"> <li>Students must attend all four synchronous lessons</li> <li>Students must check-in with homeroom teacher at 12:00PM</li> </ul>	<ul style="list-style-type: none"> <li>Students on virtual/remote classes will follow the virtual/remote procedure for attendance tracking</li> </ul>



## B. CUSD K – 6th Grade Hybrid Learning Schedule

The Hybrid Learning Schedule for K – 6th grade will have minor difference compared to the virtual schedule. Your student will be engaged in two types of learning. Asynchronous learning is when students are engaged in practice and applying new skills by watching videos, conducting research, group work, or completing on-line lessons. Synchronous learning is real-time engagement in lessons with the teacher by way of video conferences.

How will this look like in a schedule? The virtual learning schedule will include both types of learning as seen in the sample student schedule below:

### CUSD K-2 Hybrid Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
07:30 – 08:30	prep	prep	prep	prep	prep
08:30 – 09:00	Pre-k -2nd Intervention	Pre-k -2nd Intervention	Pre-k -2nd Intervention	Pre-k -2nd Intervention	Assessments DFAs'
09:00 – 09:30	100 BC	100 BC	100 BC	100 BC	
09:30 – 09:45	Daily Grammar	Daily Math Review	Daily Grammar	Daily Math Review	
09:45 – 09:50	Read Aloud	Daily Math Skill	Read Aloud	Daily Math Skill	
09:50 – 10:15	Gradual Release (Shared Reading)	Conceptual Math	Gradual Release (Shared Reading)	Conceptual Math	
10:15 – 11:30	Group 1 10:15 Group 2 10:30 Group 3 10:45 Group 4 11:00 Group 5 11:15 Closure 11:30 Feedback	Group 10:15 Group 2 10:30 Group 3 10:45 Group 4 11:00 Group 5 11:15 Closure 11:30 Feedback	Group 10:15 Group 2 10:30 Group 3 10:45 Group 4 11:00 Group 5 11:15 Closure 11:30 Feedback	Group 10:15 Group 2 10:30 Group 3 10:45 Group 4 11:00 Group 5 11:15 Closure 11:30 Feedback	Asynchronous Conferencing 1:1 Progress Monitoring
11:30 – 12:00	Lunch break				
12:00 – 12:30	Clean-up/Sanitize				
12:30 – 01:00	Reteach/Enrich				
01:00 – 04:00 Office Hours	Asynchronous Learning Time Achieve 3000 Smarty Ants 100 B.C.	Asynchronous Learning Time Achieve 3000 Smarty Ants 100 B.C.	Asynchronous Learning Time Achieve 3000 Smarty Ants 100 B.C.	Asynchronous Learning Time Achieve 3000 Smarty Ants 100 B.C.	12:00 – 04:00 PLC
04:00 – 06:00	21st Century Extended Learning				Nothing Follows

## CUSD Grades 3-6 Hybrid Schedule

Time:	Monday (ELA)	Tuesday (MATH)	Wednesday (ELA)	Thursday (MATH)	Friday
07:30 – 08:30	Prep	Prep	Prep	Prep	Prep
08:30 – 09:00	Reteach/Enrich (intervention)	Reteach/Enrich (intervention)	Reteach/ Enrich (intervention)	Reteach/Enrich (intervention)	Assessments: DFAS 1:1 conference Progress Monitoring
09:00 – 09:30	100 BC	100 BC	100 BC	100 BC	
09:30 – 09:45	Daily Grammar Review	Daily Math Review	Daily Grammar Review	Daily Math Review	
09:45 – 09:55	Read Aloud	Daily Math Skills	Read Aloud	Daily Math Skills	
09:55 – 10:20	GRR (shared Reading)	Conceptual Math	GRR (Shared Reading)	Conceptual Math	
10:20 – 11:30	10:20 Group 1 10:35 Group 2 10:50 Group 3 11:05 Group 4 11:25 Closure/ Student share-out	Conceptual Math/ POW/ PBL	10:20 Group 1 10:35 Group 2 10:50 Group 3 11:05 Group 4 11:25 Closure/ Student share-out	Conceptual Math/ POW/ PBL	
11:30 – 12:00	Lunch Break				
12:00 – 12:15	Clean-up/ Sanitize	Clean-up/ Sanitize	Clean-up/ Sanitize	Clean-up/ Sanitize	Clean-up/ Sanitize
12:15 – 12:45	Reteach/Enrich (intervention)	Reteach/Enrich (intervention)	Reteach/Enrich (intervention)	Reteach/Enrich (intervention)	Asynchronous Learning Time A3k, IXL, 100 BC, Smarty Ants, PBL)  Cluster/ Grade Level Meeting Staff Meeting
12:45 – 04:00 Office Hours	Asynchronous Learning Time A3k, IXL, 100 BC, Smarty Ants, PBL)	Asynchronous Learning Time A3k, IXL, 100 BC, Smarty Ants, PBL)	Asynchronous Learning Time A3k, IXL, 100 BC, Smarty Ants, PBL)	Asynchronous Learning Time A3k, IXL, 100 BC, Smarty Ants, PBL)	
04:00 – 06:00	21st Century Extended Learning				Nothing Follows

### Students without Internet/Wi-Fi Access

Students who don't have access to internet or Wi-Fi will be engaged in asynchronous learning supplied with either paper packets and/or thumb drive that includes recorded lessons and assignments. Students always have the option to make every effort to join a synchronous lesson when possible.

