

Student Handbook

Every student, every day, preparing for tomorrow.



2022-2023

CLARKDALE-JEROME SCHOOL

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WELCOME FROM THE PRINCIPAL

My name is Madisen Westcott and I am the principal here at Clarkdale Jerome Elementary School. The Rams staff is looking forward to an exciting year and cannot wait to work with students and their families as we build strong and lasting relationships.

My goal is to provide a safe and supportive environment for all students. We are here to not only educate students but to also challenge them to be their best person. School is a place to amplify the YES! Yes, you can do hard things! Yes, you can be that! Yes, I can help you! The implementation of Capturing Kids' Hearts in the classroom helps to build the classroom community, provide students with the skills to self- manage their behavior and carry themselves with respect and integrity. I take a systematic approach and use restorative practices when it comes to student behavior and discipline. The safest place for students to be is in the classroom, learning and engaging. My goal is to provide every student with that opportunity. I would like to thank you in advance for helping to support the education and safety of all our students and staff members.

I am so thankful for the opportunity to share my experience and love of education with this RAMS community. I look forward to getting to know you and your children. Please reach out to me with any questions you may have. I am always here to help.

Madisen Westcott
Clarkdale Jerome School Principal

CAMPUS CLIMATE

The school community works purposefully to foster a positive and trusting climate on campus, from students and teachers ratifying social contracts in the classroom to school-wide instruction and small group discussions led by the school counselor and the school resource officer – all working on relationship building. Here are a few of our programs that help students feel engaged and good about themselves:

Capturing Kids' Hearts

Stick around campus after the tardy bell rings and you will see students shaking their teachers' hands while entering the classrooms. This, coupled with the sharing of "good things" that have happened since the previous day, makes for a sound and nurturing classroom environment in which academics can prosper.

Counseling Services

Our school counselor, Mrs. Jennifer Shilling, is available to assist students who may need a little extra encouragement to get through the school day. She will lead groups on various topics that include: self-advocacy, getting along with others, coping with trauma and how to keep going" in the wake of varied life circumstances. Mrs. Shilling will also teach grade level specific lessons throughout the school year.

Law Related Education

School Resource Officer Derek Johnston provides formal, age-appropriate instruction on such topics as anti-bullying and drug awareness as well as acting in an advisory capacity and as a role model for students during disciplinary situations. Officer Johnston is a duly sworn peace officer in the State of Arizona and should the need

arise will invoke such authority. However, his normal role at the school is one of instruction and encouragement to students – that of building trusting relationships.

ACADEMICS

Academic achievement is the hallmark of any great school. We want our students to achieve, so it is imperative that we all work together as students, parents, teachers, support staff, and administrators for the educational welfare of each child. Below is a breakdown based on grade levels of the various policies concerning academic expectations and grading, including communication with parents. **Regarding communication, it is very important to note (we can't state this strongly enough) that at any time if you have a concern about your student, please call the school office or email your child's teacher to schedule an appointment. Also, be sure to pick up your child's username and password to follow grades online through FamilyLink (Grades 4-8).** Parent-teacher conferences are scheduled twice during the year. Our local curriculum is aligned to the 2016 Arizona College and Career-ready Standards.

Kindergarten through Third Grade

Due to the close parent-teacher relationships that are inherent in these grade levels, most of the information regarding academic performance and behavior is shared on a regular basis during parent pick-up and drop-off times, and contacts via telephone or email. If there is a particular concern, your child's teacher will contact you.

Grading Scale for Grades K-3

E	Exemplary	86-100%
P	Proficient	71-85%
D	Developing	56-70%
U	Underperforming	0-55%

Fourth through Fifth Grade

In these grades, students will begin moving towards the traditional grading scale and be expected to develop skills involving responsibility. Points will be deducted for turning in late assignments and for submitting papers without names, etc. Please assist your child in taking on his or her own responsibility for the proper completion of assignments. Students are allowed one day for each day of absence to make up any missed work. Progress reports are provided every two weeks after fall conferences.

Grading Scale for Grades 4-5

A	Exemplary	90-100%
B	Above Average	80-89%
C	Average	70-79%
D	Below Average	60-69%
F	Failing	0-59%

Sixth through Eighth Grade

In the middle school years, the theme of taking on responsibility continues. Papers are to be completed thoroughly and on time, containing the date, title and student name. Status/progress reports are provided every two weeks and more in-depth progress reports will be sent home during mid-quarter. Parents are to discuss progress reports with their students and have them signed and returned. Notice the increased responsibilities placed on students regarding student planners, make up work and hall passes.

