



**Parent Handbook**  
and  
**Student Code of Conduct**

2024-2025

School Year

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## **Introduction**

We are excited for the opportunity to have our students in the Balsz community in our schools in collective efforts towards excellence. We are committed to the chance to move every student on a path that will allow them to have life options as they enter their teenage years into adulthood upon high school graduation. Efforts to prepare students for a life filled with more options starts now and we know, based on research, that the strongest learning occurs when students feel safe, secure, and protected. We also know that deeper learning can happen when students interact in spaces where they feel valued and celebrated while being pushed further in their abilities.

It is our goal to create school environments that are studently and consistent as well as engaging and joyous. Students will be challenged to become the best version of themselves academically and socially while being expected to think deeper, work with peers, interact with rigorous curriculum, learn from difficulties, and celebrate their achievements.

Our Code of Conduct is an effort to create consistency in our expectations as a district while communicating with students and families the importance of an environment of excellence. We understand that each student is unique and some will need more support transitioning to the expectations. As a district we provide multiple means of support and guidance to help students grow into making the best decisions to achieve their goals of academic advancement. We also have positive structures in place to celebrate students making the better choices in their efforts. However, it is necessary to offer a clear understanding of the behaviors that are not desired in our district environments and for us to clearly communicate the expectations and accountability actions so there is a collective vision moving forward through the school year.

Students are under the supervision of the school while on their way to and from school, bus stops, on the bus, on any district campus or in any district building, while attending or participating in any school function either at the home school or away, and while participating in field trips or other school-sponsored activities.

Principals, Assistant Principals, Dean of Students, and/or other designees are responsible for assigning consequences in the Code of Conduct. Professional judgment will be used to determine the consequences of specific incidents. Most types of school discipline issues are listed in this guide. However, it is impossible to list every issue that might interfere with smooth operations of the school. Administrators have the responsibility and authority to deal with all issues even though the specific issues might not be listed in this guide.

All staff are required to function in accordance with the handbook. Thus, whenever an employee discovers a student engaging in unacceptable conduct, the employee is required to take prompt action in accordance with district policies and procedures. Prompt action may include directly addressing and correcting the student, intervening to stop the behavior, seeking the assistance of other staff persons and/or reporting the incident to an administrator.

It is the responsibility of both student and parent/guardian to know the rules of the Code of Conduct and to support the fair and impartial administering of the rules.

## Balsz Elementary School District No. 31

### Governing Board Policy A: District Mission and Belief Statement

**Mission:** The Balsz District nurtures the unique skills and abilities of all learners.

**Vision:** Students empowered to be globally competitive and innovative thinkers who contribute to their community's sustainability.

**Values:** Excellence \* Achievement \* Innovation \* Community

#### District Belief Statements

(Students) We believe:

- A. Every student will be educated academically and socially so as to be a productive citizen.
- B. All students will have equal educational opportunities to achieve their individual potential.
- C. We have something to offer every student.
- D. Each student is unique.
- E. Successful education depends on parental commitment to education.

(Teachers) We believe:

- A. Teachers are the foundation of a strong educational system.
- B. Teachers will maintain high expectations for themselves and their students.
- C. Teachers should serve as positive role models for students.
- D. Teachers will actively seek parent support and involvement.

(Principals) We believe:

- A. A principal is the instructional leader of the school.
- B. A principal is the facilitator for a positive learning environment.
- C. A principal actively seeks parent support and involvement.
- D. A principal serves as a liaison between school and community.
- E. A principal maintains high expectations for students and staff members.

(Governing Board) We believe:

- A. Students are the number-one priority.
- B. The Board conveys the educational needs and desires of the community to the District and establishes policies accordingly.
- C. The Board maintains high expectations for the District and themselves in working toward excellence.

(Superintendent) We believe:

- A. The Superintendent is the leader, implementer, and facilitator of a successful School District.
- B. The Superintendent promotes and upholds the positive educational climate of the School District.

**Equity Statement:** The Balsz Elementary School District dissolves barriers that marginalize individuals and groups by authentically embracing the cultural identities of our students. We create a safe, respectful, welcoming, and inclusive environment conducive to student success. We provide individualized resources, interventions and learning opportunities to ensure equitable access within the community. This is where students become responsible citizens in a global society. Through data-driven decision-making, we take ownership and hold ourselves accountable for the responsibility of ensuring equity in our practices, policies, and outcomes. We, the Balsz School District, embrace and provide fair, anti-biased, and equitable educational opportunities for all.

#### Governing Board Members

Todd Schwarz, President	Board member since 2010
Mukhtar Sheikh, Vice President	Board member since 2020
Dr. Gail Q. Knight	Board member since 2012
Vic Grace	Board member since 2022; past member 2010-2018

Governing Board Meetings are open to the public and held monthly on the second Tuesday at 6:30 p.m. telephonically and seats are available at the Balsz District Office in the Governing Board Room, unless otherwise noted on the agenda. Agendas are available for public viewing 24 hours in advance online at [www.balsz.org/agenda](http://www.balsz.org/agenda) and at the district office gate located at 4825 E Roosevelt Street with doors open 30 minutes prior to the start of the meeting.

## District Administration

Dr. George J. Barnes, **Superintendent**

Dr. Michael Halpert, **Chief Academic Officer**      Susan Doyle, **Chief Human Capital Officer**  
Aracely Soto, **Director of Finance**      Dr. Nan Williams, **Director of Technology**  
Kathleen Owen-Jones, **Director of Student Services**      Cathy Kiener, **Director of Human Resources**  
Safia Zainulabuddin, **Director of Curriculum**      Jason Shepherd, **Director of Facilities**  
Claude Chatelain, **Director of Food Services (Sodexo)**

## Balsz District Schools



### Tillman Middle School (Grades 6-8)

**7:30 a.m. – 2:30 p.m., Early Release every Wednesday at 12:30 p.m.**

Devon Shehan, Principal      Nicole Gorman, Assistant Principal  
4309 East Belleview Street, Phoenix, AZ 85008  
P: (602) 629-6500

**Elementary Grades K-5 Hours 8:30 a.m. – 3:30 p.m., Early Release every Wednesday at 1:30 p.m.**



### Brunson-Lee Elementary School

Olga Mendez-Perez, Principal  
Juan Zozaya, Assistant Principal  
1350 N 48th Street, Phoenix, AZ 85008  
P: (602) 629-6900



### Crockett Elementary School

Sean Hannafin, Principal  
Christopher Berg, Assistant Principal  
501 N 36th Street, Phoenix, AZ 85008  
P: (602) 629-6600



### Griffith Elementary School

Emily Fortunate, Principal  
Megan McCluskey, Asst. Principal  
4505 E Palm Ln, Phoenix, AZ 85008  
P: (602) 629-6700



### Orangedale Early Learning Center (PreK)

5048 East Oak Street, Phoenix, AZ 85008  
P: (602) 629-6800



### Balsz Online Academy (4-8)

Rae Mask, Coordinator  
P: (602) 629-6400  
[balsz.org/balszonlineacademy](http://balsz.org/balszonlineacademy)

## **Student Responsibilities**

Education is an opportunity provided to the children of the District by their community. Balsz School District expects that all students will learn to recognize the value of this opportunity, and will therefore work diligently to help ensure that their maximum potentials are realized. The Board further expects that all students will recognize that their fellow students have the right to be educated, and will avoid any action that may interfere with their ability to exercise that right.

The Balsz School District believes that education should develop habits, attitudes, understanding, and skills necessary for a productive, satisfying life in our society. Students should be taught to understand the duties and privileges of responsible citizenship as such duties and privileges relate to themselves as individuals and to the whole community. The vast changes brought about by increasing technology, population, and urbanization must also be taught. The input and support of the citizens of the community, and especially the professional staff, are solicited as the school community endeavors to develop the attitudes and abilities demanded in this age of rapid change.

In consideration of the accomplishment of these responsibilities by each sector of the school community listed above, Balsz School District employees, the Governing Board, with the concurrence of each individual Board member, pledges its best efforts to ensure that the District is governed effectively and efficiently so that the goal of an appropriate and outstanding educational experience is available for all students of the District.

We further expect students to live by the Balsz School District values and expectations offered in, but not limited to, found in our Code of Conduct and outlined by Balsz School District teachers, administrators, and other staff members.

The goal is to offer environments that allow students to grow safely without concern of emotional, mental, and physical threat to create spaces of innovation, collaboration, joy, and leadership.

### ***Governing Board Policy Regulation JI-R: Student Rights and Responsibilities***

All students are entitled to enjoy the basic rights of citizenship that are recognized and protected by laws of this country and state for persons of their age and maturity. Each student is obligated to respect the rights of classmates, teachers, and other school personnel. District schools shall foster a climate of mutual respect for the rights of others. Such an environment will enhance both the educational purpose for which the District exists and the educational program designed to achieve that purpose.

All District personnel shall recognize and respect the rights of students, just as all students shall exercise their rights responsibly, with due regard for the equal rights of others and in compliance with the rules and regulations established for the orderly conduct of the educational mission of the District. Students who violate the rights of others or who violate rules and regulations of the District or of their school are subject to appropriate disciplinary measures designed to correct their own misconduct and to promote adherence by them and by other students to the responsibilities of citizens in the school community.

The following basic guidelines of rights and responsibilities shall not be construed to be all-inclusive, nor shall it in any way diminish the legal authority of school officials and the Governing Board to deal with disruptive students.

#### ***Rights:***

- A. Students have the right to a meaningful education that will be of value to them for the rest of their lives.
- B. Students have the right to a meaningful curriculum and the right to voice their opinions, through representatives of the student government, in the development of such a curriculum.
- C. Students have the right to physical safety, safe buildings, and sanitary facilities.
- D. Students have the right to consultation with teachers, counselors, administrators, and anyone else connected with the school if they so desire, without fear of reprisal.
- E. Students have the right to free elections of their peers in student government, and all students have the right to seek and hold office in accordance with the provisions of the student government constitution and in keeping with the extracurricular guidelines of the District.
- F. Students have the right to be made aware of administrative and/or faculty committee decisions and to be aware of the policies set forth by the Governing Board and school.
- G. Legal guardians or authorized representatives have the right to see the personal files, cumulative folders, or transcripts of their children who are under the age of eighteen (18) years. School authorities may determine the time and manner of presentation of this information.
- H. Students' academic performance shall be the prime criterion for academic grades; however, noncompliance with school rules and regulations may affect grades (e.g., unexcused absences).
- I. Students shall not be subjected to unreasonable or excessive punishment.
- J. Students have the right to be involved in school activities, provided they meet the reasonable qualifications of sponsoring organizations, state organizations, and school regulations.
- K. Students have the right to express their viewpoints in accordance with District Policy JICEC - Freedom of Expression.