### C. Honor Code of Ethics

CUSD teachers and staff hold students to high expectations for new learning and application of that learning. CUSD will be implementing an Honor Code that highlights the core values of expected behavior as stated in the Student Handbook. Each student will be entrusted the responsibility of completing their own work and assessments during remote learning.

Examples of honor code violations include, but are not limited to,

- Copying assignments or allowing another person to do your work
- Plagiarizing by taking credit for work done by another without giving proper credit, including Internet sources
- Sharing or receiving answers to items included on tests or quizzes
- Accessing answers written on a cheat sheet, item of clothing or anywhere else during a testing situation
- Using any electronic device (smart device, phone, camera, etc.) to access information before, during, or after a test or quiz.

Please sign and return the attached CUSD Honor Code form by August 31st.

## D. Safety Rules and Procedures in Hybrid Learning

Rules/Procedures	Based on CDC Guidelines for a Safe Working Environment CUSD Learning Environment During the Pandemic Period
<b>On First Line Prevention</b>	<ol style="list-style-type: none"> <li>1. Before riding any CUSD bus, an assigned staff will take individual body temperatures of students in the morning; Students with fever will be declined passage.</li> <li>2. Reminders will be put forth on a daily basis to inform staff and students of the need to stay home if sick or showing symptoms of COVID-19 before coming to school</li> <li>3. While in school, in case a student begins to show signs of respiratory related symptoms, the Student will be immediately isolated in a designated isolating area where he/she will be provided proper medical care. Parents/guardians will be notified immediately.</li> </ol>
<b>On Communication and Reporting</b>	<ol style="list-style-type: none"> <li>1. All staff and students are required to report to the office anyone within the CUSD premises that may show signs/symptoms of respiratory related illness.</li> <li>2. Staff and students will be reminded daily to maintain the prescribed CDC health guidelines such as washing of hands with soap and water for at least 20 seconds.</li> <li>3. Reminders within the day will be implemented for staff and students to wear masks at all times within the CUSD property including inside buses.</li> <li>4. CUSD district websites will be updated regularly as related to COVID-19 information.</li> </ol>
<b>On Social Distancing</b>	<ol style="list-style-type: none"> <li>1. Announcements will be made daily to remind staff and students of the need to strictly observe social distancing practices in all areas of the building and classrooms.</li> <li>2. COVID related signs will be placed throughout the CUSD property to remind staff and students of the required social distancing protocol.</li> <li>3. The District will allow only a minimal number of students in a classroom at a time strictly following the CDC social distancing specifications</li> <li>4. CUSD cafeteria will have marked spots for students to follow to maintain proper safe distancing</li> <li>5. During passing period students will be monitored by CUSD staff when walking to their next class period</li> </ol>

### D. Safety Rules and Procedures in Hybrid Learning (Cont.)

Rules/Procedures	Based on CDC Guidelines for a Safe Working Environment CUSD Learning Environment During the Pandemic Period
<b>On Maintenance of Sanitation in all District Buildings</b>	<b>Signage</b> <ol style="list-style-type: none"> <li>1. 6 ft. spacing requirements for social distancing throughout the building in both Navajo &amp; English with pictures</li> <li>2. 'Do Not Enter Until Permission Given' for every office and classroom door</li> <li>3. Checklist on each office, classroom, bathroom doors of last time room was sanitized</li> <li>4. Door Knob hangers – 'This room has been Sanitized' &amp; 'This room needs to be Sanitized'</li> <li>5. Directional signs throughout the building to direct traffic</li> <li>6. Curbside Pickup Signs for direction to contact school personnel from vehicle</li> <li>7. Hand washing signs throughout building bathrooms</li> <li>8. COVID-19 spread posters from CDC</li> <li>9. Front office markings for lines, etc.</li> <li>10. No more than 5 people in a room at one time</li> </ol>
	<b>Cleaning &amp; Disinfection</b> <ol style="list-style-type: none"> <li>11. Ensure that all protocols are followed for proper cleaning and disinfection as outlined by CDC guidelines</li> <li>12. All Teachers to remain in their classrooms throughout the school day</li> <li>13. Ensure campus is well stocked on PPE, sanitizers, soap, paper towels, tissue, disinfectant sprays, wash cloths, extra face coverings, gloves</li> </ol>
	<b>Building Safety</b> <ol style="list-style-type: none"> <li>14. Keep all doors locked – one entry and one exit identified</li> <li>15. SROs &amp; Leaders to monitor Social Distancing Practices throughout the school day</li> <li>16. Emergency Response Team meetings districtwide needed on a monthly basis</li> </ol>