Grading Scale for Grades 6-8

A	Exemplary	90-100%
B	Above Average	80-89%
C	Average	70-79%
D	Below Average	60-69%
F	Failing	0-59%

Late/Makeup Assignments. It is the student's responsibility to coordinate with teachers concerning missed work due to absences. In general, for each day of an excused absence, students are allotted one day for makeup. When provided assignments for pre-arranged absences, we encourage students to submit those upon returning to school. In order to teach responsibility for submitting assignments on time, the following percentages will be deducted for late work according to the following schedule:

Up to the first day	10%
Up to the second day	20%
Up to the third day	30%
Beyond the third day	No credit

Extra Credit. Extra credit may be assigned at a teacher's discretion but shall not be given in place of missing or poorly completed assignments.

Honor Roll Requirements (Grades 4-8)

The honor roll recognizes students who have earned high grades and is published at the end of each grading period.

Requirements are:

- Principal's List – All A's
- Honor Roll – A GPA of 3.25 or higher with no D's or F's.
- Strive for 0.5 - Students who have improved their GPA by 0.5 from the previous quarter. This begins the 2nd quarter.

Gifted Education

At Clarkdale-Jerome Elementary School, we are committed to meeting the needs of all our students. Students can be identified as gifted in several ways. We test all of our third-grade students annually using the Cognitive Abilities Test for verbal and quantitative and the NNAT3 for nonverbal. Other students are tested at parent, student, or teacher recommendation. To qualify as Gifted in Arizona, a student must score at or above the 97th percentile in one or more of the following areas: verbal, nonverbal, and/or quantitative. Clarkdale-Jerome School will service students at or above the 95th percentile through compacted curriculum and differentiated instruction provided in the classroom, and through our after-school Gifted Academy.

Gifted Academy. This after-school program will provide enrichment opportunities for our gifted students at Clarkdale-Jerome for grades four through eight. Participation in this program is limited to students who have been formally identified as gifted based on their percentile ranking on the Cognitive Abilities test, their NNAT3 score, their AzMERIT scores, their academic achievement in the classroom, and/or teacher recommendation. The Gifted Coordinator and the school administration will make the final decision for participation in the Academy. The Academy provides three to five unique enrichment units along with fun activities throughout the school year. Attendance is flexible and students can attend any session as their schedule allows. There is a \$35.00 annual fee to participate and this fee is used to purchase supplies and allows the student to participate in all the units/activities offered. Students can apply for a fee waiver.

ATTENDANCE/ENROLLMENT

Parents, please be sure that your students arrive at school every day and on time. The warning bell rings at 8:15 AM and classes begin promptly at 8:20 AM. The first rule of

academic success is to be present and on time every day. Please notify the office by calling us at 634-5035 when your child is absent. You can also email the attendance/school secretary at genriquez@cjsd3.net.

Excused Absences

According to Governing Board Policy JH, "State law mandates that the school record reasons for all student absences.

Therefore, when a student is absent, it will be necessary for the parents to call the school on or before the day of absence in order to advise the school as to the reason for the absence." Absences shall be excused only for necessary and important reasons. Such reasons include illness, bereavement, other family emergencies, and observance of major religious holidays of the family's faith. Please notify the office if your child has a chronic health condition. Along with a phone call or email to the attendance/school secretary we will also accept a note from the child's parent/guardian to excuse an absence.

Unexcused Absences

According to Governing Board Policy JHB, unexcused absences for at least five (5) school days within a school year constitutes habitual truancy. Unexcused absences are absences that are not due to illness, bereavement, family emergencies or observances of major religious holidays. If we have **not** received notification (via phone call, email or note home) we will consider absences unexcused.

Chronic Health Conditions

Governing Board Policy JHD describes how the district is required to provide educational opportunities for students who have been deemed with a chronic health condition. Homework flexibility and accommodations for physical education can be made. If you feel your child might fit under this category, please stop by the office to discuss with the attendance/school secretary or the school principal.

Parent Notification of Excessive Absences

Letters will be mailed home on the 4th, 7th, and 10th absence per semester. At that time, it is strongly recommended that the parent call the school office to confirm the accuracy of the attendance record as well as to submit any doctor or legal notes to excuse the absences. The following lists the school's actions based upon the number of absences per semester, whether excused or unexcused:

- 4 days of absence
 - 4-day absence letter mailed home
- 7 days of absence
 - 7-day absence letter mailed home
 - Parent contact by office
- 10 days of absence
 - 10-day absence letter mailed via certified mail
 - Parent meeting will be requested w/school principal
 - Possible involvement of the School Resource Officer including a possible citation for further absences.
- Subsequent Absences (after 10 days)
 - Referral to school resource officer where possible legal action could take place.

Tardies

It is greatly appreciated that you bring your students to school on time each morning. Unfortunately, students arriving late to school cause a disruption to the classroom and learning environment. When students enter class late, teachers must stop their instruction, verify the tardy slip, update the attendance record, re-submit the morning lunch count to the cafeteria, and then re-gather the class's attention in order to resume instruction. If a student is continually tardy to school, the principal may request a meeting with the parent or guardian to address the issue. If a student reaches three tardies during the quarter, they will then receive after school detention for

each additional tardy during that quarter.