*Responsibilities:*

- A. Students have the responsibility to respect the rights of all persons involved in the educational process and to exercise the highest degree of self-discipline in observing and adhering to school rules and regulations.
- B. Students have the responsibility to take maximum advantage of the educational opportunities available and seek to achieve a meaningful education.
- C. All members of the school community, including students, parents, and school staff members, have the responsibility to promote regular attendance at school.
- D. Students have the responsibility to protect school property, equipment, books, and other materials issued to or used by them in the instructional process. Students will be held financially responsible for any loss or intentional damage caused to school property.
- E. Students have the responsibility to complete all course assignments to the best of their ability and to complete make up work after an absence.
- F. Students have the responsibility to help maintain the cleanliness and safety of the school buildings and property.
- G. Students have the responsibility to present themselves in class at the prescribed time and with the necessary materials.

**Parental Involvement**

***Governing Board Policy ABAA: Parental Involvement***

Based on the philosophy of the District, it is the intent of the Board that parental involvement in the District, at both the District and site levels, be defined in the broadest possible terms.

Further, it is the intent of the Board, under such a definition, that the Superintendent will, within the capabilities of the District staff and the financial limitations of the District, at both the District and school levels, incorporate to the maximum extent possible, a variety of activities, strategies, and mechanisms into the District and school structures that provide for the: active involvement of, active support to, effective interaction with, and development of parents as active partners in a student support team effort that will enhance the capacity of all students to reach their optimum potential.

**Parents' Bill of Rights**

***Governing Board Policy Exhibit KB-EB: Parental Involvement in Education***

**Parents' Rights Protected**

The liberty of parents to direct the upbringing, education, health care and mental health of their children is a fundamental right.

This state, any political subdivision of this state or any other governmental entity shall not infringe on these rights without demonstrating that the compelling governmental interest as applied to the child involved is of the highest order, is narrowly tailored and is not otherwise served by a less restrictive means.

**Parents' Bill of Rights; definition**

All parental rights are reserved to a parent of a minor child without obstruction or interference from this state, any political subdivision of this state, any other governmental entity or any other institution, including, but not limited to, the following rights:

- A. The right to direct the education of the minor child.
- B. All rights of parents identified in Title 15, including the right to access and review all records relating to the minor child.
- C. The right to direct the upbringing of the minor child.
- D. The right to direct the moral or religious training of the minor child.
- E. The right to make healthcare decisions for the minor child, including rights pursuant to sections 15-873, 36-2271 and 36-2272, unless otherwise prohibited by law.
- F. The right to access and review all medical records of the minor child unless otherwise prohibited by law or the parent is the subject of an investigation of a crime committed against the minor child and a law enforcement official requests that the information not be released.
- G. The right to consent in writing before a biometric scan of the minor child is made pursuant to section 15-109.
- H. The right to consent in writing before any record of the minor child's blood or deoxyribonucleic acid is created, stored or shared, except as required by section 36-694, or before any genetic testing is conducted on the minor child pursuant to section 12-2803 unless authorized pursuant to section 13-610 or a court order.
- I. The right to consent in writing before the state or any of its political subdivisions makes a video or voice recording of the minor child, unless the video or voice recording is made during or as a part of a court proceeding, during or as part of a forensic interview in a criminal or child protective services investigation or to be used solely for any of the following:
  - a. Safety demonstrations, including the maintenance of order and discipline in the common areas of a school or on pupil transportation vehicles.
  - b. A purpose related to a legitimate academic or extracurricular activity.
  - c. A purpose related to regular classroom instruction.
  - d. Security or surveillance of buildings or grounds.
  - e. A photo identification card.

- J. The right to be notified promptly if an employee of this state, any political subdivision of this state, any other governmental entity or any other institution suspects that a criminal offense has been committed against the minor child by someone other than a parent, unless the incident has first been reported to law enforcement and notification of the parent would impede a law enforcement or child protective services investigation. This paragraph does not create any new obligation for school districts and charter schools to report misconduct between students at school, such as fighting or aggressive play, that are routinely addressed as student disciplinary matters by the school.
- K. The right to obtain information about a child protective services investigation involving the parent pursuant to section 8-807.
- L. This section does not authorize or allow a parent to engage in conduct that is unlawful or to abuse or neglect a child in violation of the laws of this state. This section does not prohibit courts, law enforcement officers or employees of a government agency responsible for child welfare from acting in their official capacity within the scope of their authority. This section does not prohibit a court from issuing an order that is otherwise permitted by law.
- M. Any attempt to encourage or coerce a minor child to withhold information from the child's parent shall be grounds for discipline of an employee of this state, any political subdivision of this state or any other governmental entity, except for law enforcement personnel.
- N. Unless those rights have been legally waived or legally terminated, parents have inalienable rights that are more comprehensive than those listed in this section. This chapter does not prescribe all rights of parents. Unless otherwise required by law, the rights of parents of minor children shall not be limited or denied.
- O. For the purposes of this section, "parent" means the natural or adoptive parent or legal guardian of a minor child.

*\*Note: The literal language of the Parents' Bill of Rights is retained as enacted by the Legislature. However, the layout and style has been modified to be consistent with that of the other documents in the District's Manual of Governing Board Policies and Administrative Regulations. Where the term "section" appears it is to be understood as the identified section of the Arizona Revised Statutes (A.R.S.).*

Balsz School District recognizes that the ultimate responsibility for the well-being of all children rests with their parents. All parents are expected to cooperate in the District's educational effort by ensuring maximum attendance of their children, by requiring that their children cooperate in the educational endeavor of the District, and by fostering an attitude in their children that recognizes the importance of education.

Along with the aforementioned sections, parents and guardians are also offered several policies to aid us in our efforts to excellence with each student.

#### **Parent/Guardian Responsibilities:**

- I. Ensure regular, on time, daily attendance for the duration of the school year.
- II. Remain aware of the child's performance by maintaining contact with the school through reviewing work, progress reports and other school notices, talking to the child about school, and meeting with school staff as requested.
- III. Ensure the school is updated with accurate contact information including, but not limited to, home address, telephone number(s), and e-mail address.
- IV. Enter the school building and interact with all stakeholders in a respectful manner treating all members of the school community with courtesy and respect, and refraining from disruptive behavior.
- V. Respond in a timely manner to communications from school.

#### **Student Directory Information**

The Family Educational Rights and Privacy Act of 1974 (FERPA) provides for a parent's right to inspect, review and seek correction of a child's educational records. If you wish to review your child's record, you may request the school principal to set up a convenient time for such a review. If your child has received special education services, contact the Director of Student Services to review records. The district will comply with your request as soon as possible. If, when reviewing the records, you feel that the information on your child is inaccurate, misleading or otherwise in violation of the privacy rights of your child, you may request the deletion or modification of the records or enter into the records your own statements of clarification or explanation.

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

Balsz Schools may keep on file student directory information containing student's names, telephone numbers, addresses, student or parent email addresses, photographs, date and place of birth, grade placement, dates of attendance, extracurricular participation, weight and height of members of athletic teams, most recent educational agency attended and achievement awards and honors. This information may be included in graduation programs, sports activity sheets, honor roll or other recognition lists and the annual yearbook.

STUDENT DIRECTORY INFORMATION WILL BE RELEASED WITHOUT PRIOR CONSENT FOR IN-DISTRICT PUBLICATIONS AND USES AND TO RECOGNIZED NEWS MEDIA. The District shall not release directory information for any commercial purpose. If, however, you do not wish any of the above listed information release about your child/children,



please submit written notification to the school office. If such notification is not received, it is assumed that your permission is given to use directory information as described above.

### **Title I Services**

The Title I Program at each school site provides services to students who are not progressing toward meeting state standards. The services include reading intervention during the school day and before or after school tutoring. Not every service is provided at each campus, each school provides different services to meet the academic needs of its students. For more information contact the Teaching and Learning Department at 602-629-6400.

Under federal provisions, all school districts are required to notify parents of children who attend a Title I school that they have the right to request and receive timely information on the professional qualifications of their children's classroom teachers. Specifically, districts must provide the following information:

- Whether the teacher has met state qualifying and licensing criteria for the grade levels and subject areas in which the teacher is teaching.
- Whether the teacher is teaching under emergency or other provisional status.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, including the field of discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

*Parents may request to view the professional resumes of their child's teachers. Requests should be made to the Human Resources Department by calling 602-629-6400.*

### **Parent Concern/Complaint Procedure**

The parent concern procedure is not intended for parents to seek discipline of employees or to evaluate employees, but to help parents reach a resolution regarding concerns to improve the child's classroom experience. The parent concern process addresses two categories of concerns: General and Professional Conduct. The parent may seek guidance from the school administrator relative to the category of the parent's concern within (30) days of the alleged occurrence. The administrator or designee will have a minimum of five (5) working days in which to reply to the complaint. If the complaint is not resolved at the school level, the complainant may file a formal Public Concerns/Complaint with the Superintendent's Office.

The Superintendent shall review the complaint and investigate as necessary to make the decision. Following the decision of the Superintendent, if any of the parties concerned deem it necessary, the matter may be referred to the Board within ten (10) working days following the Superintendent's decision.

The Board shall consider all facts and provide all elements of due process in reaching a decision.

### **Promotion and Retention of Students**

Year to year promotion of a student in grades one (1) through eight (8) will be based upon standards for each basic subject area as identified in the course of study. The District may conduct a ceremony to honor pupils who have been promoted from the eighth (8th) grade. The District standards that students must achieve shall include accomplishment of the standards in reading, written communication, mathematics, science, and social studies adopted by the State Board of Education.

The promotion of a student from grade three (3) shall be conditioned on the satisfaction of the applicable competency requirements prescribed by A.R.S. 15-701 and depicted in Administrative Regulation IKE-RB. In addition to these standards, test scores, grades, teacher-principal recommendations, and other pertinent data will be used to determine promotion.