### Chinle Unified School District Checkout Form

Equipment	Accessories	Forms	Initial
<input type="checkbox"/> Computing Device (laptop, Chromebook, iPad)	<input type="checkbox"/> mouse <input type="checkbox"/> mouse pad <input type="checkbox"/> power adapter <input type="checkbox"/> computer bag <input type="checkbox"/> webcam <input type="checkbox"/> stylus	<input type="checkbox"/> Device User Agreement <input type="checkbox"/> Optional Device Protection Plan <input type="checkbox"/> Chinle Equipment Acceptance Form	
<input type="checkbox"/> Hotspot	<input type="checkbox"/> power adapter	<input type="checkbox"/> Hotspot User Agreement <input type="checkbox"/> Optional Hotspot Protection Plan <input type="checkbox"/> Chinle Hotspot Acceptance Form	
<input type="checkbox"/> Back pack	<input type="checkbox"/> school supplies		
Parent Signature:		Date:	
CUSD Staff:		Date:	

## F. Process of Checking out Laptop, Hotspot, and Backpack

1. Proceed to the designated area as instructed (i.e. outside of the School office or a central distribution center, DEN)



2. Bring your own personal pen for your use in signing forms. DO NOT pass around your pen to anyone. They will have their own pens with them.



3. Be sure to wear/use CDC required PPEs such as face mask, gloves, and/or sanitizer



4. Maintain a minimum of 6 feet social distance with others when you are in queue



5. Obtain the Checklist Form from the information center and receive instructions on how to proceed



6. The Checklist Form will contain the following (see attachment below, CUSD Checklist Form): You may need to prepare a **cashier's check or money order (\$25 and \$15)** for an optional protection plan for equipment/devices to be issued to you

7. Proceed to gather the items as listed on the Checklist Form. Every time you receive an item mark off a check beside the item on the Checklist Form and initial on the space provided on the form.



8. If ever you miss receiving an item on the checklist make sure you inform a CUSD staff member. DO NOT break from the queue. You must wait until you are attended by a CUSD staff



9. Once you have completely checked off all the items from the Checklist Form and initialed the spaces corresponding to the items you received, sign the Checklist Form at the bottom and proceed to the final table and submit the form.

10. Once you are done, please leave the area. NO loitering or hanging out with friends!



# CHINLE UNIFIED SCHOOL DISTRICT CODE OF HONOR

## STATEMENT OF AGREEMENT

Student Name: \_\_\_\_\_ School: \_\_\_\_\_

I/We, \_\_\_\_\_ (Parent/Student Name), shall abide by Chinle Unified School District's code of honor in fulfilling my/our responsibility when completing assignments or taking any form of tests (or assessments) be it online or using paper and pencil issued by the School.

Furthermore, I/we understand as stated in the CUSD Student Handbook that copying the work of others and submitting it as my/our own, obtaining unauthorized and undocumented material from the internet, use of cell phone for transmitting test items or other secured information, or securing teacher material or work in a dishonest way or unauthorized way is a **violation** of the School's student handbook and the Code of Honor Statement of Agreement which may have appropriate consequences for a minimum penalty of loss of credit for the **test/assessment** or a maximum penalty of suspension.

Finally, I/we shall maintain academic honor, integrity and trust in all of my/our work and fulfill the ideals of CUSD's vision and mission of,

“Empowering all students to be Competitive, Unique, Successful, and Driven through an effective team of teachers, staff, school board, parents, and community; in an environment dedicated to the value of continuous learning.”

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date





## HYBRID LEARNING

### 7TH - 12TH STUDENT HANDBOOK - ADDENDUM B

#### A. Hybrid Learning

##### A. Hybrid Attendance Requirements

In preparation for the 2021 – 2022 school year, Chinle Unified School District (CUSD) has prepared the following plan for tracking student attendance while participating in a hybrid learning model. CUSD has identified two subgroups in Addendum A of the handbook on how to meet the attendance requirement of students. In this document, addendum B, the District will provide information on how to track student attendance on a hybrid learning.

The first group of students are those that are unable to access virtual learning and must complete all assignments on paper and return to their child's teacher(s). The second group consists of students that are able to consistently access district Wi-Fi and participate in synchronous learning opportunities provided by the child's teacher. The third group will be based on the participation of students both in school learning and virtual learning and we will call this as HYBRID LEARNING.