Enrollment/Registration

Enrollment in the Clarkdale-Jerome School is available to any student who resides within the boundaries of the school district. Students seeking to enroll at CJSD will be asked to provide verification of residence through the submission of a current utility invoice or official document that has the parent/guardian's name on it with a street address. A driver's license with a current street address works as well.

Open Enrollment

Clarkdale-Jerome Elementary School District welcomes students and families who are living outside our district boundaries. Parents who wish to enroll under our open enrollment policy must come to the front office and pick up an open enrollment packet.

The following procedures are in place to ensure the success of our students who are living outside our district boundaries under open enrollment policies:

- Transportation is the responsibility of the child's parent/guardian. The district only provides transportation from within the school district boundaries. We can supply you with the closest designated bus stop where your child can ride the bus to and from school.
- Student attendance is critically important and correlates to student success here at Clarkdale-Jerome Elementary School. Students who live outside the district boundaries must adhere to the attendance and tardy procedures outlined in our student handbook.
- Students are expected to comply with the behavioral expectations outlined within the student handbook.
- We want ALL of our students to be successful at our school. CJES

provides opportunities for student interventions and support. We expect our students to put forth their best effort.

We value all students and want to provide the necessary support systems for student success. When students are having issues affecting student success and not complying with the above-mentioned procedures, a parent conference will take place with the school principal and other support-related personnel. **If we do not see improvements, the principal will ask that students, parents and school staff collaboratively create a student success contract. Failure to comply with the components of the agreed upon contract will result in students being asked to attend his/her school of residence.**

EXTRACURRICULAR ACTIVITIES

Participation in structured activities is beneficial for students. Being on a team builds responsibility and a sense of self-worth, making us feel that we are a part of something bigger than ourselves. It builds not only physical and intellectual skills, but social responsibility as well.

Clarkdale-Jerome School recognizes the value of both curricular and extracurricular activities. We want to see students succeed both “on the field” and “off the field.” The following lists activities for older (grades 5-8) students:

- Student Council
- National Junior Honor Society
- Golf
- Cross Country
- Volleyball
- Basketball
- Soccer
- Baseball
- Softball
- Track
- Cheer
- Flag Football

Athletic and Extracurricular Eligibility A student who, upon a check of his/her work on a cumulative basis at the end of each week during the extracurricular activity period, is shown to not be working to capacity and has one (1) or more failing grades will be placed on the pending ineligible list. The student placed on the pending ineligible list will have one (1) week to improve all failing grades. If he/she has not improved the failing grade(s) within the one (1) week pending ineligible period, the student will then be deemed ineligible to participate in an extracurricular activity until the following week AND all failing grades have improved to passing on a cumulative basis. Eligibility will be updated every Monday. The ineligible student will not be permitted to participate in extracurricular games, events, and/or activities. After improving his/her failing grades to a passing level on a cumulative basis, the student will be permitted to participate in extracurricular games, events, and/or activities, unless an ineligibility status exists for a reason other than academic performance.

Other provisions for eligibility include:

- Attendance at school for the full day of the event or the day before the event if the event falls on a weekend. Exceptions can be made for special circumstances such as medical appointments.
- Suspended students are ineligible for the duration of the suspension which includes any weekend events if the student was suspended on Friday.
- As per Governing Board Policy JJJ, nothing precludes the district from modifying eligibility on a case-by-case basis, considering the needs and academic performance of individual students.

At the beginning of each sports season, there will be a mandatory parent meeting where eligibility, among other items, will be discussed.

Field Trip Eligibility

While field trips enrich the curriculum and experience of our students, the nature of field trips require a great deal of responsibility on the part of each student. Therefore, students who have demonstrated a pattern of disruption or minimal academic effort will not be allowed to participate. Children of chaperones may not attend field trips unless they are enrolled in the particular class that is attending.

HEALTH SERVICES

The school health aide is available to assist with routine medical needs. Mrs. Rice is able to apply general first aid during emergencies and assist with administering medication to students. She also keeps school records concerning vaccinations and other state mandates. If you have any questions concerning the medical needs of your child, please call the school office at 634-5035. Also, make sure that the school has your current phone number in the case of an emergency.

When a Student Becomes Ill at School

If your student does not feel well at school, s/he should inform the teacher and get a pass to see the health aide. If you need to check out your child from school, please be sure to stop by the front office, notify the school attendance/secretary and complete the sign out sheet.

When to Keep Your Students Home

If your child was ill with a fever of over 100 degrees the previous day, please keep

him/her home. Furthermore, if s/he was diagnosed with a communicable disorder such as pink eye, strep throat, head lice, impetigo, etc., be sure that s/he has been medicated with prescribed treatment for at least 24 hours prior to returning to school.

