



**CHINLE
ELEMENTARY SCHOOL**

**2022 - 2023
STUDENT HANDBOOK**



Chinle Unified School District No. 24 2022-2023 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 2022

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						

Ya'łishjááshch'oh

- 1 - School Closed
- 4 - 4th of July
- 11-22 - Summer school
- 26-28 - 301 Days
- 29 - Teacher Work Day

Yas Nih'ees

- 2-3 - Christmas Break
- 4 - 1st day of 3rd Qtr
- 9 - PID Day
- 10 - TPS PTC
- 12 - TPS PTC
- 16 - Martin Luther King Day
- 27 - Early Dismissal

January 2023

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 2022

Su	Mo	Tu	We	Th	Fr	Sa
		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			

Bini'anit'ááts'ósi

- 1 - 1st day of school
- 3 - MVES Open House
- 4 - MFPS Open House
- 8 - CDCES Open House
- 9 - CJHS Open House - TPS Open House
- 10 - CHS Open House
- 11 - CES Open House
- 14 - Navajo Code Talker Day
- 19 - Early Dismissal
- 31 - CDCES PTC

Atsá Biyáázh

- 1 - CDCES PTC
- 2 - CES PTC
- 7 - MFPS K-5 PTC
- 8 - CHS PTC
- 9 - MFPS 6-8 PTC
- 15 - CJHS PTC
- 17 - Early Dismissal
- 20 - Presidents Day
- 22 - MVES PTC

February 2023

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				

September 2022

Su	Mo	Tu	We	Th	Fr	Sa
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	

Bini'anit'ááts'oh

- 1 - CES PTC
- 5 - Labor Day
- 7 - CHS PTC
- 13 - MFPS K-5 PTC
- 15 - MFPS 6-8 PTC
- 16 - Early Dismissal
- 20 - MVES PTC
- 21 - CJHS PTC
- 30 - End of 1st Qtr (44 days)

Wóózhch'íid

- 10 - End of 3rd Qtr (45 days)
- 13-17 - Spring Break
- 20 - 1st day of 4th Qtr
- 24 - Early Dismissal
- 28 - TPS PTC
- 30 - TPS PTC

March 2023

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	

October 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					

Ghąąjil'

- 3-7 - Fall Intercession
- 10 - 301 Day
- 11 - 1st day of 2nd Qtr
- 18 - TPS PTC
- 20 - TPS PTC
- 21 - Early Dismissal

T'áąchil

- 11 - MFPS K-5 PTC
- 12 - CJHS PTC
- CDCES PTC
- 13 - MFPS 6-8 PTC
- 19 - CHS PTC
- 21 - Early Dismissal
- 26 - MVES PTC
- 27 - CES PTC

April 2023

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						

November 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			

Níhch'its'ósi

- 8 - MFPS K-5 PTC
- 9 - MFPS 6-8 PTC
- CDCES PTC
- 11 - Veteran's Day
- 15 - CJHS PTC
- 16 - CHS PTC
- 17 - CES PTC
- 18 - Early Dismissal
- 23-25 - Thanksgiving Break
- 30 - MVES PTC

T'ááts'oh

- 13 - Graduation
- 18 - End of 4th Qtr (44 days)
- 19-25 - Snow days
- 29 - Memorial Day
- 30 - Summer school starts

May 2023

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			

December 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

Níhch'itsoh

- 20 - End of 2nd Qtr (47 days)
- 21-30 - Christmas Break

Ya'łishjááshch'ilif

- 1-30 - Summer school

June 2023

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	

91 - 1st SEMESTER INSTRUCTIONAL DAYS

89 - 2nd SEMESTER INSTRUCTIONAL DAYS

2022 - 2023
CHINLE ELEMENTARY SCHOOL
STUDENT HANDBOOK

TABLE OF CONTENTS:

Welcome Letter	Page 4
C.U.S.D. Mission Statement Chinle Philosophy for Planning, Implementing, & Mentoring	Page 5
Directory Information	Page 8
School Bell Schedule	Page 9
Academics	Page 10
Parents	Page 17
Enrollment and Withdrawal	Page 18
Attendance	Page 19
General Information	Page 21
School Transportation	Page 23
Student Code of Conduct	Page 24
Student Conduct & Discipline	Page 26
Discipline Policy	Page 30
School Security/Safety	Page 42
Student Health Services	Page 43
Support Services	Page 44
Extracurricular Programs	Page 46
Additional Academic Programs	Page 46
C.U.S.D. Code of Honor	Page 47
Parent-Teacher-Student Compact Form	Page 48



CHINLE UNIFIED SCHOOL DISTRICT NO. 24
Chinle Elementary School
Welcome to C.E.S.

August 1st, 2022

Ya'a'teeh Chinle Elementary School Students and Families:

Welcome back to Chinle Elementary School and our Lynx family!

It is my pleasure and honor to introduce myself as principal of Chinle Elementary School. I am extremely proud and excited to join this school community and to support our students and their families.

This is the start of my 19th year in education. My career began at Chinle High School as a teacher and coach. Then, after ten years in the classroom, I served as the athletic director for eight years. During this time, I had the pleasure of building valuable relationships with CUSD staff, students, and families. As CES principal, I am dedicated to continuing our students' successes. I will strive to continue the positive relationships, rigorous learning, and the incredible CES environment that encourages our students to celebrate their unique strengths.

CES is committed to excellence and we will continue to stay the course, as we strive to be: Competitive, Unique, Successful and Driven through and effective team of teachers, staff and school board, parents, and community in an environment dedicated to the value of continuous learning.

We are here to make every effort to help your child reach their fullest potential. Together we will continue to move CES students through a rich learning environment guided with love and support.

Please take some time to become familiar with the handbook, as it will allow us to be on the same page moving forward. If you have any questions or concerns, please contact us.

Ahe'hee and YEEGO LYNX!

Shaun Martin
 Chinle Elementary School Principal
 smmartin@chinleusd.k12.az.us



P.O. Box 587 • Chinle, Arizona 86503

O: (928) 674-9300 • F: (928) 674-9399

Chinle Unified School District #24

VISION STATEMENT

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.

MISSION STATEMENT

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.