*Due to the differences between these three populations, CUSD provides three approaches for tracking student attendance. See table below.*

	<b>Remote</b> (Students unable to connect virtually at all)	<b>Virtual</b> (Students able to connect virtually)	<b>Hybrid</b> (Students are able to come to school and do virtual learning alternately)
<b>PRE - K</b>	<ul style="list-style-type: none"> <li>Students need to respond to daily phone calls from school personnel</li> <li>Work must be submitted weekly on Friday with daily assignments completed</li> </ul>	<ul style="list-style-type: none"> <li>Students must attend synchronous learning for Shared Reading and Small Groups</li> </ul>	<ul style="list-style-type: none"> <li>Students who are scheduled to be in school must be in school for 2 consecutive days and be in 2 consecutive virtual classes all within the week, Monday thru Thursday. On Fridays, they may stay virtual the whole day. No student in school on Fridays.</li> <li>A student's time on campus will be determined by a schedule to be provided by the School</li> <li>Students on campus will follow the normal in-school attendance tracking procedures</li> <li>Students on virtual/remote classes will follow the virtual/remote procedure for attendance tracking</li> </ul>
<b>K - 2</b>	<ul style="list-style-type: none"> <li>Students need to respond to daily phone calls from school personnel</li> <li>Work must be submitted weekly on Friday with daily assignments completed</li> </ul>	<ul style="list-style-type: none"> <li>Students must attend synchronous learning for Shared Reading, Small Groups and DMS</li> </ul>	
<b>3 - 6</b>	<ul style="list-style-type: none"> <li>Students need to respond to daily phone calls from school personnel</li> <li>Work must be submitted weekly on Friday with all or a portion of their daily assignments completed</li> </ul>	<ul style="list-style-type: none"> <li>Students must attend all four synchronous lessons Monday through Friday</li> <li>Students must check-in with homeroom teacher at 12:00PM</li> </ul>	
<b>7 - 12</b>	<ul style="list-style-type: none"> <li>Students need to respond to daily phone calls from school personnel</li> <li>Work must be submitted weekly on Friday with daily assignments completed</li> </ul>	<ul style="list-style-type: none"> <li>Students must attend all four synchronous lessons</li> <li>Students must check-in with homeroom teacher at 12:00PM</li> </ul>	

## B. CUSD 7th – 12th Grade Hybrid Learning Schedule

The Hybrid Learning Schedule will be similar in structure as the virtual schedule but with a minor adjustment. The afternoon schedule will now switch with the morning schedule and vice-versa. How will this look like in a schedule?

The hybrid learning schedule will include both types of learning as seen in the sample student schedule below:

	<b>Monday – Thursday</b>		<b>Friday</b>
A/B Schedule for Sci/SS/Electives/CTE <i><b>ELA and Math Daily</b></i>	<b>Synchronous Learning Time</b>		<b>08:30 – 11:30</b>
	A Day Mon/Wed	B Day Tues/Thurs	<b>Asynchronous Instruction/ Learning Period</b> (180 mins)
<b>08:30 – 09:30</b>	<b>1<sup>st</sup> period – 60 min (ELA)</b>	<b>1<sup>st</sup> period – 60 min (ELA)</b>	
<b>09:30 – 10:30</b>	<b>2<sup>nd</sup> period – 60 min (Sci)</b>	<b>5<sup>th</sup> period – 60 min (SS)</b>	
<b>10:30 – 11:30</b>	<b>3<sup>rd</sup> period – 60 min (Math)</b>	<b>3<sup>rd</sup> period – 60 min (Math)</b>	
<b>11:30 – 12:30</b>	<b>4<sup>th</sup> period – 60 min (Elec)</b>	<b>6<sup>th</sup> period – 60 min (CTE)</b>	
<b>12:30 – 01:00</b>	<b>Lunch</b>		<b>Open Lunch</b>
<b>01:00 – 03:00</b>	<b>Asynchronous Learning Time</b> Independent Student Work, Group Work, Daily Conferencing with Teachers, and Interventions in Sci/SS/Electives/CTE Social Emotional Learning (SEL) (120 mins)		<b>12:00 – 02:00</b> <b>Asynchronous Learning</b> Independent Work, Conferencing in Sci/SS/Elec/CTE (120 mins)
	<b>Office Hours M- TH</b>		<b>02:00 – 04:00</b> Assessments (ELA/Math) (120 mins)
<b>03:00 – 04:00</b>	<b>Intervention Period/Reteach</b> ELA and Math (60 min)		
<b>04:00 – 06:00</b>	<b>21<sup>st</sup> Century Extended Learning</b>	<b>21<sup>st</sup> Century Extended Learning</b>	<b>No 21<sup>st</sup> Century Learning</b>

## C. Students without Internet/Wi-Fi Access

Students who don't have access to internet or Wi-Fi will be engaged in **asynchronous learning** supplied with either paper packets and/or thumb drive that includes recorded lessons and assignments. Students always have the option to make every effort to join a synchronous lesson when possible.

## D. Honor Code of Ethics

CUSD teachers and staff hold students to high expectations for new learning and application of that learning. CUSD will be implementing an Honor Code that highlights the core values of expected behavior as stated in the Student Handbook. Each student will be entrusted the responsibility of completing their own work and assessments during remote learning.