Administering Medication at School

It is against district policy for students to be in possession of medication. Only in certain situations may students carry medication, such as inhalers or epi-pens, and then only with written permission. The administration of medication will follow these guidelines:

- Non-prescription medication such as Tylenol or Advil may only be administered with written parent/guardian authorization on the school health form.
- Parents must provide the school with the non-prescription medication.
- Prescription medication may only be administered with written authorization from both the parent/guardian and the physician.
- Prescription medication must be in the original container and labeled from the pharmacy.

Individual Health Concerns

If your child has specific health concerns such as allergies, chronic disorders or diabetes, etc., the school should be notified in writing. Allergy and emergency treatment forms are available at the back of this handbook.

Student Injuries and Insurance

The school does not provide insurance coverage for school accidents. You are responsible for medical bills if your child is hurt during school activities. A Student Accident/Health Insurance Plan is available with many options for coverage. Ask the front office for details.

RAM'S KITCHEN

The Clarkdale-Jerome School Cafeteria participates in the federally funded free and reduced lunch and breakfast program. Applications are available in the front office. The School encourages parents to be up-to-date on their account balances. Students having negative balances of \$10 or more will be provided up to three meals, after which an in-house made cheese and veggie sandwich will become their only option until the balance is paid in full. Payments may be made in person or online at <http://www.cjsd.k12.az.us/lunch.htm>. For students not eligible for the free and reduced program, the prices are \$1.80 for breakfast and \$2.95 for lunch.

TAX CREDIT DONATIONS

A great way to become involved in promoting extracurricular activities is to participate in the AZ State Tax Credit. Grandparents, uncles and aunts, and friends too – your financial support is greatly appreciated! Remember, depending on how you file and how much you donate, you can get it all back! This is a dollar for dollar credit on the bottom line of your tax bill (i.e. if you owe \$400 and donate that \$400 to the school you owe nothing on your state taxes at the end of the year). Donations may be made in person or online at http://www.cjsd.k12.az.us/tax_credit_clarkdale_jerome.htm.

BEHAVIORAL EXPECTATIONS

In order to maintain a campus where students and staff are safe and where learning can occur, we want to model and teach appropriate behavior. Therefore, please abide by the following behavioral expectations:

General Expectations

1. Respect yourself and others by using appropriate language and by resolving conflicts verbally rather than physically.
2. Respect and obey all school rules and school staff.
3. Walk and use quiet voices on sidewalks while going to and from classes. Running is to be reserved for the playground area.
4. The following are not permitted at school:
 - a. Gum
 - b. Glass bottles and containers
 - c. Open drinks such as soda (Water containers are permitted)
 - d. Rollerblades, skate shoes and scooters
 - e. The use of cellphone or electronic devices. They must not be visible. Rather they must be turned off, stored and out of sight. Students must not take pictures of fellow students or staff.
 - f. No food should be eaten or taken outside during lunch recess. Food is to be consumed during lunch and inside the cafeteria only. No food should be taken outside during lunch recess. Only open water bottles are allowed in the breezeways.

5. Bikes can be ridden to school, but must be parked in the designated bike racks. If a skateboard is ridden, it must be stored in the front office upon arriving at school.

Expectations in the Cafeteria

1. Use table manners.
2. Walk, do not run.
3. Respect the cafeteria workers.
4. Remain seated until dismissed.
5. Clean up your area and under your table.
6. Use an “inside voice.”
7. Food may not be taken out of the cafeteria.
8. If you need to get out of your seat, raise your hand and the adult on duty will assist you.

Expectations in the Restrooms

1. Flush the toilet.
2. Wash your hands, turn off water.
3. Put paper towels in the trash can.
4. Return to class promptly.

Expectations on the Bus

1. Follow the directions of the bus driver at all times. The driver has the authority to assign seats as needed.
2. Use “inside voices” on the bus.
3. Students may only leave the bus at their designated stops, unless the parent/guardian provides written permission.
4. The following are not permitted:
 - a. Standing or switching seats
 - b. Making gestures, throwing items or putting heads or arms out of the windows
 - c. Disrespect towards others
 - d. Use of electronic devices, eating or drinking, gum, glass containers, animals, toys
 - e. Pens and pencils should be stored in book bags for safety reasons

Expectations on the Playground

The playground is where children should be able to play safely while respecting one another. The following guidelines apply:

1. The boundaries on the front playground are the front gate and the red lines on the sidewalks. The boundaries on the back playground are the top of the stairs to the big slide, and the red lines on the sidewalks.
2. The following are not permitted:
 - a. Rough play
 - b. Throwing the ball at others such as wall ball or ball tag
 - c. Throwing wood chips, rubber mulch, gravel, or sticks
 - d. Climbing on the hill leading to the soccer field
 - e. Hard balls, baseball bats, squirt guns, water balloons, etc.
 - f. Hanging from basketball rims, railings, trees and fences
 - g. Playing in water or ice
 - h. Standing on the monkey bars
3. When using the swing sets, there should be only one person per seat with no twisting or jumping off the swings.
4. When using the slides, there should be only one person at a time, sitting with feet first. Do not slide down headfirst or backwards and do not climb up the slides. Handrails are not to be used as slides.
5. Follow the rules that are posted on the gaga pit.
6. Food is not allowed on the playground or outside of the cafeteria except on special occasions.