BELIEFS, GUIDING PRINCIPLES, AND VALUES

Beliefs

- All children can learn
- We can make a difference in student achievement
- We have resources to provide a quality education
- In promoting strong partnerships with families and communities
- That our students can be productive citizens in the 21st Century
- That students should develop a strong identity and respect for cultural diversity

Guiding Principles

- Function as a team
- Foster a positive environment
- Strengthen trust, respect and loyalty among stakeholders
- Embrace high expectations
- Take pride in and use evidence to demonstrate accountability for our work
- Maintain a safe environment
- Value continuous learning

Values

- Respectful relationships between students, parents, community and district personnel
- A safe environment that promotes relevant academic, social and emotional growth for all
- Proactive, collaborative engagement that promotes high student achievement
- Accountability, integrity, dedication and commitment for all with a focus on student success
- The Diversity of Culture

PHILOSOPHY OF EDUCATION

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 a 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.

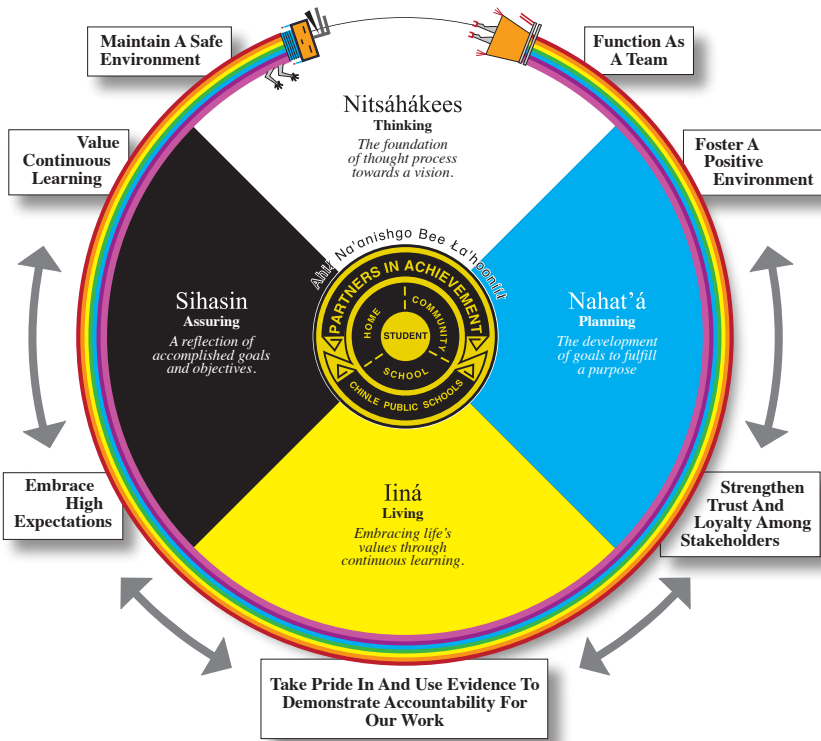
NON DISCRIMINATION

In affiliation with Chinle Unified School District, our school does not discriminate on the basis of race, color, national origin, gender, disability, religion, sexual orientation or age in its programs, activities and enrollment or in its hiring and employment practices. This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975 and the Americans with Disabilities Act of 1990. Questions, complaints, or requests for additional information regarding these laws may be forwarded to the designated compliance coordinator: Chinle Unified School District #24, Section 504 and Title IX Coordinator, PO Box 587, Chinle, Arizona 86503.

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.

CHINLE PHILOSOPHY FOR PLANNING, IMPLEMENTING & MENTORING



DIRECTORY INFORMATION CHINLE ELEMENTARY SCHOOL

Front Office	(928) 674-9300
Principal	(928) 674-9302
Attendance Monitor	(928) 674-9307
Security	(928) 674-9311
Counselor	(928) 674-9303
Nurse	(928) 674-9304
Family Engagement Specialist	(928) 674-9308
Librarian	(928) 674-9362
District Switchboard	(928) 674-9600

Ft. Defiance IHS:

(928) 729-8000

Fax: 928-729-8019

Kayenta IHS:

(928) 697-4000

Fax: 928-697-4145

IHS (Hospital):

1-800-734-0446

Sage Memorial Hospital:

(928) 755-3411/4500

Fax: 928-755-4677

Chinle Hospital:

(928)-674-7001

Fax: 928-674-7372

Chinle Police Department:

(928) 674-2111/2112

Chinle Fire Department:

(928) 674-2105

Chinle Emergency Medical Services:

(928) 674-7099

Apache County Sheriff's Office:

928-337-4321 (Dispatch)

John Hopkins**(Project SafeSchools for Families):**

928.674.6824

Hotlines:**Suicide and Crisis Lifeline:**

988

Child Abuse Hotline:

1-888-767-2445

Arizona Child Abuse Hotline:

SOS-CHILD 767-2445

Navajo Nation TANF:

(505) 726-9375

Chinle TANF:

(928) 674-5085

Fax: 928-674-8465

Department of Economic Security:

(928) 674-8325

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

C.E.S. BELL SCHEDULES

Daily Bell Schedule (In-Person School)

7:30-7:50	Breakfast
8:00-11:00	Instruction
10:00-10:15	K-2 Recess
11:00-12:15	Lunch/Recess
11:00-11:15	Kinder Eat
11:15-11:30	Kinder Recess
11:15-11:30	1st-2nd Grade Eat
11:30-11:45	1st-2nd Grade Recess
11:30-11:45	3rd-4th Grade Eat
11:45-12:00	3rd-4th Grade Recess
11:45-12:00	5th-6th Grade Eat
12:00-12:15	5th-6th Grade Recess
12:30-1:00	SCHOOLWIDE RETEACH
1:05-3:30	Instruction
2:00-2:15	3-6 Recess
3:30	Dismissal
3:40	Bus Departure

Early Dismissal Specials Schedule

7:30 - 7:55	Students Arrive, Breakfast
8:00 - 10:10	Instruction
10:15 - 10:45	Reteach and Enrich
11:00 - 11:30	Kinder Recess / Lunch
11:15 - 11:45	1st - 2nd Recess / Lunch
11:30 - 12:00	3rd - 4th Recess / Lunch
11:45 - 12:15	5th - 6th Recess / Lunch
1:10	Dismissal

Late Start (10 a.m.) Specials Schedule

9:30	Students Arrive, Breakfast
10:00	Instruction Begins
10:15 - 10:45	Reteach and Enrich
11:00 - 11:30	KDG Recess / Lunch
11:15 - 11:45	1st - 2nd Recess / Lunch
11:30 - 12:00	3rd - 4th Recess / Lunch
11:45 - 12:15	5th - 6th Recess / Lunch
3:30	Dismissal

ACADEMICS

PARENTS RIGHT TO KNOW

We are pleased to notify you that in accordance with the Elementary and Secondary Education Act (ESEA) you have the right to request information regarding the professional qualifications of your child's teacher. Specifically, you may request the following: Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction. Whether the teacher is teaching under emergency or substitute status. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree. Whether the child is provided services by paraprofessionals and, if so, their qualifications. Please contact the front office of our school if you would like to request this information.