Examples of honor code violations include, but are not limited to,

- Copying assignments or allowing another person to do your work
- Plagiarizing by taking credit for work done by another without giving proper credit, including Internet sources
- Sharing or receiving answers to items included on tests or quizzes
- Accessing answers written on a cheat sheet, item of clothing or anywhere else during a testing situation
- Using any electronic device (smart device, phone, camera, etc.) to access information before, during, or after a test or quiz.

Please sign and return the attached CUSD Honor Code form by August 31st.

## E. Safety Rules and Procedures in Hybrid Learning

Rules/Procedures	Based on CDC Guidelines for a Safe Working Environment CUSD Learning Environment During the Pandemic Period
<p><b>On First Line Prevention</b></p>	<ol style="list-style-type: none"> <li>1. Before riding any CUSD bus, an assigned staff will take individual body temperatures of students in the morning; Students with fever will be declined passage.</li> <li>2. Reminders will be put forth on a daily basis to inform staff and students of the need to stay home if sick or showing symptoms of COVID-19 before coming to school</li> <li>3. While in school, in case a student begins to show signs of respiratory related symptoms, the Student will be immediately isolated in a designated isolating area where he/she will be provided proper medical care. Parents/guardians will be notified immediately.</li> </ol>
<p><b>On Communication and Reporting</b></p>	<ol style="list-style-type: none"> <li>1. All staff and students are required to report to the office anyone within the CUSD premises that may show signs/symptoms of respiratory related illness.</li> <li>2. Staff and students will be reminded daily to maintain the prescribed CDC health guidelines such as washing of hands with soap and water for at least 20 seconds.</li> <li>3. Reminders within the day will be implemented for staff and students to wear masks at all times within the CUSD property including inside buses.</li> <li>4. CUSD district websites will be updated regularly as related to COVID-19 information.</li> </ol>
<p><b>On Social Distancing</b></p>	<ol style="list-style-type: none"> <li>1. Announcements will be made daily to remind staff and students of the need to strictly observe social distancing practices in all areas of the building and classrooms.</li> <li>2. COVID related signs will be placed throughout the CUSD property to remind staff and students of the required social distancing protocol.</li> <li>3. The District will allow only a minimal number of students in a classroom at a time strictly following the CDC social distancing specifications</li> <li>4. CUSD cafeteria will have marked spots for students to follow to maintain proper safe distancing</li> <li>5. During passing period students will be monitored by CUSD staff when walking to their next class period</li> </ol>
<p><b>On Maintenance of Sanitation in all District Buildings</b></p>	<p><b>Signage</b></p> <ol style="list-style-type: none"> <li>1. 6 ft. spacing requirements for social distancing throughout the building in both Navajo &amp; English with pictures</li> <li>2. ‘Do Not Enter Until Permission Given’ for every office and classroom door</li> <li>3. Checklist on each office, classroom, bathroom doors of last time room was sanitized</li> <li>4. Door Knob hangers – ‘This room has been Sanitized’ &amp; ‘This room needs to be Sanitized’</li> <li>5. Directional signs throughout the building to direct traffic</li> <li>6. Curbside Pickup Signs for direction to contact school personnel from vehicle</li> <li>7. Hand washing signs throughout building bathrooms</li> <li>8. COVID-19 spread posters from CDC</li> <li>9. Front office markings for lines, etc.</li> <li>10. No more than 5 people in a room at one time</li> </ol> <p><b>Cleaning &amp; Disinfection</b></p> <ol style="list-style-type: none"> <li>11. Ensure that all protocols are followed for proper cleaning and disinfection as outlined by CDC guidelines</li> <li>12. All Teachers to remain in their classrooms throughout the school day</li> <li>13. Ensure campus is well stocked on PPE, sanitizers, soap, paper towels, tissue, disinfectant sprays, wash cloths, extra face coverings, gloves</li> </ol> <p><b>Building Safety</b></p> <ol style="list-style-type: none"> <li>14. Keep all doors locked – one entry and one exit identified</li> <li>15. SROs &amp; Leaders to monitor Social Distancing Practices throughout the school day</li> <li>16. Emergency Response Team meetings districtwide needed on a monthly basis</li> </ol>

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<input type="checkbox"/> Hotspot	<input type="checkbox"/> power adapter	<input type="checkbox"/> Hotspot User Agreement <input type="checkbox"/> Optional Hotspot Protection Plan <input type="checkbox"/> Chinle Hotspot Acceptance Form	
<input type="checkbox"/> Back pack	<input type="checkbox"/> school supplies		
Parent Signature:		Date:	
CUSD Staff:		Date:	