Retention of students is a process that is followed when the professional staff, in consultation with the parent, determines it to be in the best interests of the student. Though primary grades are suggested as the most appropriate time, retention may be considered at any grade level.

When circumstances indicate that retention is in the best interest of the student, the student will have individual consideration, and decisions will be made only after a careful study of facts relating to all phases of the student's growth and development. The student's academic achievement level and mental ability are important, but physical and social characteristics are also important factors. A decision should be based on sufficient data, collected over a period of time and motivated by a desire to place students in school programs where they will be the most successful.

In addition to the above, such decisions, when applied to students enrolled in special education, shall be on a case-by-case basis, consistent with the individualized education program and in accordance with A.A.C. R7-2-301 and R7-2-401.

### **Gifted Opportunities for Advanced Learners (G.O.A.L.)**

The Balsz School District provides enrichment for students who have a high potential for learning beyond what is typical for the grade level. Gifted students are served through the G.O.A.L. Program (Gifted Opportunities for Advanced Learners). Students in Kindergarten through 8th grade may qualify. Students are given specialized work in their area of strength and work with a

gifted specialist in small groups on extended projects focused within S.T.E.M. (Science, Technology, Engineering, and Math). Field trips or academic competitions may be offered to GOAL students. A Parent or Guardian may request testing for the G.O.A.L. Program by speaking with the student's teacher at any time.

### **Special Education Evaluation**

If special education disabilities are suspected, children are evaluated to identify and document any disabilities that affect learning. Parents and educators begin by reviewing existing information. If the team needs additional data, the assessments are completed within 60 calendar days of parents' written consent. The team reviews and discusses all the information. If the team determines children are eligible, parents and educators meet to develop an Individualized Education Program (IEP). Parents may ask others to be present at the meeting.

### **Special Education**

Public schools must provide a free, appropriate education to eligible disabled children. Special education and related services are described in Individualized Education Programs (IEPs) and are provided in the least restrictive environment. Children with disabilities from age three (3) to twenty-two (22), and their parents, are guaranteed certain educational rights, known as procedural safeguards. The law and its implementing regulations also provide methods to assure that your input is considered. For the procedural safeguards, call the Special Education department at 602-629-6820 to receive a copy. If children are having difficulty in school, parents should check with teachers to discuss interventions that may help their children succeed. If the interventions are unsuccessful or if a disability is suspected, parents may request a referral for special education evaluation. Contact the school administrator, school psychologist or the Student Services Director at 602-629-6820. Parents have the right to inspect and review all education records and all other rights guaranteed by the Family Educational Rights and Privacy Act.

### **Consent for Special Education Services**

Parents may withhold or withdraw consent for special education services, which cease once parents have withdrawn consent and received notice of their procedural rights. Thereafter, children have the same rights and responsibilities as students without disabilities.

### **Destruction of Special Education Records**

The district destroys all special education records five years after students leave special education, withdraw from the district or graduate. Parents who prefer to obtain the records may contact the Special Education Department at 602-629-6822.

### **Prior Notice of Unilateral Private Placement**

Parents who disagree with the district must provide written notification 10 business days before enrolling children in private special education schools. The notice must indicate rejection of the placement offered, concerns about the offered placement, and the intent to enroll a child in a private school at public expense.

### **Preschool Child Find**

Public schools are required to identify, locate and evaluate all children with disabilities who need early intervention or special education services and who reside within its geographic boundaries. Parents of children under age three (3) are referred to the Arizona Early Intervention Program (AZEIP) at 602-532-9960. Parents of children age three (3) through five (5) are referred to the district's Special Education department, 602-629-6820. Children as young as 2 years 9 months may benefit from speech, hearing, vision and developmental screening to determine if further evaluation is necessary. Balsz School District offers eligible children with significant delays enrollment in the free special education programs. Parents of children in kindergarten through 8th grade should contact their school.

### **Section 504**

Section 504 of the Rehabilitation Act of 1973 (Section 504) is a federal civil rights law that prohibits discrimination against individuals with disabilities in programs and activities that receive financial assistance from the U.S. Department of Education. Discrimination, harassment, intimidation, and/or bullying in any form toward individuals on the basis of their actual or perceived disability is unacceptable and will not be tolerated. The District has specific responsibilities related to the provision of a Free Appropriate Public Education (FAPE) to school age individuals with disabilities under Section 504. The District is required to provide a program designed to meet the educational needs of students with disabilities as adequately as the educational needs of students without disabilities. For students who are not eligible for special education services, but meet the federal definition of persons with disabilities under Section 504, a Section 504 Plan may be developed which indicates the accommodations, supplementary aids and/or services that will be provided to assist the student in accessing the general education program. Section 504 must provide non-academic and extracurricular services and activities in a manner that ensures that individuals with disabilities have an equal opportunity to participate.

### **Social Work Services**

Social work services may be available for students at schools with a School Social Worker. Students may wish to see the Social Worker for a variety of reasons including but not limited to: concerns about self-esteem, coping skills, stress management skills, peer interactions, anger management, divorce/separation/loss, and social skills. Students may be referred to the School Social Worker three (3) times without having a signed consent on file. Students who wish to see the school social worker on an

ongoing basis must have a signed consent on file. All content within sessions is kept confidential with the exception of threats to hurt his/her self or someone else or if the student reports any form of abuse. As mandated reporters, Social Workers and School Counselors are required to report disclosures of abuse to the Department of Child Safety (DSC).

### **School Health Office**

Each school maintains a Health Office with a nurse or trained/supervised Health Aide. Please call the school attendance number to report an illness for both in-person and students participating online. Students who attend classes in-person and become ill during the school day, will report to the Health Office. **THEY ARE NOT TO LEAVE CAMPUS WITHOUT AN AUTHORIZED ADULT SIGNING-OUT WITH THE SCHOOL OFFICE.** The Health Office will notify parent/guardian of students who become ill at school so that the students can be picked up. It is the parent's responsibility to make arrangements to pick up an ill or injured child as promptly as possible. Please update emergency contact information with the front office in case you are not available or cannot leave work. Students may not return to school until the child does not have a fever, diarrhea or vomiting for 24 hours without medication.

### **Dispensing Medication and Health Products**

When it is necessary for a student to take medicine during school hours, the District will cooperate with the family physician and the parents if the following requirements are met:

- There must be written permission from the parent to allow the appropriate staff member to administer the medicine.
- The medicine must be delivered to the school office by the parent or guardian in the original prescription container or, if it is over-the-counter medication, in the original container with all warnings and directions intact.
- All medications are to be given to the school nurse/health aide or designee for administering.
- Inhalers may be carried by the student providing the health office has a signed parent permission and the inhaler is properly labeled by a pharmacist with the student's name, dosage and physician's name.
- Feminine hygiene products and pads are available free of charge in the Health Office.
- Parents are responsible for picking up their child's medication on the last day of school or making arrangements with your school nurse; or medications will be disposed of.

The district may disallow the use or administration of any medication on the school premises if the threat of abuse or misuse of the medicine poses a risk of harm to any member (s) of the student population.

### **Nutritional Services**

Pat Tillman Middle School, Brunson-Lee Elementary, Crockett Elementary and Griffith Elementary Schools take advantage of the National School Lunch and Breakfast Program. This allows us to provide breakfast and lunch to our students at no charge. Menus are posted on the School District Website and offers a pork-free menu [www.balsz.org/menus](http://www.balsz.org/menus).

The district has established a Local Wellness Policy which reflects the latest guidelines of the Arizona Nutrition Standards. These standards place restrictions on certain foods and beverages allowed during the school day to students, including food brought into the classroom for snacks and parties. The nutrition standards have been put in place to help maintain children's health and ensure that they are ready to learn. In addition, the standards will guarantee that our school district environment supports and encourages students to establish healthy eating behaviors. The Wellness Policy requires assessment throughout the school year and participation from students, parents, teachers, administrators, board members is mandatory, for more information on this policy and to be part of the Wellness Policy Committee, please contact the Food Service Department at 602-629-6440. Policy JL: Student Wellness is posted on the Balsz School District Website, [www.balsz.org](http://www.balsz.org).

The Maricopa County Department of Health Services requires that food brought into the classroom for snacks and celebrations must come from a commercial source and cannot be homemade. Items should be individually wrapped to avoid bare hand contact with the food. If the items are not individually wrapped, an adult wearing disposable gloves must serve the food. An alternative choice of healthy snacks are strongly recommended for all celebrations.

### **Athletic Participation**

In the Balsz Elementary School District Athletic Program, the health and welfare of the athlete is the most important concern. Every effort will be made to ensure a healthy environment and safe training conditions for athletes. Before athletes may participate in school sports they must be academically eligible, Middle School students must have proof of an annual physical exam on record and must have a signed permission slip and Athletic Participation Contract on file. It is the parent's responsibility to cover any costs of injury in athletic participation (see Medical Insurance section for more details). Prior to participation parents and/or students may be required to attend an orientation meeting for a specific sport. Sports physicals may be provided by local Health Clinics. Contact Mountain Park Health Center at 602.243.7277. [www.mountainparkhealth.org](http://www.mountainparkhealth.org)

### **Extracurricular Activity Fee**

The Extracurricular Activity Fee for each K-5 student enrolled is ten dollars (\$10.00) and fifteen dollars (\$15.00) for each middle school student enrolled. If parents are unable to pay due to financial hardships, studentships are available upon request to the school principal. Students may be eligible to participate in after school extra-curricular activities. Participating in after school sports is a privilege. Athletes involved accept the responsibility to model good sportsmanship, appropriate social

behavior and common courtesy. Students participating in after school sports will be given all the necessary information and policies required to participate. It must be signed by the student and parent/guardian before participation.

- Students may not participate in after school activities or dances unless they have been in school for at least half of the school day.
- Students serving a suspension in or out of school are ineligible to participate.

## **School Safety**

### **Crisis/Emergency Plan**

All schools in the Balsz Elementary School District have an emergency/crisis plan to respond to unforeseen events. The plans include responses to a variety of scenarios along with lockdown and evacuation procedures. In addition, each plan is updated annually and followed up with training for staff members. In the event of an emergency, the automated school messenger system will be used to notify parents.