CONFERENCES

We pledge our support for your child's success in school and our goal is open communication. In line with our mission, parent conferences are held multiple times a year, parent and student participation is highly encouraged. 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. Together, we can become a strong team to support your child's progress, academic success, and well-being.

RE-TEACH

Students at each school are given an opportunity (30 min. daily) to extend on their knowledge of the standards or have content re-taught for better understanding. What is the purpose of the reteach class? Reteach classes are 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.

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

GRADE REPORT

To assure that parents are well informed of student progress, grades are available to parents in PowerSchool 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 PowerSchool parent portal. Each parent is encouraged to activate their account at the start of each school year.

The District Grading Scale For Grades 3rd-8th:

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

The District Grading Scale for KG to 2nd Grade:

4= Exceeds	E= High Level of Effort
3= Meets	S= Sufficient Effort
2= Approaches	N= Needs Improvement
1= Falls Below	U= No Effort/Uncooperative

(Standards Mastery or proficiency is a scale of measure that 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.)

Language Development Approach

CUSD implements the Pull-Out Model for English Learner (EL) students and follows Arizona Department of Education's Language Development Approach (LDA). This approach includes all EL students receiving both Integrated and Targeted instruction to meet their language development needs. Arizona's English Language Proficiency Standards are written into teacher's lesson plans. If there are any questions concerning your child's needs, please contact the school's EL Mentor teacher or principal.

HOMEWORK

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

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.

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-8)

100 BOOK CHALLENGE is a supplemental intervention program used for students in grades K-8. 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. We do ask that all books be returned to the school when the student is done reading them.

ACADIENCE

Acadience is a series of short tests that assess early childhood (K-3) literacy. It is a set of procedures and measures for assessing the acquisition of a set of K-3 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 Suite

Achieve3000 is a web-based tool for supporting reading comprehension 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’s Lexile is 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. The suite also includes SmartyAnts and Achieve Math. Together, these web based tools provide support for reading comprehension, writing proficiency, math proficiency and early literacy skills. They support differentiated instruction by utilizing measuring tools to identify academic needs for each student.

IXL

The IXL platform is a personalized digital learning space that covers K-12 curriculum and is used by more than 12 million students. With over 8,500 skills in math, English language arts, science and social studies, this is a very comprehensive service. By using a curriculum base, actionable analytics, real-time diagnostics, and personalized guidance, educators are given the tools to help students target specific learning goals.

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 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?”

APEX

Apex Learning digital curriculum takes advantage of the power of technology to create active learning experiences that keep students alert and engaged as they read, watch, listen, inquire, write, discuss, explore and manipulate objects and data. Multimedia tutorials provide students with opportunities to explore and discover new concepts, allowing each student to move at their own pace. Images, sound tracks, short movies, animations, charts and graphs integrated throughout the text provide alternative representations and address different learning styles. Apex is available for grades 7-12 and is most commonly used for independent learning, credit recovery and tutoring in our schools.

PROMOTION AND RETENTION OF STUDENTS

Promotion from one grade level to the next 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, and consult with the parent/guardian throughout the year. Above all, the recommendation must be in the best interest of the student.

Teachers will base their recommendation to promote or retain upon criteria such as, but not limited to:

- Successful completion of class assignments, projects and tests.
- Mastery of AZCCRS academic standards
- Achievement on standardized achievement tests
- Age, maturity and effort
- Attendance
- Reading fluency by the end of grade three (3) - Move On When Reading. (MOWR)
- Credits earned in 7th & 8th grade
- Attainment of goals set in the MTSS process
- Participation in summer school opportunities

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. 15-342.11)

Arizona's Move On When Reading policy is designed to provide students with evidence-based, effective reading instruction in kindergarten through third grade in order to position them for success as they progress through school, college, and career. The legislation in A.R.S §15-701, A.R.S §15-704, and A.R.S §15-211 (as amended by HB2026) explains the requirements for pupil promotion, early literacy instruction, and accountability for student achievement in reading. MOWR requires that an Arizona student not be promoted from the third grade if the student does not demonstrate sufficient reading skills on the reading portion of the statewide assessment.

A third-grader who does not demonstrate sufficient reading skills *may* still be promoted to fourth grade if the student:

- (i) Is an English learner or a limited English proficient student as defined in section 15-751 and has had fewer than THREE (amended by HB2026) years of English language instruction.
- (ii) Is in the (1) process of a special education referral or evaluation for placement in special education, or (2) has been diagnosed with a significant reading impairment, including dyslexia, or (3) is a child with a disability as defined in section 15-761 and the IEP team agrees promotion is appropriate.
- (iii) Demonstrates sufficient reading skills or adequate progress toward sufficient reading skills of the 3rd grade reading standards through a collection of reading assessments.
- (iv) Receives intervention and remedial services during the summer or subsequent year and demonstrates sufficient reading progress.

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, at parent teacher conferences, or individual parent meetings.

Individuals with Disabilities Education Act (IDEA) Special Instructional Programs

The District will ensure that all children, including children attending private schools, within the District's jurisdiction who have suspected disabilities are identified, located and evaluated. The process of identifying, locating and evaluating students with disabilities is important to the provision of educational opportunities for all students. Children, aged birth through three years, and suspected of having a disability will be referred to the Arizona Early Intervention Program for evaluation and, if appropriate, services. Children aged 2.9 years – 5 years are screened by the School District. It is the process of identification, evaluation, development of program, placement, and the provision of services – its sensitivity, its accuracy – that will determine much of what happens with students during the remainder of their educational lives.

This process is guided by a variety of laws and regulations regarding identification, evaluation, development of program, placement, and the provision of services enacted at both the state and federal levels.

Procedural Safeguards: Children with disabilities and their parents are guaranteed procedural safeguards with respect to the provision of free appropriate public education. A copy of the procedural safeguards notice shall be given to the parent upon initial referral for evaluation. If a parent suspects their child of having a disability, birth – age 22, they should contact the administration at the local campus and/or the Exceptional Students Services Department at (928) 674-9729.