Dress Code

The school encourages students to dress in a manner that reflects professionalism and good taste. The dress code is designed to assist students in learning the importance of dressing for success. Students who are not dressed according to the dress code, will be asked to go to the health office for a change of clothes.

1. No oversized pants, shirts or belts. The waist and inseam of pants must be at the student's waist and inseam.
2. Shorts and skirts must extend to full Palm length.
3. No holes, torn, or frayed areas above this mark. Holes or frayed material cannot be covered by tape.
4. No visible undergarments including men's undershirts.
5. No halter-tops, backless tops, plunging necklines or spaghetti straps under one inch in width.
6. Clothing must meet at or extend below the waist of the bottom garment when students are engaged in normal activities such as sitting, raising hands, etc.
7. No clothing bearing language or symbols of the following:
 - a. Obscenities or suggestive material
 - b. Tobacco, alcohol or drugs
 - c. Insults or "put-downs"
 - d. Gangs (No hairnets, bandanas, "colors")
8. Clothing and jewelry must not present a hazard to self or others during normal school activities including P.E. or athletics.
9. No hats, head coverings, bandanas or sunglasses while indoors. Bills must face forward.
10. Tennis shoes are required for P.E. and athletics.
11. Shoes must be worn at all times and should be appropriate for normal school activities. Closed-toe shoes are recommended. Flip-flops are strongly discouraged due to safety. Wheeled shoes are not allowed.

Cell Phones and Electronic Equipment

Cell phones and other electronic equipment are not to be visible, turned on or in use during the school day, or they will be confiscated and **released only to a parent/guardian**. Cell phones may be kept in backpacks, pockets or given to the teacher to hold. They may be used only after school. Students are not allowed to call parents from their cell phones during the school day-students must use the office phone. The school is not responsible for content on a device or its loss. Electronic devices should not be connected to the school network. Kindles, Nooks, and other similar devices are permitted for reading with teacher approval. Students are not to take pictures of teachers or classmates (It has been observed that some students have posted such pictures on social media. This action is in strict violation of school rules).

Deliveries to School

Deliveries of flowers, balloons and other items are discouraged. Lunch may be brought for students to pick up in the office prior to their lunch period.

Food and Drinks on Campus

No food or drinks should be taken outside during recess or passing periods, except for plastic water bottles and assigned snack/lunch periods. Only bottles of water are allowed outside. Teachers may use discretion while in the classrooms. No glass bottles are permitted. Energy drinks, coffee drinks and soda are not allowed. Chewing gum is prohibited.

Bullying, Harassment, Intimidation

Bullying is the abusive use of strength, over time, through implied or actual threats. These behaviors include not only physical violence but negative comments as well, such as teasing, taunting, spreading of rumors, obscene gestures, racial comments and sexual comments; including those shared on social media.

These behaviors hurt everyone and can result in violence at school. We ask that incidences of bullying be reported to the student's teacher or the school administration immediately. Parents will be notified each time a student is sent to the office for harassment, bullying or intimidation. We will make every effort to involve parents immediately to help stop these behaviors before situations escalate.

Students sent to the office for teasing, bullying, harassment, racism, discrimination etc. will receive increasingly more severe consequences. Clarkdale Jerome School has a no tolerance policy for the above acts.

Drugs and Alcohol

Students in possession of any illegal substance will be referred to law enforcement and will face disciplinary measures, including possible long-term suspension or expulsion. The school is posted as a drug-free zone. The drug-free zone is the area within 300 feet of a school or its accompanying grounds, any public property within 1000 feet of a school or grounds, at a school bus stop or on any school bus or bus, which transports pupils to school. Any violators will be prosecuted according to the law.

Threats of Violence

All threats of violence against individuals or groups will be taken seriously and investigated by staff and the school resource officer. Clarkdale-Jerome School has developed emergency procedures to initiate in response to a viable threat. If you become aware of any threats, please inform

the principal or your child's teacher.

DISCIPLINE

To discipline is to educate. Part of a good education is to learn behavioral expectations. Among these are showing respect towards one-another, caring for the property of others, and being attentive in class. As educators, we include behavioral instruction on a routine basis. Just as we teach reading and math, we teach positive behavior. This is done through Capturing Kids' Hearts and direct instruction from the classroom teacher, the school counselor and the school resource officer.