### **Visitors to Schools**

All visitors must sign in at the school office. For those who wish to visit a classroom during the school day, it is preferred that the teacher and principal be contacted in advance to arrange a day and time for such visit to avoid any conflicts with the classroom schedule

In visiting a classroom, parents must realize that the teacher's first responsibility is to the class as a whole, and the teacher will be unable to converse at any length with the visitor. If a conference is desired, arrangements will be made by the teacher for an appointment with the parent either before or after school hours.

### **Volunteers**

Volunteers make many valuable contributions to the students and educational programs of the District. All volunteers work under the supervision of professional school staff. Adults who volunteer on a regular basis must complete the volunteer packet which includes fingerprinting and a background check. Not all volunteering takes place in the classroom. Parents are encouraged to volunteer their time to assist with various school and district committees. Please contact the school office for a volunteer packet or for more information on volunteer opportunities.

## **School Uniform Policy JICA-RA / Dress Code**

All **Kindergarten through 5<sup>th</sup> grade** students are to wear the standard school uniform attire. The clothing may not be altered in a manner that includes, but is not limited to, slits and shredded hems. The standard school uniform attire shall be:

### **Tops:**

- Solid school color with or without a lay-down collar. Logos should be no larger than three inches. This may include, but is not limited to a "polo" shirt, dress shirt, or blouse.
- Special shirts that are given as incentives or that are for special programs, such as student council, may be worn with the approval of the school principal. On occasion, the principal may allow a "spirit" or "casual" day when students may wear clothing other than the standard school uniform.
- No undergarments may show.

### **Bottoms:**

- Solid dark colored shorts, slacks, skirts, or skorts. (White, blue or black leggings may be worn as an additional layer beneath shorts, skirts, and skorts as a desired option).
- Shorts, skirts and skorts must not be shorter than the middle of the thigh or longer than the bottom of the knee.
- No logos, labels, denim, sweat pants, "joggers" or stretchy type material.
- Baggy or oversized clothing is not acceptable and is prohibited. Clothing may not be more than one (1) size too large, to allow for one (1) year's growth. No sagging of clothing is allowed. Pants must fit at the waist and not drag on the ground.
- No undergarments may show.

### **Belts:**

- Belts (if worn) must be plain black, brown, or navy and may not be more than one (1) size larger than the waist. Belts must be worn at the waist and cannot hang below the waist. Belts and buckles must be plain with no designs or logos.

### **Socks/Shoes:**

- For safety reasons, students must wear closed-toed shoes. Students are to wear appropriate shoes for physical education classes such as tennis shoes. Slippers and shoes with wheels are not permitted.

### **Outerwear:**

- Windbreakers, jackets, sweaters, flannels, sweatshirts or headwear are considered outerwear and may not be more than one (1) size too large for the student.
- Outerwear is designed to be worn outside as the weather dictates and should be removed in the classroom, at the discretion of the teacher.
- Outerwear of different colors, patterns and emblems are acceptable as long as they are appropriate and not gang related. Expensive or professional team related jackets are discouraged, as the school is not liable for damaged, lost, or stolen outerwear.

**Other:**

- Hats, bonnets, and doo rags are not permitted.
- Any clothing, buttons, jewelry, or other accessories that are oversized or display vulgar, lewd, obscene, plainly offensive messages or images, display images of weapons, drugs, violence, alcohol, or references to gang affiliation, or ethnically offensive words or pictures are strictly prohibited.

If any listed items are deemed to be a safety risk or disruption to the educational environment may lead to disciplinary actions. Students not dressed in accordance with the District dress code may be offered use of the standard school clothing for the day (if available) or their parents will be contacted to bring appropriate clothing.

No student shall be subject to discipline for failure to comply with the dress code if the reason is due to economic hardship. Under such circumstances, the school will work with families to locate and provide assistance for the student to be furnished with standard school clothing. The school may donate the use of one (1) uniform set per child (if available).

**Tillman Middle School (TMS)** Students' dress is generally a matter of personal choice. However, TMS recognizes that there is a relationship between dress and student success, school pride, the safety and general welfare of students and staff.

**Tops:**

- No tight/revealing shirts (undergarments showing, see-through, low-cut, etc.)
- No tight/revealing shorts of pants such as “yoga” pants and or spandex “biker” shorts.
- No bare midriff/crop tops (If skin shows when arms are raised shoulder height, top is too short.)
- No spaghetti straps, bare shoulders, or shirts with less than one inch straps
- No halter, tube, or swimwear tops
- No undergarments or straps showing
- It is illegal for minors to possess these substances and therefore clothing or accessories that display these items are counterproductive to our educational objectives and are prohibited.
- Clothing, apparel, and jewelry shall be free of writing, pictures, or any other insignia that is crude, profane, demeaning, sexually suggestive, or which advocates or promotes racial, ethnic, religious, sexual prejudice or strife.

**Pants/Shorts/Skirts:**

- No short-shorts, skirts, or dresses
- No excessively loose or baggy pants/shorts
- Pants/shorts/skirts must be worn at the waistline
- No spandex type leggings or pants may be worn unless as an undergarment of otherwise shorts, skirts, shorts, or dresses)
- No pajama bottoms/pants
- Pants/shorts/skirts may not allow undergarments to be exposed

**Footwear:**

Footwear must be worn at all times. For safety reasons, students must wear closed toe shoes. Students are to wear appropriate shoes, such as tennis shoes, for physical education classes. Slippers and shoes with wheels are not permitted.

**Headwear:**

Students are not allowed to wear any headwear such as hats, visors, bonnets, doo rags or bandanas. Hoods will not be allowed inside the classroom. Religious headwear may be permitted.

**Other Inappropriate Attire:**

- No sexual comments/innuendos
- No weapons
- No drugs or references to drugs

- No tobacco product names or trademarks
- No liquor products or bar names or trademarks/logos
- No depicting a person engaged in illegal activities (tagging, weapons, etc.)
- No sleep wear or slippers
- No hats, visors, bonnets, doo rags or bandanas. No hoodies inside the classrooms.

### **Balsz Online (4-8)**

Balsz Online Academy students must be prepared and dressed for class.

- No pajamas or sleepwear
- Must wear non-revealing tops and bottoms
- Clothing, apparel, and jewelry shall be free of writing, pictures, or any other insignia that is crude, profane, demeaning, sexually suggestive, or which advocates or promotes racial, ethnic, religious, sexual prejudice or strife.

### **Wearing of Face Masks**

Students may wear face masks as they see fit based on personal choice and health reasons. Face masks allowed are medical type and do not include the utilization of full head covering such as “ski mask” type. Students wearing facial coverings for religious connection will need to speak to administration for approval.

### **Consequences**

If a student is not in appropriate school attire, the consequence will follow Level II Infractions: Intentional Disruption as listed on page 24 under “Insubordination”.

## **Student Conduct**

### ***Governing Board Policy JIC (Student Conduct)***

The Superintendent will establish regulations governing the conduct of students in school, traveling to and from school, at school functions, or affecting the school order. In establishing these regulations, the Superintendent may consult with student or staff committees. In addition to compliance with regulations established by the Superintendent, students are expected to obey all rules and regulations adopted by the Governing Board, and to obey any order given by a member of the faculty or staff relating to school activities. A student shall be defined as any person who is enrolled in an educational program provided by or approved by the District and carried on in premises owned or controlled by the District.

Students shall not engage in improper behavior, including but not limited to the following:

- A. Any conduct intended to obstruct, disrupt, or interfere with teaching, research, service, administrative or disciplinary functions, or any activity sponsored or approved by the Board.
- B. Threatening an educational institution by interference with or disruption of the school per A.R.S. 13-2911 and 15-841.
- C. Physical abuse of or threat of harm to any person on District owned or controlled property or at District sponsored or supervised functions.
- D. Damage or threat of damage to property of the District, regardless of the location, or to property of a member of the community or a visitor to the school, when such property is located on District controlled premises.
- E. Forceful or unauthorized entry to or occupation of District facilities, including both buildings and grounds.
- F. Unlawful use, possession, distribution, or sale of tobacco, alcohol, or drugs or other illegal contraband on District property or at school-sponsored functions.
- G. Conduct or speech that violates commonly accepted standards of the District and that, under the circumstances, has no redeeming social value.
- H. Failure to comply with the lawful directions of District officials or any other law enforcement officers acting in performance of their duties, and failure to identify themselves to such officials or officers when lawfully requested to do so.
- I. Knowingly committing a violation of District rules and regulations. Proof that an alleged violator has a reasonable opportunity to become aware of such rules and regulations shall be sufficient proof that the violation was done knowingly.
- J. Engaging in any conduct constituting a breach of any federal, state, or city law or duly adopted policy of the Board.
- K. Carrying or possessing a weapon on school grounds.

In addition to the general rules set forth above, students shall be expected to obey all policies and regulations focusing on student conduct adopted by the Board. Students shall not engage in any activities prohibited herein, nor shall they refuse to obey any order given by a member of the faculty or staff who is attempting to maintain public order.

Any student who violates these policies and regulations may be subject to discipline up to expulsion, in addition to other civil and criminal prosecution. These punishments may be in addition to any customary discipline that the District presently dispenses.

Local law enforcement shall be notified by the Superintendent regarding any suspected crime against a person or property that is a serious offense as defined in 15-341, involves a deadly weapon or dangerous instrument or that could pose a threat of death or serious injury to employees, students or others on school property.

The authority of the Superintendent to establish regulations covering students may be delegated to principals for their individual schools.

### **Attendance Procedures and Guidelines**

#### **Absences**

Regular attendance is the key to success in school despite attending in-person or the Balsz Online Academy. The parent/guardian is expected to telephone the school attendance line each day of absences or if not participating in distance learning online. We ask that the call be placed on the day of the absence, preferably by 9:00 a.m. or within 24 hours of the absence. A doctor's verification may be requested for excessive illness-related absences.

- **Excused Absences:** A student may be excused from school when the absence is one of the following: death in family, doctor's appointment, court appearance for the child, illness, mental or behavioral health, religious holidays and deployment-related absences. Missing class to attend school activities will be excused with prior teacher and administrative approval. Unusual circumstances for absences will be considered on an individual basis and approved by the school administrator.
- **Unexcused Absences:** Any absence for reasons other than those listed as EXCUSED ABSENCES are deemed unexcused. Examples of unexcused absences include the following: caring for siblings, vacation, failure to call the school, waking up late, or missed bus.