# CHINLE UNIFIED SCHOOL DISTRICT CODE OF HONOR

## STATEMENT OF AGREEMENT

Student Name: \_\_\_\_\_ School: \_\_\_\_\_

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

\_\_\_\_\_  
Date

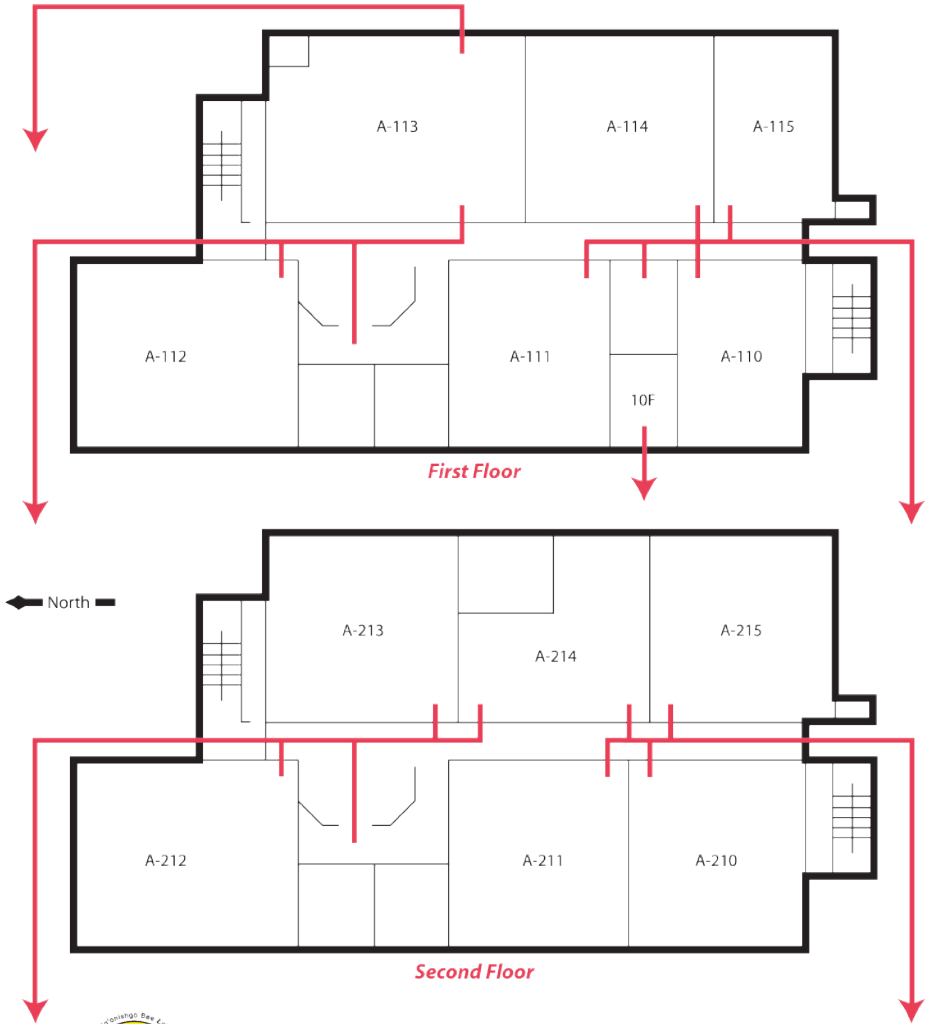
\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date