If the District and parent/guardian do not agree on the identification, evaluation, educational placement of a child with a disability, and provision of FAPE (free appropriate public education), either the District or parent/legal guardian may request any of the following through the Arizona Department of Education - Exceptional Student Services:

- Mediation – The Arizona Department of Education (ADE) will provide a facilitator trained in the mediation process to assist both the District and parent/legal guardian in resolving the issues. 19
- Early Resolution – The Arizona Department of Education will provide trained staff to assist both the District and parent/legal guardian in resolving the issues. This is normally handled by phone and the final resolution provided in writing by ADE.
- State Complaint – The Arizona Department of Education provides trained investigators to review all records when a parent/legal guardian files a state complaint in writing. ADE will determine if the District is or is not in compliance and issue the findings in writing.
- Due Process – A parent/legal guardian or the District may initiate a due process hearing. A due process is overseen by a hearing officer and is the most formal method of resolution.

Section 504 of the Rehabilitation Act of 1973

Pursuant to Section 504 of the Rehabilitation Act of 1973, the District has a duty to identify, refer, evaluate and, if eligible, provide a free, appropriate public education to disabled students.

Purpose: The purpose of Section 504 is to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. An eligible student under Section 504 is a student who has a physical or mental impairment that substantially limits a major life activity. Section 504 is not an aspect of special education.

For additional information about the rights of parents of eligible children, or for answers to any questions you might have about identification, evaluation and placement into Section 504 programs, please contact the School Section 504 Coordinator or your child's school counselor.

Section 504 and Student Discipline: When a student, who is eligible under Section 504, violates the discipline code of the school and/or School District and is recommended for a suspension of more than 10 days during the school year, a manifestation determination conference must be held.

- 504 Coordinator for Elementary/Jr. High schools are the School Counselor
- 504 Coordinator for High Schools is the student's Academic Counselor
- 504 District Coordinator is Director of Exceptional Student Services

STUDENT CHECK-OUT

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.

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 kept for 5 years after the date your child was last enrolled in the district. After 5 years, the special education records are destroyed, but we are required to notify parents of the destruction of special education records by postal mail. 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 & DISTRICT CURRICULUM

The Chinle Unified School District’s curriculum is built upon essential state standards to ensure students are learning the required content and are prepared for state testing. The curriculum is revised as needed 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 your child’s teacher or the school principal.

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 that will foster success.

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

Performance Matters - Summative and Formative assessments aligned to Arizona Academic Standards Assessment (AASA)..

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

Formative: The goal of formative assessments is to monitor student learning to provide ongoing feedback to students and to help guide instruction.

Acadience - Acadience Reading assessments equip educators with research-based tools that identify where students are struggling so they can receive instructional support and get back on track.

Achieve 3000 Suite - Assessments are integrated into the prescriptive instructional software applications of Achieve 3000 Literacy, Math and Smarty Ants. Lexile measures for text complexity and reading ability while Quantiles assess math skills.

Civics Exam (8th Grade)

Students are eligible to take the AZ Civics exam as early as their 8th grade year. In 2015, the Arizona legislature passed the American Civics Act (House Bill 2064). This bill requires students, beginning with the graduating class of 2017, to pass a civics test based on the United States Immigration and Naturalization civics questions. Students will be required to score 60% or higher in order to graduate from high school. Hozho Online Academy offers students the flexibility to take the test at any time between 8th and 12th grade. The test is administered online, is untimed, and students can retake the test as many times as necessary until the minimum passing score of 60% is achieved. The Civics exam is not a proctored exam. All students will be provided with study guide materials and resources in preparation for the exam. Successful completion of the civics test will be included on an official transcript as a “P” for pass and does not factor into a grade point average. Any student that transfers into Hozho Online Academy having already successfully completed the Civics Test requirement for graduation in Arizona will not be required to retake the exam. Proof of completion must be indicated on incoming official transcripts.

PARENTS/GUARDIANS

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 teachers, 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 school for information on volunteering. For your information, parent volunteers must obtain fingerprint clearance, and must be Governing Board approved before being allowed to participate in the volunteer program.

B. Parent Rights and Responsibilities Parent's Rights:

- Parents have the right to be informed of their minor child's academic performance and social behavior.
- Parents have the right to be informed of school regulations.
- Parents have the right to visit the school.
- Parents have the right to expect that the school will fulfill its responsibility for the educational, social, and general welfare of their child.
- Parents have the right to expect courtesy from all school district employees.
- 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:

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

ENROLLMENT AND WITHDRAWAL

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. All students who enroll in CUSD must show proof of Arizona residency.

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 school materials, equipment or library books loaned to the student must be returned. Items that are lost or damaged must be paid.

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 to be considered for early kindergarten entry.

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

ATTENDANCE

School attendance is very important. Children are required by Arizona Statutes (15-802) 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 15-803. 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 a student is absent they will need to:

1. Bring a note from a parent or legal guardian and/or doctor's statement explaining the reason for being absent whenever possible. If the absence is excused, the student will be allowed to make up missing assignments within the quarter they were assigned.
2. When the student arrives at school, they must go to the attendance office to get an admit slip before reporting to class.
3. The student will take the admit slip to each teacher and have it signed.

If a student has 10 consecutive unexcused absences within the school year, they will be dropped from school, and their parent or legal guardian must complete a re-enrollment form before they are allowed to return to school. If a student has been dropped for excessive unexcused absences, a parent conference will be required before re-enrollment. Students are responsible for their schoolwork whether they are in school or not.

A. Early Checkouts

All student checkouts must be done by authorized adults in the front office using the proper checkout form. Authorization means the adult is listed on the student's check-out list, is able to show proof of identification, and is over the age of 18. School personnel need to verify the identity of authorized adults for checkouts. A checkout 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 ceremony; school activity; inclement weather; etc. (please see attendance monitor for more information)

• **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, or going to town, etc.

Attendance is based upon the student being present every day 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. (Legal Reference Title 10 N.N.C. §118 and ARS 8-201) All students should arrive to school prior to the beginning of instruction. Procedure for unexcused absences

- **3 Unexcused Absences** - Parent notification occurs with a mailed letter
- **6 Unexcused Absences** - Parent notification occurs with a mailed letter. A mandatory parent conference with the school official which may result in the creation of an attendance intervention plan will occur.
- **9 Unexcused Absences** - Parent notification occurs with a mailed letter. Mandatory parent conference with the school official to revisit and possibly revise the attendance intervention plan occurs. Additional unexcused absences beyond nine may prompt referral to social worker and/or other school support services.
- **18 Unexcused Absences** - Student will be dropped. In order to re-enroll your student, the above requirements must be met.