#### **Chronic Illness**

In cases where medical documentation can be provided regarding a long-term illness or an ongoing medical condition, parents should be in contact with the School Health Office regarding the development of a chronic health plan.

#### **Make-Up Work**

It is the student's responsibility to ensure that all work is requested and completed upon return from any absence. It is the responsibility of the teacher to make the assignments available to the student, and the responsibility of the student to master the material.

- A. Students returning from an excused absence will have an amount of time equivalent to the number of days absent to complete the assignment for full credit.
- B. Credit shall be given for tests and major assignments missed during suspensions.

#### **Excessive Absences**

A student who is absent from a class more than ten percent nine (9) days per semester) of the number of required attendance days, and whose absence has materially affected academic progress may have their grades reflected and may be retained. The principal may require documentation from a doctor to verify a medical condition when absences total more than ten percent of the number of required attendance days (eighteen days per semester).

When an excuse or authorization of absence from the parent or person having custody of the student has not been provided to the school office, the school shall make a reasonable effort to notify parents/guardians upon the student's absence. The District and its Board, employees, or agents are not liable for failure to notify.

#### **Attendance Legal Requirements**

It is unlawful for any child who is between six (6) and sixteen (16) years of age to fail to attend school during the hours school is in session (A.R.S. 15-803). A child is considered habitually truant if he/she has excessive absences when the number of absent days exceeds ten percent (18 days), unless excused pursuant to A.R.S. 15-802, 15-803, or 15-901.

#### **Truancy**

Truant means an unexcused absence for at least one (1) class period during the day. This includes absence from any class or activity during the school day for which the student is scheduled.

Unexcused absence for at least five (5) school days within a school year constitutes habitual truancy. The Superintendent will establish procedures to identify and deal with unexcused absences, beginning with notification of parents. Continued violation may lead to discipline of the child and/or referral of the parent to a court of competent jurisdiction.

**Absences without Parent Contact**

If a student is absent and there is no contact with the parent/guardian for ten (10) consecutive days, the student will be withdrawn from the school. After attempts to contact the parent/guardian are unanswered, a notice will be sent by postal and electronic mail to the parents/guardians alerting them that the student has been withdrawn due to the ten (10) consecutive unexcused absences, which is considered truancy ([Policy JHB-R](#)) and the school principal has discretion to alert the proper juvenile authorities at that time.

**Absences with Parent Contact**

Any time a student is absent over five (5) out of twenty (20) school days and the parent/guardian has called in to excuse the child, the site administrator or designee will contact the parent/guardian to discuss the reasons for the absences. The principal or school designee may require documentation from a doctor, nurse, or other medical personnel to verify a medical condition when:

- A. The child has at least five (5) excused absences out of twenty (20) school days, and/or has missed at least ten percent (10%) of the school year; *and*
- B. The attendance problem is negatively affecting the child's academic progress.

***Other options available:***

- A. Parent/teacher/administrator conference.
- B. Counseling.
- C. Referral to juvenile authorities.



## **Discipline Definitions**

### **School Bus Suspension or Revocation**

Bus code infractions may result in the suspension of bus privileges. Suspension of school bus privileges is based on the misconduct occurring while the student is being transported at public expense. A student may be suspended or expelled from riding the bus at any point in the discipline process. *A bus suspension is separate from a school suspension and applies **only** to the loss of bus riding privileges, unless subject to other disciplinary actions, such as out-of-school suspension.* Students are required to attend school throughout the suspension of bus privileges. Bus suspension does not affect or excuse school attendance.

### **Out of School Suspension**

Temporary removal of students from their regular school program. As a general reference, short-term suspension is removal for a period not to exceed (10) days. Specifically, these suspensions will not allow a student to interact with our virtual schooling opportunities during the suspended student's term.

### **Long Term Suspension**

A formal disciplinary hearing may result in the removal of students from their regular school program. As a general reference, long-term suspension is removal for a period no less than eleven (11) days as determined by the hearing officer.

### **Expulsion Disciplinary Hearing**

A recommendation to expel shall be by the Superintendent and the authority to expel rests only with the Governing Board. The Governing Board directs all expulsion hearings to be conducted by a hearing officer and the parent/guardian.

### **Expulsion**

A student may be expelled from school based on grounds specified in the handbook. "Expulsion" means the removal of the right and obligation of a student to attend a public school under conditions set by the Board, and for a period of time no less than two (2) full school semesters. The parent/guardian can apply for admittance to the school district no less than nine (9) months after the date of the expulsion.

**NOTE: *A student who has been suspended or expelled from Balsz, shall not return to any District property during school or school sponsored events without will be considered trespassing and is subject to arrest.***

## **Interrogations and Searches**

### **Searches**

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 the health, safety, and welfare of the student(s) exists. School leaders should always work in pairs in the need to work with students regarding unlawful items on their person or in their backpacks. All concerns regarding search and seizure should include the highest level of leadership for the campus.

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 expectation 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.

The following should be used as guidelines for the search of desks:

- Desk searches are best performed when students are not present, such as prior to the opening of the school, after school or on the weekend.
- Desk searches may include the use of trained dogs or other trained animals.
- Students should be alerted through their student handbooks or by other written materials that at any time their desks can be searched.
- Desk searches may be conducted by school officials, with or without the assistance of Phoenix Police Department employees.

## **Balsz Schools Culture Management System**

Individual teachers create the foundations of powerful, focused school culture. Without these, any school wide culture and student discipline systems will crumble.

At Balsz School District, our mission is to provide our students with both the academic and character skills needed to succeed in college and other life endeavors. As such, school culture and discipline are an important part of what we do every day. We have exceptionally high expectations for student behavior because we believe high standards create a safe, positive, and productive environment for our students. Our teachers use a large array of strategies to create and maintain joyful, rigorous classrooms as we aspire for excellence. We use positive reinforcement and teach the district's values, give "shout outs" for exceptional conduct, write positive notes to students, and more.

Much of the power of our culture is rooted in the clarity, consistency and rationale guiding our high expectations. Behavior expectations are the same from classroom to classroom and school to school. Through the use of proactive, preventative strategies, we aim to keep all of our students in class all day, every day. While we believe deeply in the power of positive reinforcement, we also believe consequences can play an important part in encouraging students to make more positive choices. Moreover, consequences also help us ensure the safety of each individual child as well as the entire school community.

We also know from research from theorists like Abraham Maslow that our students must be in safe environments to feel comfortable to intellectually grow. Our district has responded with a major component of our strategic plan focusing on classrooms and school buildings that expect and reinforce safe learning communities.

Our **Culture Management System** is our aligned system for acknowledging and correcting student misbehavior. By having an aligned system, we continue to build upon our vision for excellent student culture. Specifically, we create a clear predictable system for promoting positive student behaviors while addressing and correcting maladaptive behaviors in a way that is fair and developmentally appropriate.

## **Lack of Classroom Materials Specific Response**

Balsz School District students must be prepared daily for every class. Students are to come daily with materials needed to engage with the learning. All items needed for learning will include, but is not limited to, books, chromebooks, writing supplies such as pens, pencils, and paper, etc. Teachers and other school staff may request other items as needed for the learning and students are expected to have all materials needed. Based on this expectation, schools will have the following response:

### **Consequence Spectrum**

**1<sup>st</sup> and 2<sup>nd</sup> Infractions:** Teacher interaction with communication to parent/guardian and (as needed) School Social Worker.

**3<sup>rd</sup> Infraction:** Referral to office for insubordination.

**4<sup>th</sup> and 5<sup>th</sup> Infraction:** Teacher interaction with communication to parent/guardian.

**6<sup>th</sup> Infraction:** Conference with parent/guardian pending suspension.

Continued issues with materials will equate Insubordination under Level II consequences. All efforts will be made to assist with the issue of lack of material regarding students and their families personal needs. However, once the matter is resolved, we will need the student to be sure to come to school and all classes prepared daily.

## Tardiness Specific Response

Working towards students learning as much as possible, we need students in school and in classrooms. We know that every minute is important as we are committed to preparing our students to be leaders in the community and beyond. It is the expectation of the school and the district that students are in the classroom before the transition bells ring throughout the day. Students that transition to classes during passing periods should be aware that teachers will be expected to report the issue and document the complication. The following consequence spectrum will be followed regarding tardiness to classrooms during the day. Issues related to tardiness to start the school day will lean towards truancy.

### Consequence Spectrum

**1<sup>st</sup> and 2<sup>nd</sup> Infraction for Elementary (K-5):** : Teacher interaction with communication to parent/guardian.

**1<sup>st</sup> and 2<sup>nd</sup> Infraction for Tillman Middle School (6-8):** Teacher interaction with communication to parent/guardian.

**1<sup>st</sup> and 2<sup>nd</sup> Infraction for Balsz Online Academy (K-8):** Teacher interaction with communication to parent/guardian and 20 minutes after-school with online teacher..

**3<sup>rd</sup> Infraction:** Referral to administrative office and interaction with communication to parent/guardian with phone option.

**4<sup>th</sup> Infraction:** Referral to administrative office and interaction with communication to parent/guardian in person with behavioral contract.

**5<sup>th</sup> Infraction:** Contact with parent(s)/guardian(s) and review of behavior contract and accountability resulting in one (1) day suspension.

Tardies beyond this during the same quarter will be considered at the 4th step of Insubordination leading to a two (2) day suspension and beyond as needed.