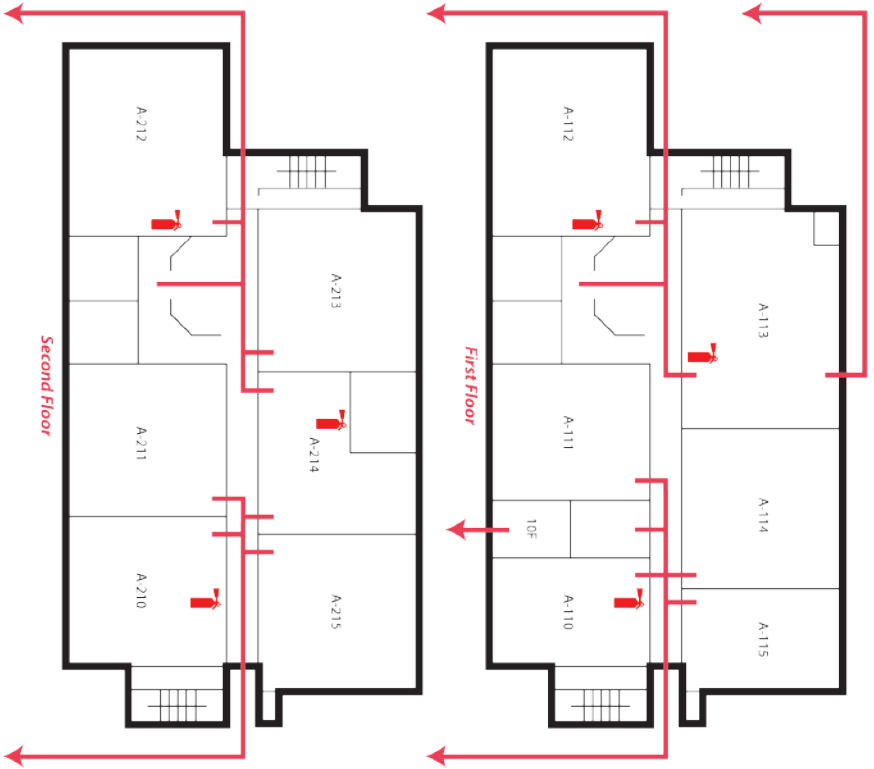


# EMERGENCY FIRE EXIT PLAN



Chinle Unified School District No. 24  
**MANY FARMS JR. HIGH SCHOOL**





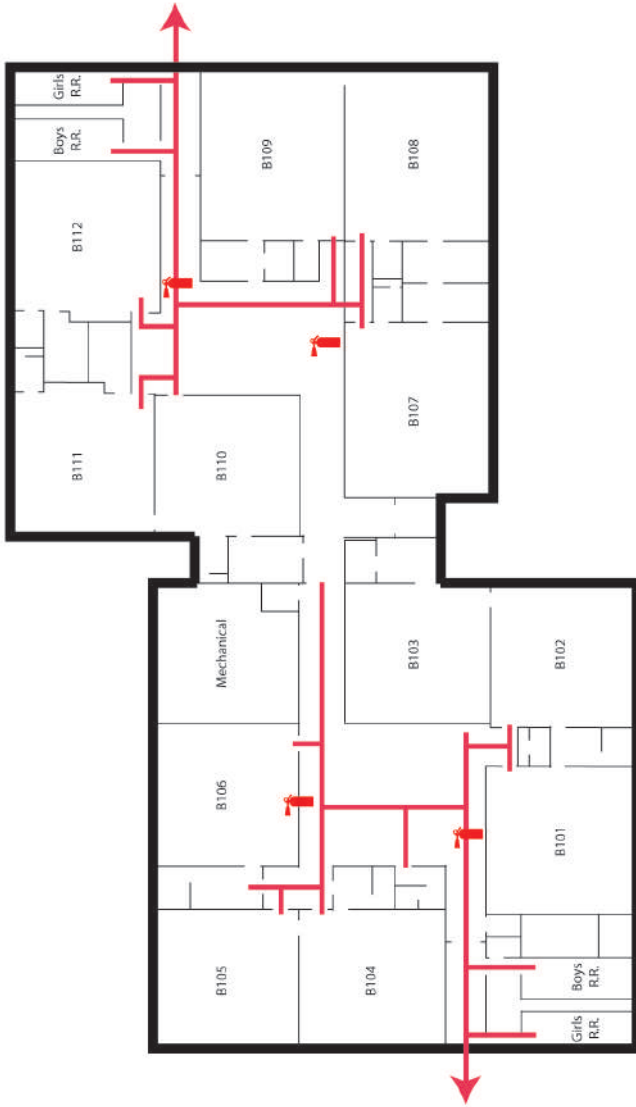
Chinle Unified School District No. 24  
**MANY FARMS JR. HIGH SCHOOL**