When violations of the behavioral expectations occur, disciplinary consequences generally occur on a progressive scale - the consequences increase as the frequency or intensity of the violations increase. Therefore, if your child's behavior does need to be redirected, please work with your child to correct his or her behavior before it escalates. Under the rare occasion when behavior does not improve, a student may be asked to stay home for a period. Such suspensions are not "punishment" per se, rather they are opportunities for the family to come together and gather around the child to hold him/her accountable and to lend their support. Please note that severe violations may result in immediate removal from the school. These include offenses involving severe and/or continued disrespect or defiance towards staff, hate speech and discrimination, drugs or alcohol, weapons and threats. In these cases, police involvement may be warranted.

The discipline grid (at the end of this handbook) lists a range of disciplinary actions for infractions.

However, mitigating factors include the severity and frequency of violations, the level of disruption to the educational process, the danger to others, and the age of

the student.

Searches and Seizures

If you suspect a person of having contraband, including dangerous substances (drugs) or instruments (weapons), please report it to the principal or SRO immediately (Names of witnesses are held in the strictest confidence). The principal under the reasonable suspicion of contraband will conduct searches of backpacks.

Detention

Detention may be assigned during afternoon recess, lunch recess, or after school. Students are to work on assignments and remain quiet during detention.

In-School Suspension (ISS)

While serving ISS, students are to remain in the carrel for the entire duration while completing classroom assignments. ISS may be assigned for all day, ½ day, or individual periods depending on the circumstances.

Out of School Suspension (OSS)

OSS is considered the last resort for addressing student misbehavior. Suspended students are not allowed on campus nor at any school-related function for the duration of the suspension. This is the time when the student and parent should reflect on the negative effects of the behavior that warranted OSS. Disrespect and disruption at school severely limit the academic achievement of other students. Such behavior is not fair to the teacher and fellow students.

Work Detail

On occasion, work detail is assigned to a student, such as working with the custodial crew in cleaning up the cafeteria, picking up trash in an assigned area, or cleaning classrooms. For long-term work detail, parents are often involved in the decision process. This type of consequence has

proved beneficial to the students as it partners them with responsible adults acting as role models while giving the students meaningful work, both of which tend to foster a sense of responsibility and ownership at school.

SCHOOL SAFETY

Visitors and Volunteers

We welcome parent visitors and appreciate the help of our volunteers. For the safety of our students, all parents, visitors and volunteers must sign in at the office upon arriving on campus. Visitors will be given a large yellow sticker and volunteers will be given an ID badge. Upon leaving campus, visitors and volunteers need to sign out in the office. Please do not go to the classrooms without signing in at the office. Student visitors are not allowed on campus. Exceptions include visiting school groups, chaperoned student organizations and students attending with parents for classroom observations.

Custody Issues

It is the responsibility of the parent/guardian to notify the school office, in writing and with proper documentation, of any changes in custodial arrangements by parents or guardians. Please be certain that the school has current information as to who has permission to pick up your child and who is restricted from contact.

Student Check In/Check Out

Students who must leave school early will need to be checked out in the office. No student will be released without the parent or legal guardian first coming to the office for check out. After check out, the student will be called to the office and released to the parent or legal guardian. Please do not go to the classroom to pick up your child.

Safety / Traveling To and From School

Students should not arrive at school prior to 7:45 AM. as there is no supervision on the playgrounds until 8:00 am. If students arrive prior to 7:45 AM, students must report directly to the gym. The gymnasium is open and serving breakfast in the morning from 7:45-8:15. When students are dismissed from school, they are expected to go directly home. Students are not to remain on campus waiting for practices or other activities, unless practice begins right after school. Use the crosswalks when entering and leaving campus.

Student Pick Up and Drop Off

Parents, if you are dropping off your child before school, or picking up after school, please use extreme care. Pull completely forward and exit through the driveway on 16th Street. All students may be dropped off in the morning in front of the school. After school, K-2 students can be picked up in the front of the school and 3rd-8th students can be picked up on the top field. K-2 students with older siblings must be picked up with their siblings on the top field. Parents, you must stay in your car if you are in the pick up line. If you need to come up to the front to get your child or to speak to a teacher/office, you must park your car in a parking space. Remember, children might not watch for you, so you must watch for them.

Bicycles, skateboards, rollerblades, skate-shoes, etc. are not to be used on campus. If they are used for transportation, they must be stored in designated areas during school hours.

Emergency Operations Plan

In the case of an emergency, the school will follow the Emergency Operations Plan. This plan details the course of action for a variety of emergencies. During the year, fire evacuation drills and lockdown drills will occur routinely in cooperation with the local fire and police departments. Such drills enable the staff and students to be ready

should a real emergency occur. Parent communication, in case of an emergency, will occur via the automated calling system, Facebook, email and text messages.