## Level I Infractions: Student Mistakes

### Consequence Spectrum

**1st** - In class redirection (nonverbal/verbal)

**2nd** - In class redirection (verbal)

**3rd** - In class redirection (side conference)

**4th** - Move to Level II - Intentional Disruptions - Insubordination

To ensure students are provided opportunities to function in an environment conducive to learning, it is necessary that Level 1 infractions are addressed through classroom management expectations as easily fixable and does not disrupt other students nor involve overt disrespect to peers or teachers. Examples of these types of behavior include, but are not limited to:

#### **Voice:**

- Calling out (unless otherwise noted by the teacher)
- Talking or non-verbal communication with a classmate at an inappropriate time
- Talking during direct instruction
- Using a silly voice, voice level is intentionally the incorrect pitch
- Talking during silent times

#### **Body + Moving Through Space:**

- Tipping chairs or furniture, rocking motion
- Invading space of a peer on rug or at desk
- Running, skipping, hopping, jumping, spinning in hallway
- Getting out of your seat without asking (unless otherwise noted by the teacher)
- Kicking furniture unconsciously
- Touching walls (hallway, classroom, etc.)
- Rushing to get in line

#### **Distraction:**

- Tapping pencil on desk
- Doodling on school property (Books, manipulatives, etc.)
- Not doing work, off task
- Playing with shoelaces if the direction for posture has been stated
- Picking at tape on the classroom floor, displays, and/or desk
- Not responding to the teacher
- Not being prepared for class including materials and assignments
- Making distracting noises during class or otherwise quiet time expectations
- Eating and/or drinking in spaces other than the cafeteria without permission
- Not following transition expectations

These behaviors could become disruptive or impact the learning of self or others if they are not addressed and corrected by the student through self-regulation\*. Therefore, prior to the moving into Level II, first referral, schools shall ensure there are various opportunities for the student to adjust their focus and behavior. The warning efforts shall include but are not limited to:

- A. One-on-one conference with the student through staff members with original redirection.
- B. End of day communication with family members of students that have received several redirections during a given time period not to exceed one day.
- C. One-on-one documented communication: occurrences that include School Administration involvement

shall require the infraction be written as the first referral to administration accompanied by documentation of the previous occurrences and intervention strategies attempted.

\* After the teacher has confirmed the expectations with the student, clarified directions, and is 100% confident the non-compliance is coming from a choice of defiance, rather than unclear expectations. *Consistent behavior issues are considered Level II Infraction: Intentional Disruptions*

Unless required by A.R.S. [15-841\(G\)](#), bringing a firearm to school, Balsz will out-of-school suspend or expel a pupil who is enrolled in Kindergarten through 4th grade (K-4) **only** if the following applies:

- 1.) The pupil is seven (7) years of age or older.
- 2.) The pupil engaged in unsafe conduct on school grounds.
- 3.) The pupil is engaged in persistent behavior that has been documented by the school and that prevents other pupils from learning or prevents the teacher from maintaining control of the classroom environment.
- 4.) Failing to remove the pupil from the school building would create a safety threat that cannot otherwise reasonably be addressed or qualifies as “aggravating circumstances.”
- 5.) The school considered alternate disciplinary interventions appropriate to the circumstances.

## Level II Infractions: Intentional Disruptions

Level II Intentional Disruptions are considered as deliberate actions by the students to undermine the expectations set by the classroom teacher, school, and/or district. These behaviors will include referrals to School Administration and have an escalated response to reinforce the culture of safety and academic focus in the classrooms and overall school environment. Additionally, these infractions are annually historic. Therefore, a documented warning for a specific behavior in September of a school year could result in a suspension any time during the remainder of the school year.

### Consequence Spectrum

**1<sup>st</sup> Infraction:** Documented and verbal warning and contact with parent/guardian.

**2<sup>nd</sup> Infraction:** Documented contact with parent/guardian via in person meeting or attempt to contact with explanation of issue(s) and offering of next pending next steps.

**3<sup>rd</sup> Infraction:** Documented contact with parent/guardian via in person meeting or attempt to contact with explanation of issue(s) and offering of next pending next steps. Contact parent/guardian with the notice of one (1) day Out-of-School suspension.

**4<sup>th</sup> Infraction:** Documented contact with parent/guardian via in person meeting or attempt to contact with explanation of issue(s) and offering of next pending next steps. Contact parent/guardian with the notice of two (2) days of Out-of-School suspension.

**5<sup>th</sup> Infraction:** Contact with parent/guardian, move to Level IV Severe consequence.

### Insubordination

A student ignores or refuses to comply with directions or instructions given by district personnel and/or volunteers that hinder safety and/or the learning of peers. This includes and is not limited to, the instigation and sharing of social situations via verbal, social media and/or recorded devices. This also includes consistent tardiness as defined as habitual during the week or term and/or a tardy past five (5) minutes without proper validation. A student arriving to class with inappropriate attire and/or out of uniform will receive spare clothing and will be considered Level 1 and Level 2 infractions. Additionally, in regards to the Balsz Online Academy, this includes cameras being utilized, mute/unmute, and chatbox interactions as directed. Coded as Not Following Adult Direction - Minor w/ first and second infraction. *Coded as Defiance-Major w/ third and fourth infraction.*

### Profanity/Obscenity

Written, verbal, nonverbal, or electronic communication with photographs or drawings directing profanity or obscene gestures. Coded as Inappropriate Language - Minor-w/ first and second infraction. *Coded as Other Violations of School Policies-Major-Language, Inappropriate w/ third and fourth infraction.*

### Horseplay

Categorized as rough and/or boisterous playful activity. Coded as Horseplay - Minor w/first and second infraction. *Coded as Aggression-Major-Disorderly Conduct w/third and fourth infraction.*

### Improper or Unauthorized Use of School Materials/Equipment

A student may only use school equipment, technology or materials when prior approval is given by an administrator or teacher. Coded as Improper Use of Technology - Minor w/first and second infraction. *Coded as Improper Use of Technology-Major-Other Technology w/third and fourth infraction.*

### Inappropriate and Improper Use of School Technology and Network Usage

All students must use and appropriately sign into their specific school provided Chromebook or otherwise portable device for all schooling engagement and activities. Any inappropriate use of technology including, but not limited to, the misuse of school technology such as school issued Chromebooks and/or use of the server connected to the district sign on. This directly connects with students being on non-approved, non-academic websites. Coded as Improper Use of Technology - Minor w/first and second infraction. *Coded as Improper Use of Technology-Major-Other Technology w/third and fourth infraction.*

### **Inappropriate Displays of Affection**

Students will not engage in inappropriate displays of affection, such as kissing, touching or rubbing. Coded as Inappropriate Displays of Affection - Minor. *Coded as Other Violations of School Policies-Major-Public Displays of Affection w/third and fourth infraction.*

### **Inappropriate Dress/Grooming**

A student will adhere to the District's approved dress code policy. Refer to the Dress Code/Uniform Policy located at the beginning of this Code of Conduct document. Coded as Dress Code-Minor-w/first and second infraction. *Coded as Other Violations of School Policies-Major-Dress Code Violation w/third and fourth infraction.*

### **Cheating/Academic Misconduct**

A student will not plagiarize, cheat, gain unauthorized access to, or tamper with educational materials. This action includes, but isn't limited to, the use of Artificial Intelligence in an attempt to complete parts or all of any assignment. Coded as Cheating/Forgery - Minor w/first and second infraction. *Coded as Lying, Cheating, Forgery, Plagiarizing-Major-Cheating w/third and fourth infraction.*

### **(Kindergarten- 2nd Grade) Forgery/Giving False Information or Identification**

Intentionally misrepresenting information to school district personnel, such as giving false information, false identification or signing another person's name to a document. Coded as Cheating/Forgery - Minor w/ first and second infraction. *Coded as Lying, Cheating, Forgery, Plagiarizing – Major-Lying, Cheating, Cheating or Plagiarism w/third and fourth infraction.*

### **Teasing, Disrespectful, or Other Unkind Behavior**

Disrespectful, unkind and/or mean language or actions towards another student that includes name calling, sarcastic/crude jokes, teasing or other behavior used to distract, disturb, offend, sadden, anger, bother, irritate, or annoy. Coded as Disrespect - Minor w/ first and second infraction. *Coded as Aggression-Major-Verbal Provocation w/third and fourth infraction.*

### **Loitering/Trespassing**

A student will not enter upon the premises of the school district, other than the location to which the student is assigned, without authorization from proper school authorities. If removed, suspended, or expelled from school, a student will not return to the school premises without permission of the proper school authorities. **Reported to the local police authorities.** *Coded as Trespassing - Minor w/first and second infraction. Coded as Trespassing- Major w/third and fourth infraction.*

### **Use of Electronic Communication Devices (ECD) Smart Phones, Cellular Phones that cause Disruption while on School Property**

Smart phones, cell phones, personal communication devices or other ECDs while on campus must be turned off and out of sight in all classrooms. The District is not responsible for the loss, theft, damage, or vandalism to student cell phones or ECDs or any other student property. If a reasonable suspicion exists that electronic devices are being used in an inappropriate manner, Balsz Elementary School District reserves the right to hold the device suspect of inappropriate behavior for further review with authorities. *Coded as Not Following Adult Directive - Minor w/first and third infraction. Coded as Defiance(Major)-Major-Defiance(Major) w/third and fourth infractions.*

### **Destruction/Damage of the Property of the Schools or Other Individuals**

Destruction or the damage of items regardless of price valuation will not be tolerated.

Students who damage the property of the school or other individuals may be responsible for full financial restitution in addition to the consequences outlined in this section. Also, depending on the severity of the destruction and/or damage the issue could be referred to the local police authorities. **A school administrator will notify the parent of the referral and consequences. A parent conference is mandatory for student reinstatement.** *Coded as Vandalism - Minor w/first and second infraction. Coded as Vandalism-Major-Vandalism of personal property w/third and fourth infractions.*

### **(Kindergarten - 2nd grade) Vandalism (May be Reported to the local police authorities.)**

A student will not willfully deface or cause damage to property belonging to the school or belonging to school personnel or persons in attendance at the school. Actions such as writing in school textbooks or library books, writing on desks or walls, carving into woodwork, desks, or tables and spray-painting surfaces are acts of defacement. Code as Vandalism - Minor w/first and second infractions. *Coded as Vandalism-Major-Vandalism of School Property w/third and fourth infractions.*



## Level III Infractions: Unsafe Behavior

### Consequence Spectrum

**1st Infraction:** Documented contact with parent/guardian via in person meeting or attempt to contact with explanation of issue(s) and offering of next pending next steps.

**2nd Infraction:** Contact with parent/guardian, one (1) day out of school suspension

**3rd Infraction:** Contact with parent/guardian, two (2) days out of school suspension

**4th Infraction:** Contact with parent/guardian, move to Level IV Severe consequence

All criminal offenses will be reported to the local police authorities and could constitute legal consequences beyond the district.