# EMERGENCY FIRE EXIT PLAN



# EMERGENCY FIRE EXIT PLAN

**Many Farms  
Elementary School  
BUILDING B**

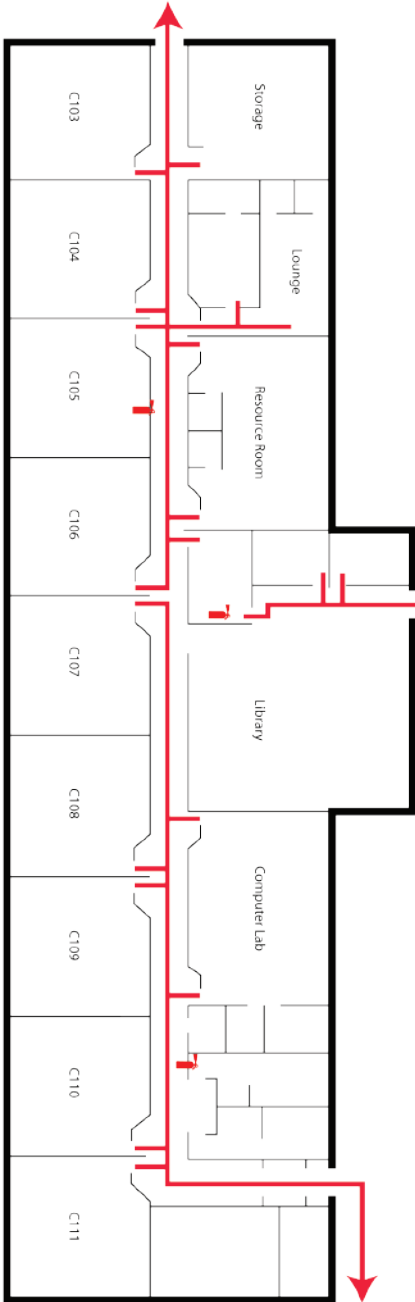


Chinle Unified School District No. 24



# Many Farms Elementary School **BUILDING C**

# EMERGENCY FIRE EXIT PLAN

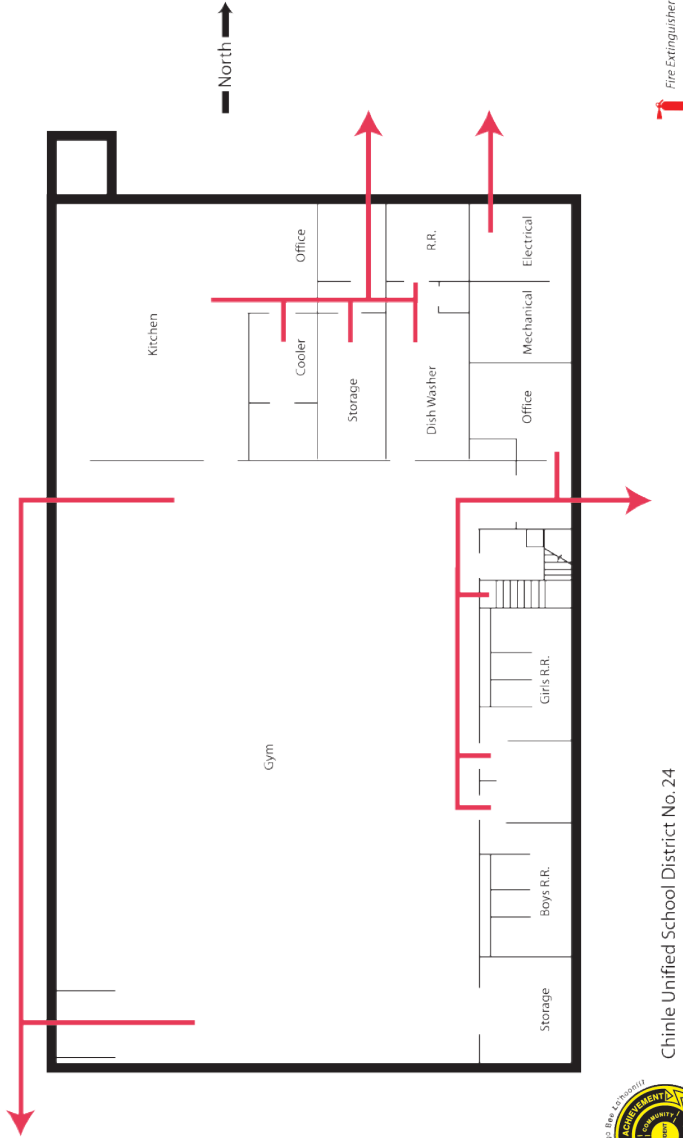


Chinle Unified School District No. 24



# EMERGENCY FIRE EXIT PLAN

## Many Farms Elementary School BUILDING D



Chimle Unified School District No. 24



Cut out and return to  
front office.

## Chinle Unified School District #24 Parent-Teacher-Student Compact

The parent-teacher-student compact is a friendly agreement between the teacher, parent, and students. By signing this compact all individuals have read, discussed, and understand the K-8 Parent / Student Handbook.

### As a student at Chinle Unified School District, I will:

- Attend school regularly.
- Work to the best of my ability in classes and at home.
- Help make the school safe.
- Ask for help when needed.
- Respect and cooperate with other students and adults.
- Have high expectations of my classmates and myself.
- Read daily.
- Follow all school rules.

Print Full Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_

### As a parent or legal guardian of a student at Chinle Unified School District, I will:

- Schedule daily homework time, review it regularly, & discuss what my child has learned.
- Encourage my child to read.
- Keep in contact with the school through school visits, phone calls, letters, and attendance at parent-teacher conferences, and enrolling on Power School Parent.
- Maintain high expectations of my child by praising his/her achievement at school; providing a warm, caring home; emphasizing school; and encouraging academic success.
- Make sure my child is in school every day.
- Encourage my child to be responsible for his/her actions.
- Keep my child's school records up-to-date.
- Participate in parent-teacher activities throughout the year.

Print Full Parent Name: \_\_\_\_\_ Date: \_\_\_\_\_

Parent signature: \_\_\_\_\_

### As a teacher at Chinle Unified School District, I will:

- Support the components of this parent-teacher-student compact.
- Show that I care about all students.
- Have high expectations of all students and myself.
- Provide a safe and stimulating environment focused on student growth and development.
- Respect the cultural differences of students and their families.
- Participate in parent-teacher activities held throughout the year.

Print Full Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher signature: \_\_\_\_\_

SCHOOL SITE: \_\_\_\_\_

\*\*This compact must be turned in to the teacher and then the school secretary in the front office.  
Thank you!







Hands that look clean can still have icky germs!

# Wash YOUR HANDS!



U.S. Department of Health and Human Services  
Centers for Disease Control and Prevention

This material was developed by CDC. The Life is Better with Clean Hands campaign is made possible by a partnership between the CDC Foundation, GOJO, and Staples. HHS/CDC does not endorse commercial products, services, or companies.



**WEAR A MASK  
SOCIAL DISTANCING  
3 FT. APART**



[www.chinleusd.k12.az.us](http://www.chinleusd.k12.az.us)