C. TARDINESS

It is important to be responsible and "on-time" during the school day when going to all of your classes. Loss of instructional time results in loss of learning and in the number of instructional hours required by the state of Arizona. Time lost from being late to class can be made up during the student's lunch time in the teacher's class. Unexcused tardiness to class will be handled within the classroom environment. Parents will be notified of excessive tardiness. Excessive tardiness may result in an intervention plan or disciplinary action as deemed appropriate. All students should arrive to school prior to the beginning of instruction .

D. Makeup Opportunities

It is the student's responsibility to ask for makeup work for excused/unexcused absences which includes school sponsored student travel and suspensions. Make up work will be completed within the quarter it was assigned.

GENERAL INFORMATION

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.

PHONES WILL BE SILENCED AND KEPT IN THE STUDENT'S BACKPACK DURING CLASS.

If students are using these items during prohibited times:

Item will be confiscated and may be released to the parent/guardian after a parent conference occurs with a school official. Continued offenses may result in additional consequences.

Personal speakers may not be used while on campus.

B. SCHOOL BREAKFAST AND LUNCH

Each school provides breakfast and lunch free of charge for all students. Check the individual school schedule for mealtimes. (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:

- Show respect for yourself and others.
- Do not throw anything (i.e. sand, rubber chips, mud, rocks, weeds, bugs, etc.)
- Remain in the play area until the teacher informs you that it's time to return to class.
- Go to the bathroom before you go outside.
- No tag games.
- No food or beverages on the playground.
- No horseplay or harmful behavior to others.

E. LOST AND FOUND

Lost and found items are turned in at the office.

F. SCHOOL CANCELLATIONS/DELAYS/EARLY DISMISSAL

In some cases school may be **CANCELED, 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)
- District website www.chinleusd.k12.az.us
- 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 ISSUED EQUIPMENT AND MATERIALS 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.

All students will be issued a laptop. Students and their parents shall be held responsible for proper care of their laptop, including the charger. Laptops must be kept clean and well kept. Students must bring their laptops and charger to school daily.

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 Internet Safety Policy User Agreement (ISP) 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.

SCHOOL TRANSPORTATION

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:

- The bus will not move until all passengers are seated.
- Remain seated throughout the trip and leave your seat only when the bus has reached its destination and comes to a complete stop.
- Keep your books and belongings on your lap or put them under the seat or on the luggage rack.
- Keep the aisle clear.
- Only speak to the driver in cases of emergency.
- Avoid doing anything that might disturb or interfere with the driver. Refrain from loud talking or yelling.
- Never stick hands, arms, head, or feet out of the windows of the bus.
- Keep the windows closed.
- Do not throw anything within the bus or out of a window.
- The emergency door or exit controls are used only in case of emergency.
- 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 are not permitted to ride the bus. Parents or legal guardians who want to pick up their child must properly check/sign out their child in the main office.

D. ACCIDENT OR OTHER EMERGENCY

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

- In case of an accident or emergency, older students should help the driver to maintain order and assist younger students.
- Stay in the bus unless otherwise directed by the driver.
- If you must leave the bus, stay in a group and obey the driver's instructions.
- Do not expose yourself or others to needless hazards.

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.

**STUDENT CODE OF CONDUCT
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 equipment, 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.

BULLYING is repeated acts over time that involve 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 using 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. We further believe 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 District Policy JICK 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
- 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.

Hazing: All forms of hazing are strictly prohibited. For the purposes of policy JICFA, hazing is defined as any attempt by a single student or a group of students to extort something of value, threaten injury, harass, intimidate, or to cause or attempt to cause physical or emotional injury or behave in such a way as could be reasonably expected to cause physical or emotional injury to any person including but not limited to the following circumstances:

- On the school grounds.
- Off the school grounds at a school activity, function, or event.
- On any form of transportation by which students are conveyed to and from school activities.
- Off the school grounds when the prohibited behavior is a consequence of or directly related to causes or events that originated on the school grounds.

Students who are determined to be in violation of this policy will be immediately subject to disciplinary action, up to and including expulsion, in accordance with the District's disciplinary policies.

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.

STUDENT CONDUCT AND DISCIPLINE

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(s) for not complying with the rule (policy).
- 2) For all minor offenses such as disruption, disobedience, and disrespect; schools will use their own procedures.
- 3) Major offenses require the staff member to complete the discipline referral form and are handled through the Principal. Schools will use district wide consequences for all offenses.

C. STUDENT DUE PROCESS RIGHTS AND PROCEDURES

Every student enrolled in CUSD has the right to due process (policy, JKE, JKD). Due process includes the right to give a written statement, have it heard by an adult, and be treated fairly and equitably. Violations to due process should be reported to a school or district official.

Individuals with Disabilities Education Act (IDEA) Student Discipline

When a student who is receiving special education services, is being considered for special education services, and violates the discipline code of the school and/or school district and is recommended for a suspension of more than 10 days during the school year (a possible change in placement), a manifestation determination conference must be held if an analysis determines that a change of placement has occurred due to the suspensions.

A recommended suspension of a special education student for more than 10 consecutive days, or a series of suspensions totaling more than 10 days, may constitute a change of placement and if so, shall require a manifestation determination conference. Such a conference shall be for the purpose of determining whether or not the offense is a manifestation of the student's disability. The parent/legal guardian is notified in writing that a possible suspension and/or expulsion is being considered.

Upon request, the parent/legal guardian will be provided with an additional copy of the procedures/safeguards at any time during a disciplinary procedure with the student.

For the manifestation conference to occur, the IEP team is convened. Prior written notice and procedural safeguards are given to the student and parent/legal guardian per IDEA (Individual with Disabilities Education Act) and ADE/ESS (Arizona Department of Education/Exceptional Student Services). The student and the student's parent/legal guardian are invited. At the conference, the following will occur:

- Student's explanation of the incident.
- Professionals' explanation of the incident (those who were involved in the investigation of the incident).
- Review of the current IEP, if a student is receiving special education services.
- Determination of the relationship of the behavior to the disability (manifestation determination).
- Need for interim placement is discussed.

After the decision has been made, prior written notice and procedural safeguards are given to the student and parent/legal guardian per IDEA (Individual with Disabilities Education Act) and ADE/ESS (Arizona Department of Education/Exceptional Student Services). If the behavior is related to the disability, then suspension and/or expulsion may not occur. However, the student's educational program will be reviewed and revised, and the IEP team may determine a change of placement/location of services. (34 C.F.R. 300.519 – 300.526)

If the behavior is not related to the disability, suspension and/or expulsion may occur; however, an education program must be delivered to the student who is on an IEP. The IEP team develops this program. The delivery of the educational program may occur through placement on an alternative campus, self-contained public, self-contained private and/or residential setting, as determined by the IEP team. In the case of a drug, weapon and/or serious bodily harm infraction, the student may be immediately placed for up to 45 days in an interim alternative educational setting.