### **Inappropriate and Improper Use of School Technology and Networks Reported to the local police authorities.**

Any inappropriate use of technology including, but not limited to, the misuse of school technology such as school issued Chromebooks and/or use of the server connected to the district sign on. Additionally, inappropriate websites in regards to inappropriate chat rooms, sexual and/or lewd images and/or comments via chat rooms and cameras will also fall under this specific category. Also, The act of tampering with or unauthorized use of computer hardware or software, including loading unauthorized software, making unauthorized copies of software, tampering with the hard drive, infection of computers with viruses, unauthorized internet access, unauthorized access to another's files, computers, or computer systems, and computer network "hacking." All students must use and appropriately sign into a school provided Chromebook or otherwise portable device for all schooling engagement and activities. *Coded as Improper Use of Technology-Minor w/ first infraction. Coded as Improper Use of Technology-Major w/ second and third infraction.*

### **Encroachment on the Privacy of Others**

There will be no recording or pictures taken of other students and/or staff without the consent of the individuals in the photos/videos. The school district has strict consent for specific individuals to be utilized in photos and videos for the district and/or school purposes. We will respect the space and privacy of others in regards to their images. Furthermore, the use of images and videos while promoting violence via fighting videos and/or pranks amongst other concerns will be handled through cyberbullying in Level IV Infraction: Severe. *Coded as Improper Use of Technology-Minor-Network Infraction w/ first infraction. Coded as Improper Use of Technology-Major-Network Infraction w/ second and third infraction.*

### **Theft or Receipt of Stolen Property**

**Reported to the local police authorities as needed.**

Taking, conspiring to take, without permission of the owner or custodian, or receiving or possessing property known to be stolen. *Coded as Theft-Minor-Petty Theft w/ first infraction. Coded as Theft-Major-Petty Theft w/second and third infraction.*

### **(3rd - 4th grade) Vandalism**

**May be reported to the local police authorities.**

A student will not willfully deface or cause damage to property belonging to the school or belonging to school personnel or persons in attendance at the school. Actions such as writing in school textbooks or library books, writing on desks or walls, carving into woodwork, desks, or tables and spray-painting surfaces are acts of defacement. *Coded as Vandalism-Minor- Vandalism of School Property w/first infraction. Coded as Vandalism-Major-Vandalism of School Property with second and third infraction.*

### **Gambling**

Participating in games of chance or skill for money or profit. *Coded as Not Following Adult Directions-Minor w/ first infraction. Coded as Other Violations of School Policy-Major-Gambling w/ second and third infraction.*

### **(3rd-8th grade) Forgery/Giving False Information or Identification**

Intentionally misrepresenting information to school district personnel, such as giving false information, false identification or signing another person's name to a document. Coded as Cheating/Forgery/Plagiarism-Minor w/first infraction. *Coded as Lying/Forgery/Cheating/Plagiarism-Major-Plagiarism or Forgery w/second or third infraction.*

### **Harassment**

***May be reported to the local police authorities.***

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. *Coded as Disorderly/Disruptive Conduct-Minor w/ the first infraction. Coded as Harrassment, Threat and Intimidation-Major-Threat or Intimidation / Bullying / Harassment, nonsexual w/second and third infraction.*

Written, verbal, or physical conduct that is persistent or pervasive that causes emotional distress or does the following to one or more students directly or indirectly:

- Substantially interferes with educational opportunities;
- Adversely affects the ability of students to participate in or benefit from school programs; or
- Causes a substantial disruption to the orderly operation of schools.

### **Leaving School Premises Without Permission**

A student will not leave the school building, classroom, cafeteria, assigned area, or campus without permission from authorized school personnel. Code as Not Following Adult Directions-Minor w/ first infraction. *Coded as Attendance Violation-Major-Leaving School Ground w/out Permission w/ second and third infraction.*

### **(Kindergarten - 2nd grade) Physical Assault of Another Student**

Intentionally causing or attempting to cause physical harm to a student through force or violence not regarding mutual combat. A school administrator will notify the parent of the referral and consequence. A parent conference is mandatory for the student's reinstatement. *Coded as Disorderly/Disruptive Conduct-Minor- w/ first infraction. Coded as Aggression-Major-w/second and third infraction.*

## Level IV Infractions: Severe

### Consequence Spectrum

**1st Infraction:** Contact with parent/guardian, three (3) days Out-of-School suspension.

**2<sup>nd</sup> Infraction:** Contact with parent/guardian, five (5) days Out-of-School suspension.

**3rd Infraction:** Contact with parent/guardian, ten (10) days Out-of-School suspension pending discipline hearing with possible resulting long term suspension or expulsion.

### Continued Insubordination

Based on the Level II infraction of Insubordination, in the case of continued behavior issues the student will receive this higher grade of consequence spectrum. *Coded as Defiance-Major-Defiance.*

### Verbal Threat of Becoming Violent Against or Attempted Intimidation of Staff or Visitors

**Reported to the local police authorities.**

Making a verbal or otherwise communicated threat towards a staff member or volunteer regardless of actual intent to follow through on the threat. Additionally, communication includes body language and gestures to convey threats, harm, and/or intimidation of staff members and/or volunteers. *Coded as Harassment, Threat and Intimidation-Major-Threat/Intimidation*

### Sexual Misconduct

**Reported to the local police authorities.**

A student shall not engage in intimate physical sexual contact with another person, including, but not limited to: consensual sexual intercourse, oral sex or intentional touching of the other person's genitals, groin, inner thigh, buttock or breast or the clothing covering those areas, other inappropriate behavior of a sexual nature including displays of sexual parts. *Coded as Sexual Offense-Major-Harassment/Sexual w/ Contact.*

### (5th - 8th grade) Vandalism

**May be Reported to the local police authorities.**

A student will not willfully deface or cause damage to property belonging to the school or belonging to school personnel or persons in attendance at the school. Actions such as writing in school textbooks or library books, writing on desks or walls, carving into woodwork, desks, or tables and spray-painting surfaces are acts of defacement. *Coded as Vandalism-Major-Vandalism of School Property.*

### Bullying/Cyberbullying

**Reported to the local police authorities.**

Written, verbal, or physical conduct or any electronic communication that is intended to place one or more students or other persons in fear of harm or cause substantial emotional distress by directly or indirectly doing the following is considered Bullying:

- Substantially interfering with educational opportunities;
- 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.

The use of any electronic communication (i.e. internet, personal digital assistant (PDA), smart phone, or wireless handheld device), network or technology, including social media (e.g. Facebook, Twitter, Tumblr, Instagram, etc.), to bully is cyber-bullying. Bullying and cyber-bullying are prohibited against all students, educators, employees, parents/guardians, contractors, agents, or volunteers. *Coded as Harassment, Threat and Intimidation-Major-Bullying.*

## **Sexting**

### ***Reported to the local police authorities.***

Forwarding, sending, using, sharing, viewing or possessing a sexually explicit image via text message, email, social networking websites and/or other electronic means using school property (computers, devices, networks, or servers) on school grounds or at school sponsored activities/events. Acts that occur off school grounds, outside of school-sponsored activities or on student owned devices that result in disruption to the orderly operation of the school environment are punishable under this provision. *Coded as Sexual Offense-Major-Harassment/Sexual.*

## **Harassment of an Adult**

Communicating threats against an employee or volunteer of the school district or name calling, racial or ethnic slurs or derogatory statements directed at, and offensive to another person. *Coded as Harrassment, Threat and Intimidation-Major-Threat or Intimidation or Harassment (nonsexual).*

## **Gang Activity**

### ***Reported to the local police authorities.***

Participating in gang, gang-like activity or group violence are also punishable under this provision. Gang or gang-like activity includes an ongoing organization, association or group of two or more individuals who display one or more of the following:

- Wear or display insignia, signs that intentionally identify the student as a member of the group;
- Have a high rate of interaction among themselves to the exclusion of others; or Are frequently involved in anti-social, delinquent or criminal activity.

*Coded as Violation of Other School Policies-Major-Negative Group Affiliation*

## **Possession of Dangerous Objects and/or Weapons**

### ***Reported to the local police authorities.***

Possession of any blade (includes common pocket knife, plastic simulated hunting knife or weapon, or blunt-bladed table knife, razor blades, exacto knife, etc. ), martial arts weapons, taser, bullets, syringes, brass knuckles, clubs, pipes, nunchucks, mace or pepper spray (2 oz. or less), and/or, but not limited to firecrackers or explosives.

Possession is defined to include:

- Carrying the item;
- Storing the item in a space used by or assigned to a student such as a locker or a desk;
- Having the item under one's control such as hiding a weapon in the building or on school grounds; or
- Voluntarily permitting another person to store the item in an assigned school space without reporting it to staff members.

*Coded as Dangerous Items-Major-Dangerous Items*

## **Sexual Harassment**

### ***Reported to the local police authorities.***

Unwelcome sexual advances, requests for sexual favors, other verbal or physical conduct of a sexual nature, non consensual sexting or conduct as defined:

- Substantially interferes with educational opportunities;
- Creates an intimidating, hostile or offensive educational environment; or
- Otherwise adversely affects a student's educational opportunities.

*Coded as Sexual Offenses-Major-Harassment, Sexual*

## **Extortion, Coercion or Blackmail**

### ***Reported to the local police authorities.***

Obtaining money or property or anything of value from an unwilling person or forcing an individual to either act or refrain from acting by use of either physical force or intimidation. *Coded as Theft-Major-Extortion*

## **Fighting**

A physical altercation between two (2) or more students that does not cause serious injury (mutual combat).