Adverse Weather

On days with inclement weather, please tune to one of the local radio stations for information about school closure or delayed start. The decision to hold to a regular school schedule, have a delayed start or to close school will be made by 7:15 am. On a delayed schedule, school will begin at the announced time and will be dismissed at the regular time. When road conditions are poor in Jerome, students will be asked to walk to the Old High School building where the bus will pick them up at the announced time. The following is a list of local stations:

KKLD 95.9 FM
KVRD 105.7 FM

LOCAL, STATE AND FEDERAL COMPLIANCE INFORMATION

School Policies and Procedures

The Clarkdale-Jerome School District Governing Board policy manual is available in the district office and the school library for public review. The policies and procedures contained in this handbook are only a portion of the complete manual. You can also access our policy manual via the internet at

<https://policy.azsba.org/asba/Z2Browser2.html?showset=allmanuals>

Equal Opportunity

Governing Board Policy AC states that the Clarkdale-Jerome Elementary School District is committed to a policy of nondiscrimination in relation to race, color, religion, sex, age, national origin, and disability. The policy will prevail in all matters concerning staff members, the public, educational programs and services, and individuals with whom the Board does business.

FERPA - Annual Notification to Parents Regarding Confidentiality of Student

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school within 45 days of a request made to the school administrator. Schools are not required to provide copies of records unless it is impossible for parents or eligible students to review the records without copies. Schools may charge a fee for copies. Parents or eligible students have the right to request in writing that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest
 - A school official is a person employee or contracted by the school to serve as an administrator, supervisor, teacher, or support staff

member (including health staff, law enforcement personnel, attorney, auditor, or other similar roles); a person serving on the school board; or a parent or student serving on an official committee or assisting another school official in performing his or her tasks;

- A legitimate educational interest means the review of records is necessary to fulfill a professional responsibility for the school;
- Other schools to which a student is seeking to enroll;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or no behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, sports participation (including height and weight of athletes) and dates of attendance unless notified by the parents or eligible student that the school is not to disclose the information without consent.

Title IX

Clarkdale-Jerome School District #3 complies with the spirit of the law and the regulations of Title IX, which prohibits discrimination based on gender in education programs or activities that receive federal funds, extending to, employment to, and admission to such programs and activities. Questions concerning compliance with Title IX regulation should be referred to the Superintendent.

Title I Parents Right to Know

In accordance with the Elementary and Secondary Education Act, Section 111(h)(6) PARENT'S RIGHT TO KNOW, this is notification from the district to every parent of a student in a Title I school that you have the right to request and receive information in a timely manner regarding the professional qualification of your student's classroom teachers. This information regarding the professional qualification of your student's classroom teachers shall include the following:

- If the teacher has met state qualification and licensing criteria for the grade level and subject areas taught;
- If the teacher is teaching under emergency or temporary status in which Arizona qualification and licensing criteria are waived;
- The teacher's baccalaureate degree major, graduate certification, and field of discipline; and
- Whether the student is provided services by paraprofessionals, and if so, their qualifications.

If at any time your student has been taught for 4 or more consecutive weeks by a teacher that is not highly qualified, you will be notified by the school of this information. You also have the right to information on your child's level of achievement based on the required state assessments. If you have

any questions or concerns, please feel free to contact the school principal at 928-634-5035.

Child Identification and Referral

Clarkdale-Jerome School District (CJSD) identifies, locates and evaluates all children with disabilities who are in need of special education and related services. This applies to children attending private schools, highly mobile children (such as migrant and homeless children), and children who are suspected of having a disability even though they are advancing from grade to grade. CJSD assures access to all identification, evaluation, placement and limited services for children attending private schools as guaranteed by the Individual with Disabilities Education act (IDEA). The following is a summary of the CJSD child find procedures:

- 45 day screening instruments are completed for all newly enrolled and transferring students annually by teachers,
- The Special Services coordinator posts notices of available Child Find activities,
- The District works with Arizona Early Intervention Program (AZEIP) to provide child find and transition services for children ages 0-3,
- Child Study Team (Child Pro Team) procedures are followed.

Initial Evaluation/Re-evaluation

The school district follows and implements procedures according to federal and state regulations regarding the full and initial evaluation and re-evaluation of children who may need special education services. The following is a summary of the district's evaluation procedures;

- Initial evaluation follows a team referral and will be completed within 60 calendar days. Extensions may be necessary.
- May be completed only with written parental permission,
- Is individual and meets requirements for assessment tools and procedures,
- Includes all components required specific disability categories.