If there are any questions, the administrator should contact the Director of Special Education Services. The findings and all conference notes are forwarded to the District's hearing officer. If necessary, special education staff may be invited to the hearing. If the parent/guardians do not agree with the findings of the IEP conference, they may file due process. If it is deemed that the student is a threat to the educational environment, the District may remove the student from the educational environment until due process has been served. An interim placement will be activated while the due process is taking place. (34 C.F.R. 300.519 – 300.526)

D. PARENT NOTIFICATION OF DISCIPLINE

Parents are notified of the infraction and discipline procedures per Student/Parent Handbook. In the event there is a suspension, parents will be invited on campus for a conference with school officials. Parents will also be provided a signed copy of their child's discipline referral during or after meeting. In the event the parent is not able to attend the conference on campus, two copies of the discipline referral **may** be taken home by the **School Resource Officer** with the notification of the infraction and the discipline.

Parents will sign both referrals. A copy of the signed referral will be left with the parent and the second copy returned to the school and filed into the student discipline folder.

E. PARENT SHADOWING PROGRAM

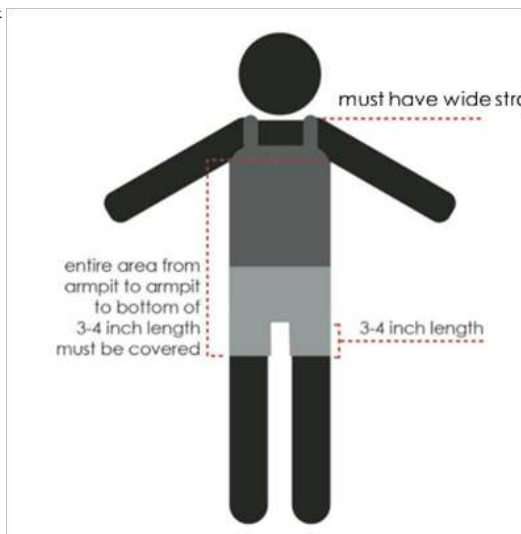
In some disciplinary actions, parents or legal guardians may be required to come to school and "shadow" or follow their child for 1 or 2 entire school days. Parents/legal guardians must complete an entire school day, or the parent shadowing will not be counted, and another day will have to be scheduled. 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 shadowing is scheduled.

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/Heelys 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. Clothing must cover areas from one armpit across to the other armpit, down to approximately 3 to 4 inches in length on the upper thighs (see images below). Tops must have wide straps. Rips or tears in pants/shorts should be lower than the 3 to 4 inches in length. Coverage of areas applies to both front and back.



INSIGNIAS/SYMBOLS

Insignias emphasizing or relating to weapons, drugs, alcohol, tobacco, sex, nudity, or offensive images/language will NOT be allowed in printed or visual form including patches (jewelry, backpacks, T-shirts, etc.). Clothing, accessories and/or jewelry may not state, imply, or depict hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.

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 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 are allowed. 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, 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 sunglasses, hats/caps, hoods of sweatshirts and beanies, is not permitted in the building during the school day. Sweatshirts/pullovers, hats/caps and beanies may 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.

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. A student found to be wearing inappropriate clothing, may be asked to change or may be sent home. Repeated violations of the dress code may be considered insubordination and may result in disciplinary action.

Students who are in violation of the Dress Code Policy will receive the following consequences:

First Offense: Warning given to student. The item may be confiscated/clothing corrected and may be returned at the end of the school day.

Second Offense: Item may be confiscated and may only be released to the parent/guardian after a parent conference occurs with a School Official.

Third Offense: Item will be confiscated and **will be held for the remainder of the school year** at the district security office, then will be released to the parent.

G. DISCIPLINE OFFENSES AND CONSEQUENCES

The disciplinary offenses are listed in the matrix below. Administration may exercise discretion when determining consequences between minimum and maximum depending on the severity of the infraction. Parent notification will occur for infractions receiving consequences. An asterisk (*) indicates a police report may be filed. For some offenses an in-house process will be followed prior to any discipline.

Infraction	Definition	Consequence
Absenteeism	Absence from class without permission, leaving school grounds without permission, unexcused absences, and/or truancy. Parents must contact the school within 24 hours of an absence or upon return to school in order for it to be determined as an excused or unexcused absence. Truancy laws apply.	Minimum penalty Conference or detention
		Maximum penalty 1-5 day suspension
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.	Minimum penalty Detention with conference; 1 day suspension if needed.
		Maximum penalty Long term suspension
Arson	Knowingly and unlawfully damaging a structure or personal property by	Minimum penalty

Infraction	Definition	Consequence
Arson	Knowingly and unlawfully damaging a structure or personal property by knowingly causing a fire or explosion.	Minimum penalty
		Restitution with suspension
		Maximum penalty Expulsion
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.	Minimum penalty Suspension – with counseling Individual must attend counseling before returning to class or school.
		Maximum penalty Expulsion
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.	Minimum penalty Conference and counseling Intervention Tier II activities mandatory
		Maximum penalty Long term suspension
Bullying	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).	Minimum penalty Conference and counseling Referral to NNSS/detention/suspension
		Maximum penalty Expulsion
Bus safety violation	Not following the designated bus safety rules constitutes a bus safety violation.	Minimum penalty Conference or detention
		Maximum penalty Bus privileges taken away

Infraction	Definition	Consequence
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.	Minimum penalty Conference and loss of credit for assignment
		Maximum penalty Suspension
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.	Minimum penalty Conference
		Maximum penalty Suspension, Loss of privileges
Contraband	Items stated in school policy as prohibited because they may disrupt the learning environment. (Determined by the school administrator)	Minimum penalty Conference
		Maximum penalty Expulsion
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.	Minimum penalty Conference
		Maximum penalty Expulsion
Dangerous Item	A dangerous item used to cause bodily injury(determined by the school administrator)	Minimum penalty Conference
		Maximum penalty Expulsion
Defiance of Authority	Refusal to comply with reasonable requests of school officials or refusal to obey classroom and school rules.	Minimum penalty Conference
		Maximum penalty Suspension
Disorderly conduct	Engages in conduct that is disorderly, i.e., intentionally causing public inconvenience, annoyance, or alarm, or recklessly creating a risk thereof, by: *Fighting or engaging in violent behavior. *Making unreasonable noise. *Using abusive or obscene language or gestures. *Obstructing vehicular or pedestrian traffic. *Creating a hazardous or physically offensive condition by any act that serves no legitimate purpose.	Minimum penalty Conference
		Maximum penalty Suspension

Infraction	Definition	Consequence
Disruption (class, campus, school activity)	Creating and/or participating in disturbance in class, on campus, or at school sponsored events. Continual or repeated disruptions may warrant more severe consequences.	Minimum penalty Conference
		Maximum penalty Suspension
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.	Minimum penalty Conference
		Maximum penalty Suspension
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.	Minimum penalty Conference with counseling;
		Maximum penalty Expulsion
Endangerment	A person commits endangerment by recklessly or intentionally creating, engaging in, encouraging or failing to report any potential unsafe activities that place themselves or others in an endangering situation with substantial risk of imminent death or physical injury.	Minimum Penalty Conference with counseling
		Maximum penalty suspension
Misuse of Electronic Devices	Misuse of electronic devices (or by any other device) to photograph, film, videotape or digitally record images of students and/or 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 ISP guidelines	Minimum penalty Conference and/or confiscation
		Maximum penalty Suspension

Infraction	Definition	Consequence
	and procedures. While it is popular for students to post material to social media, 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.	
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.	Minimum penalty Conference and /or restitution
		Maximum penalty Suspension
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.	Minimum penalty Conference and/or Tier II interventions
		Maximum penalty Detention
False alarm misuse	Intentionally ringing a fire alarm when there is no fire.	Minimum penalty Conference; restitution
		Maximum penalty Suspension
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.	Minimum penalty Conference and/or Tier II interventions
		Maximum penalty Suspension
Fighting	Mutual participation in an incident involving physical violence where there is no major injury. Verbal confrontation alone does not constitute fighting.	Minimum penalty Conference with counseling and/or Tier II interventions
		Maximum penalty Expulsion
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.	Minimum penalty Suspension
		Maximum penalty Expulsion
Gambling	Participating in games of chance for the purpose of exchanging goods or money.	Minimum penalty Conference or counseling
		Maximum penalty Suspension

Infraction	Definition	Consequence
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 and/or displaying gang paraphernalia and/or exhibiting behavior or gestures that symbolize gang membership.	Minimum penalty Conference with Tier II interventions or counseling
		Maximum penalty Suspension
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. Harassing behaviors can be direct or indirect and by use of social media.	Minimum penalty Conference with counseling
		Maximum penalty Suspension
Hate or 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.	Minimum penalty Conference with counseling with ongoing Tier Interventions
		Maximum penalty Long term suspension
Hazing	Any intentional, knowing or reckless act committed by a student, whether individually or in concert with another 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.	Minimum penalty Conference with mandatory counseling and ongoing Tier I Interventions
		Maximum penalty Expulsion
Indecent Exposure	Includes, but is not limited to, exposing private areas, consensual participation In any sexual act involving physical	Minimum penalty Conference with counseling and Tier II

Infraction	Definition	Consequence
	contact, touching private areas, de-pantsing (pulling pants down or off) and/or pulling at another's underclothing.	Intervention
		Maximum Penalty suspension
Inappropriate Language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	Minimum penalty Conference
		Maximum penalty Suspension
Minor Aggressive Act	Pushing, shoving, tussles, minor confrontations. Does not rise to the level of fighting or assault.	Minimum penalty Conference with Tier III intervention
		Maximum penalty Suspension
Locker (school issued) misuse	Students' misuse of lockers; violation of school rules for having a locker.	Minimum penalty Conference
		Maximum penalty Privilege taken away
Photographing/ Videotaping/Digital Recording or Viewing	The unauthorized act of photographing, videotaping, filming or digitally recording by cell phone, iPod, iPad, or any other electronic device.	Minimum penalty Conference and/or confiscation
		Maximum penalty Suspension
Public Display of Affection (Inappropriate)	Holding hands, kissing, sexual touching, or other displays of affection in violation of school policy.	Minimum penalty Conference with both offenders Tier II interventions or counseling
		Maximum penalty Suspension
School Threat or Interference with and/or disruption of educational 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.	Minimum penalty Suspension with mandatory Tier II Interventions
		Maximum penalty Expulsion
Sexual harassment	Unwelcome conduct (verbal or physical) of a sexual nature that denies or limits a student's ability to participate in or receives benefits, services, or opportunities in school programs/activities/education.	Minimum penalty Suspension with mandatory counseling and Tier II Intervention
		Maximum penalty Expulsion
Tardiness	Arriving late to class. Truancy laws apply.	Minimum penalty Conference

Infraction	Definition	Consequence
		Maximum penalty Detention
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.	Minimum penalty Conference with or without restitution
		Maximum penalty Suspension With Tier II Intervention
Tobacco product use	The distribution, possession, sale, or use of tobacco products, including imitation tobacco (electronic cigarettes, hookah, water pipe) on school grounds, school buildings, school parking lots, school playing fields, school buses and other district vehicles and/or off-campus school-sponsored events.	Minimum penalty Conference
		Maximum penalty Suspension
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.	Minimum penalty Conference
		Maximum penalty Suspension
Unauthorized Entry/Trespass/ Loitering	To enter or remain on a public school campus without authorization or invitation and/or 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.	Minimum penalty Conference
		Maximum penalty Suspension
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.	Minimum penalty Conference with restitution
		Maximum penalty Suspension with/without restitution
Verbal Altercation	Verbal confrontation/sparring with another individual. Does not rise to the level of a threatening act.	Minimum penalty Conference
		Maximum penalty Suspension
Vulgar or obscene language,	The use of profanity, swearing or any derogatory language written or stated publicly to a person(s).	Minimum penalty Conference and /or Tier II intervention

Infraction	Definition	Consequence
gestures, or symbols/verbal provocation		Maximum penalty Suspension with mandatory counseling
Weapon violation (not firearm/explosive device/knife)	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, razors or blades, electrical weapons or devices. Weapons are strictly prohibited.	Minimum penalty Suspension with mandatory Counseling and Tier II Interventions
Dangerous instrument/combustible*		Maximum penalty Expulsion

PROGRESSIVE PENALTIES:

1. Conference
2. Tier II-III interventions
3. Restitution
4. Detention
5. Internal suspension
6. Short term 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 may 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 as designated by the plan. 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, but not limited to, INTERVENTIONS FOR STUDENTS

Tier II Interventions –

School staff and student develop a plan (with parent/guardian support)

- Behavior contract,
- School-based mentoring
- Check in Check out
- Individual counseling on-site
- School-home note
- Community service

- 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/guardian support

- 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

A short term suspension is 10 school days or less. The notice and hearing required for a short term suspension are more informal and abbreviated than for a long term suspension or expulsion. There is no legal right to appeal a short term suspension.