IEP Development, Implementation, Review and Revision

CJSD follows and implements procedures according to federal and state regulations and rules regarding the development, implementation, review and revision of the Individual Education Program (IEP). The following is a summary of the district's procedures:

- The IEP is developed by a team, which includes participation by a parent of the child,
- Least Restrictive Environment (LRE): the child's educational services must be met in the regular classroom and within the general curriculum or as close to that as possible,
- The IEP is implemented immediately, unless the IEP team determines otherwise,
- The IEP is reviewed at least annually and revisions are made according to current assessments and IEP team decisions.

Least Restrictive Environment (LRE)

While considering the unique individual strengths and needs of the child, the educational placement and services must be as close to the regular classroom and within the general curriculum as possible, including the provision of accommodations, interventions, and/or related services.

Preschool Program Services

CJSD provides preschool programming that is in accordance with federal and state regulations and rules. CJSD follows all federal and state required statutes and regulations regarding the adoption of any policies and procedures, including proper public notice, hearings, and comments. The following is a summary of the district's procedures:

- Serves children ages 3-4 who are eligible for special education services,
- The CJSD works in collaboration with local Headstart and private preschool programs to provide early education opportunities for special needs students,
- Includes a smooth and effective transition between AZEIP and the district.

Procedural Safeguards

CJSD provides parents with a copy of the Procedural Safeguards Notice in order to ensure that children with disabilities and their parents are guaranteed procedural safeguards with respect to the provision of free and appropriate public education (FAPE) which include: 1) Parents of a child with a disability have the opportunity to examine all records relating to their child and to participate in meetings with respect to the identification, evaluation, and educational placements of their child, and to obtain an independent educational evaluation of the child. 2) Procedures to protect the rights of the child whenever the parents of the child are not known. 3) Written prior notice to the parents whenever the district proposes to initiate or change; or refuses to initiate or change; the identification, evaluation, or educational placement of the child or the provision of FAPE. 4) Procedures designed to ensure that the notice is in the native language of the parents, unless it clearly is not feasible to do so.

5) An opportunity for mediation, 6) An opportunity to present complaints with respect to any matter relating to the identification, evaluation, or educational placements of the child or provisions of FAPE. 7) Procedures that require the parent of a child with a disability to provide notice to the school district that includes the name of the child, address of the residence of the child, description of the nature of the problem of the child relating to such proposed initiation or change, including facts relating to such problem and a proposed resolution of the problem to the extent known and available to the parents at the time. Complaints can be handled through a voluntary mediation process, which occurs before a due process hearing.

Rights of Homeless Students

CJSD shall provide an educational environment that treats all students with dignity and respect. Every homeless student shall have access to the same free and appropriate educational opportunities as students who are not homeless. This commitment to the educational rights of homeless children, youth, and unaccompanied youth, applies to all services, programs, and activities provided or made available. A student may be considered eligible for services as a Homeless Child or Youth under the McKinney-Vento Homeless Assistance Act if s/he is presently living:

- In a shelter, temporary shared housing, or transitional living program
- In a hotel/motel, campground, or similar situation due to lack of alternatives
- At a bus station, park, car, or abandoned building
- In a temporary or transitional foster care placement

According to the McKinney-Vento Homeless Act, eligible students have right to:

- Immediate enrollment: Documentation and immunization records cannot serve as a barrier to enrollment in school.
- School selection: McKinney Vento eligible students have a right to select from the following schools:
 - The school s/he attended when permanently housed (school or origin)
 - The school in which s/he was last enrolled (school of origin)
 - The school in the attendance area in which the student currently resides (school of residency)
 - Remain enrolled in his/her school for the duration of homelessness, or until the academic year upon which they are permanently housed.
- Participate in programs for which they are eligible, including Title I, National School Lunch Program, Head Start, Even Start, etc.
- Transportation Services: A McKinney-Vento eligible student attending his/her school of origin has a right to transportation to and from the school of origin.

Dispute Resolution

If you disagree with school officials about enrollment, transportation, or fair treatment of a homeless child or youth, you may file a complaint with the school district. The school district must respond and attempt to resolve it quickly. During the dispute, the student must be immediately enrolled in the school and provided transportation until the matter is resolved. The Homeless Liaison will assist you in making the decision, providing notice of any appeal process, and filling out the dispute forms.

For more information, refer to the principal or the Arizona Department of Education at the following contact information:

- Madisen Westcott, Principal
1615 Main Street
Clarkdale, AZ 86324
(928) 634-5035
mwestcott@cjsd3.net
- Alexis Clermont, Dir. For Homeless Education
Arizona Department of Education
1535 W. Jefferson St.
Phoenix, AZ 85007
alex.clermont@azed.gov

JICK-EB

STUDENT BULLYING / HARASSMENT /

INTIMIDATION (To be displayed in school buildings and in student handbooks)

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

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

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

- A. 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,
- B. is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm,
- C. occurs when there is a real or perceived imbalance of power or strength,
- or D. 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

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

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

electronic media and equipment.

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

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

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

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

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

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

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

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

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