Students that are suspended are **NOT ALLOWED** on campus or school buses during the suspension.

The administrator has the authority to suspend a student for 10 school days or less. When a short term suspension is the anticipated disciplinary action, the administrator will provide the student with the opportunity to participate in an informal hearing between the administrator and student, which may include other people associated with the incident. The administrator will verbally inform the student of the alleged behavior that is considered a violation of the rules. The student will be given an opportunity to respond and present his or her version of the situation. If, after these procedures are completed, the administrator decides that a short term suspension is appropriate, the suspension will begin, and the parent will be notified.

I. PROCEDURES FOR LONG TERM SUSPENSION

A long term suspension is more than 10 days. In addition to imposing a short term suspension, the school administrator may recommend that a long term suspension be imposed.

Students that are suspended are **NOT ALLOWED** on campus including after school activities or school buses during the suspension.

The student shall be granted due process as stated under short-term suspension above. In addition, the procedures outlined in Governing Board Policy JKD Student Suspension will be followed.

J. PROCEDURES FOR EXPULSION

Expulsion is the permanent exclusion of a student from school and school activities, unless the Governing Board reinstates the student's privileges to attend school. The student shall be granted due process as stated under short-term suspension above. In addition, the procedures outlined in Governing Board Policy JKE Expulsion of Students will be followed.

K. LAW ENFORCEMENT OFFICERS

Parent/guardian permission will be required for law enforcement officers to interview students unless an arrest is made. Exceptions to this rule can be found in Governing Board Policy JIH Student Interrogations, Searches, and Arrests.

The school shall make reasonable efforts to notify the parent when an 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 the school day, the school no longer has jurisdiction over the student. Any action taken by a 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) (30) 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) (30) 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, such allegations and 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 interviews 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.

L. SEARCH AND SEIZURE PROCEDURES

In accordance with Governing Board Policy JIH Student Interrogations, Searches, And Arrests, school officials have the right to search and seize property, including school property temporarily assigned to students, when there is reason to believe that some material or matter detrimental to health, safety, and welfare of the student(s) exists. Disrobing of a student is overly intrusive for purposes of most student searches and is improper without express concurrence from School District counsel.

Items provided by the District for storage (e.g., lockers, desks) or personal items are provided as a convenience to the student but remain the property of the school and are subject to its control and supervision. Students have no reasonable expectancy of privacy, and lockers, desks, storage areas, et cetera, may be inspected at any time with or without reason, or with or without notice, by school personnel.

M. 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.

SCHOOL SECURITY/SAFETY

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 prepared 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.

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 the classroom and leave the doors unlocked.
- Follow the teacher and exit in a quiet and orderly manner through the assigned exit and to the assigned "safe" evacuation area.
- If outside of the classroom during evacuation, exit the nearest unblocked exit and locate class in the 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 lockdown may occur. During a lockdown, 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 lockdown. A lockdown 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 prepared to respond effectively to such situations. 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 lockdown, 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.

STUDENT HEALTH SERVICES

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, if necessary.

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:

- Making sure that the nurse is notified and summoned if the student should not be moved; or
- 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

- The reason for each vaccine dose must include the date and name of the doctor or clinic.
- The statutes and rules governing school immunization requirements are: Arizona Revised Statutes 15-874; 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 the event of any illness or injuries which require us to notify parents 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 Kindergarten through 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 a 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 treatment supplies. If a student is continuously found to have head lice, they may be referred to Social Services.

E. STUDENT MEDICATIONS

All medications must immediately be turned in to the nurse's office when the student arrives at 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.

SUPPORT SERVICES

A. SCHOOL RESOURCE OFFICER (SRO)

The SRO 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 in concepts such as character building, 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 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 improve academics and change 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. PEACEMAKING 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:

- 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.
- Provide for Navajo peacemakers to work directly with delinquent at-risk youth and their families by utilizing traditional teachings and counseling.
- 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:

- Delinquency and Defiant Behavior
- Gang Membership and Violence
- Truancy and School Drop-out
- Promiscuity and Teen Pregnancy
- Parenting Education
- After School Programs
- Drug and Alcohol Abuse Education
- Domestic Issues
- Traditional Family Counseling
- Traditional Student Group Counseling
- 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 ensures 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 support 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.

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

EXTRA-CURRICULAR PROGRAMS/ATHLETICS

A. PROGRAMS/ACTIVITIES

Extracurricular programs are:

(1) School sanctioned 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 may 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

A. EXTENDED LEARNING

Extended learning opportunities occur Monday thru Thursday after school.

This program provides students with academic tutoring, homework help, and enrichment activities. Extended learning provides a hands-on experience for students to learn through personalized and differentiated instruction which makes learning more enjoyable for students. Extended learning staff take pride in creating a positive environment for learning.

B. ATHLETICS/SPORTS (CJHS, TPS and MFPS ONLY)

School sports are available throughout the school year. Students must have sports physicals before practicing/ participating. Sports physicals must be dated after March 1 of every school year. Students participating in extracurricular activities must meet grade check requirements and follow all school rules. Activities differ from year to year and qualifications are varied. There is a fee required for participation in athletics/sports activities. Each participant must have a signed parental consent and emergency medical release form available at all events. Please refer to athletic participation forms for specific requirements.

Age Limit: If a student becomes 15 years of age on/after September 1, he/she is eligible to compete for the remainder of the school year. If he/she becomes 15 years of age prior to September 1, he/she is ineligible for the remainder of the school year.

A student athlete participating in a school sport can only play for that school team during that particular season. For example, if an athlete is playing basketball on the school basketball team, he/she cannot play for any other basketball team during the basketball season. However, if they want to play a different sport that does not interfere with their school season, they may do so under the coach's discretion and approval. If a student is caught participating with another team of the same sport during that season, the student athlete will be removed from the team.

Under league association all student athletes are required to sign the Mild Traumatic Brain Injury (MTBI)/Concussion Statement and Acknowledgement forms available online at www.aiaonline.org. All student athlete participants must be officially enrolled in the school for which they are playing and must meet the 10 day enrollment and 10 day practice requirement.

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 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

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!**



www.chinleusd.k12.az.us