*Coded as Aggression-Major-Fighting.*

**Hazing**

***May be reported to the local police authorities.***

Any intentional, knowing, or reckless activity which endangers the physical safety, causes mental distress, embarrassment, humiliation or ridicule of a student done for the purpose of being initiated into, affiliated with, participating in or becoming a member of any organization, team, group, club, school activity, regardless of whether the activity is done with or without the consent of the person(s) being hazed. May be reported to the local police authorities. *Coded as Harrassment, Threat or Intimidation-Major-Hazing*

**Admittance of Unauthorized Individuals Into School Buildings**

***May be reported to the local police authorities.***

The act of knowingly and intentionally admitting or allowing an unauthorized person(s) into any school building, without expressed permission from any authorized person, through any unopened door or unmonitored point of entry in a manner that breaches any method of established security. *Coded as Aggression-Major-Endangerment.*

**Nonconsensual Horseplay that Results in Victim Injury**

The act of being in the mind of “play” at the expense of another student that results in physical injury and/or mental and emotional distress. This includes, but isn’t limited to “practical jokes”, pranks, etc.. *Coded as Aggression-Major-Recklessness*

**Possession of paraphernalia connected with drug/alcohol/tobacco use**

Items associated with the use or carry of drug/alcohol/tobacco will not be allowed on campus. This includes items that have no visible otherwise obvious evidence for the utilization of the designed purpose. *Coded as Other Violations of School Policies-Major-Possession of Contraband*

**Possession of, and/or Use of Controlled Substances or Illegal Materials**

***Reported to the local police authorities.***

To attempt, conspire to sell, sell or distribute any illegal or controlled substance or a substance represented to another person as illegal or controlled. Students will be charged under this section if they are in possession of an illegal or controlled substance that is packaged for sale. Illegal or controlled substances include tobacco, alcohol, narcotics, vape cartridges, pens, and/or vaping tools or items of any kind, drugs prohibited by law, over the counter medicines and prescription medications not prescribed for use by the student in possession of them. This includes e-cigarettes, “edibles” and any other substance prohibited by law and/or the District. In the event intervention is provided, the student may not be prevented from being suspended or expelled. Marijuana, in any form, is not allowed on any school property or sanctioned event. *Coded as Alcohol, Tobacco, and Other Drugs-Major-Drug Violation*

**Possession of a firearm type “toy”**

Students are to not possess “gun type” items on district property at any time. This includes “toys” such as water guns and “nerf” style guns, but also includes and not limited to, any item constructed or created to represent a gun or jewelry to be worn. *Coded as Dangerous Items-Major-Simulated Firearms*

## Level V Infractions: Extreme

### Consequence Spectrum

**1st Infraction:** Contact with parent/guardian, ten (10) days Out-of-School suspension pending discipline hearing with possible resulting long term suspension or expulsion.

#### **Arson**

***Reported to the local police authorities.***

The willful and malicious burning or attempt to burn any part of property that belongs to, or is under contract with the school district, or property of persons employed by the District or on school property or the setting of fires on school property. Students found guilty of this offense are subject to mandatory expulsion. *Coded as Arson-Major-Arson of Structure or Property or Arson of an Occupied Structure.*

#### **Bomb or Similar Threats**

***Reported to the local police authorities and immediate ten (10) days of Out-of-School Suspension.***

Communicating terroristic threats, including bomb threats, or committing terrorist acts directed at any student, employee, volunteer, contractor, physical plant or property. *Coded as School Threat-Major-Bomb Threat.*

#### **Physical Assault of Staff or Visitors**

***Reported to the local police authorities.***

Intentionally causing, or attempting to cause physical harm to an employee, volunteer or contractor through force or violence. (Reduced for students in Kindergarten in regards to light physical interaction). *Coded as Aggression-Major-Assault.*

#### **(3rd grade - 8th grade ) Physical Assault of Another Student**

***May be Reported to the local police authorities***

Intentionally causing or attempting to cause physical harm to a student through force or violence. This includes malicious attacks and mutual combat that leads to severe injury of another party. *Coded as Aggression-Major-Assault.*

#### **Possession of a Firearm**

***Reported to the local police authorities and immediate ten (10) days of Out-of-School Suspension pending expulsion.***

Firearm means: (a) any weapon (including a pistol, rifle, starter gun, gun, zip gun, pellet gun, and BB gun or any other type of gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device, such as any explosive, incendiary device, bomb, grenade, poison gas or rocket. Students found guilty of this offense are subject to mandatory expulsion. *Coded as Dangerous Items-Major-Firearms.*

#### **Possession with Intent to Sale/Distribution Controlled Substances or Illegal Materials**

***Reported to the local police authorities.***

To attempt, conspire to sell, sell or distribute any illegal or controlled substance or a substance represented to another person as illegal or controlled. Students will be charged under this section if they are in possession of an illegal or controlled substance that is packaged for sale. Illegal or controlled substances include tobacco, alcohol, narcotics, vape cartridges, pens, and/or vaping tools or items of any kind, drugs prohibited by law, over the counter medicines and prescription medications not prescribed for use by the student in possession of them. This includes e-cigarettes, “edibles” and any other substance prohibited by law and/or the District. In the event intervention is provided, the student may not be prevented from being suspended or expelled. Marijuana, in any form, is not allowed on any school property or sanctioned event. *Coded as Alcohol Tobacco and Other Drugs-Major-Alcohol Violation, Tobacco Violation, or Drug Violation.*

### **Use of a Weapon or an Object as a Weapon**

***Reported to the local police authorities and immediate ten (10) days of Out-of-School Suspension pending expulsion.***

Use of a weapon or dangerous object is defined to include:

- Using a weapon or dangerous object in a physical altercation with staff or other students;
- Having a weapon in one's possession during a physical altercation;
- Threatening a person with a weapon or dangerous object;
- Using a weapon or dangerous object while committing robbery;
- Extorting or coercing through threat or actual use of a weapon or dangerous object; or discharging of a firearm.

*Coded as Dangerous Items-Major-Other Weapons*

### **DEFINITIONS**

**Controlled Substance:** Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in Section 202(c) of the Controlled Substances Act (21 USC 812 (c)).

**Illegal Drugs:** Illegal drug means a controlled substance but does not include such a substance that is legally possessed or used under the supervision of a licensed healthcare professional or that is legally possessed or used under any other authority under that Act or under any other provision of federal law. **Substantial Evidence:** Substantial evidence means beyond a preponderance of the evidence.

**Weapon:** Weapon means dangerous weapon as defined under paragraph (2) of the first subsection (g) of Section 930 of title 18, United States Code. The term "dangerous weapon" means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2½ inches in length.

**Serious Bodily Injury:** A serious bodily injury involves an injury with a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, protracted loss or impairment of the function of a bodily member, organ, or mental faculty (18 USC 1365 (h)(3)).

## **Discipline of Students with Disabilities**

To be sure of proper discipline offered to students with specific supports, we will work directly with our Director of Students Services to determine outcomes in regards to discipline of students. As the team collaborates for a reasonable outcome, there will be a conversation that may lead to decreased days in response to specific behaviors and infractions that may be at a lower amount than offered in the code of conduct.

A public agency is not required to provide services to a student with a disability who has been removed from his or her current placement for ten (10) school days or less in that school year if services are not provided to a student without disabilities who has been similarly removed.

If a special education student is recommended for a suspension of more than ten (10) days during the school year (a possible change in placement), a manifestation determination conference must be held.

- A. A recommended suspension of a special education student for more than ten (10) consecutive days, or a series of suspensions totaling more than ten (10) days, may constitute a change of placement and 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.
- B. If the offense is not a manifestation of the disability of the student, the student may be suspended by following the District policies for students in general, provided that educational services are continued during the period of disciplinary removal for a student with a disability qualified under the Individuals with Disabilities Education Act (IDEA). A student with a disability qualified for educational services under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973, and not qualified under IDEA, may be suspended or expelled from school, and educational services may be ceased, if nondisabled students in similar circumstances do not continue to receive educational services.
- C. If the behaviors are a manifestation of the disability of the student, the District may not extend the suspension of the student beyond the initial ten (10) school days.

An exception to the above allows for an IDEA qualified student to be given a change in placement to an interim alternative educational setting for not more than forty-five (45) days, in accord with federal law and regulation, if the removal is for IDEA defined drug or weapons offenses or is based upon a due process hearing officer's determination that injury to the child or another is substantially likely if current placement is maintained.

Any interim alternative educational setting must be selected so as to enable the child to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the child's current IEP; and include services and modifications which are designed to prevent the behaviors for which the placement was made from recurring. (Caution: refer to IDEA statutes and regulations before implementing the exception.)

### **Students not yet Eligible for Special Education and Related Services**

Students who have not been identified as disabled may be subjected to the same disciplinary measures applied to students without disabilities if the public agency did not have prior knowledge of the disability. If the public agency is deemed to have knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action, the student may assert any of the protections for students with disabilities in the area of discipline. The public agency has knowledge of the disability when:

1. The parent has expressed concern in writing that the student needs special education services to supervisory or administrative personnel of the appropriate educational agency or a teacher of the student; or,
2. The parent has requested an evaluation; or,
3. The student's teacher or other school staff has expressed specific concern about a pattern of the student's behavior directly to the director of special education or to other supervisory personnel in accordance with the agency's established child find or special education referral system.

A public agency would not be deemed to have knowledge that the student is a student with a disability if the public agency conducted an evaluation and determined that the student was not a student with a disability; or determined that an evaluation was not necessary and provided proper Notice of Action Refused prior to the behavior incident; or, if the parent of the student has not allowed an evaluation of the student pursuant to IDEA or has refused services.

If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation will be expedited. Until the evaluation is completed (assuming the public agency is not deemed to have knowledge that the student is a student with a disability prior to the behavior that precipitated the disciplinary action), the student remains in the educational placement determined by the public agency, which can include suspension or expulsion without educational services. If the student is determined to be a student with a disability, the public agency shall provide special education and related services and follow all required procedures for disciplining students with disabilities.



## Expulsion of Students

### ***Governing Board Policy JKE: Expulsion of Students***

A recommendation to expel students shall be made by the Superintendent. The authority to expel rests only with the Governing Board. All expulsions requested shall have supporting data indicating the required due process procedure provided at the time of recommendation.

Expulsion of pupils in a kindergarten program and grades one (1) through four (4) must comply with A.R.S. 15-843(K), as follows:

Unless required by A.R.S. 15-841(G), bringing a firearm to school, which may be modified on a case-by-case basis, a school district or charter school may out-of-school suspend or expel a pupil who is enrolled in kindergarten through fourth grade (K-4) only if all of the following apply:

- A. The pupil is seven (7) years of age or older.
- B. The pupil engaged in conduct on school grounds that meets one (1) of the following criteria:
  - 1.) Involves the possession of a dangerous weapon without authorization from the school.
  - 2.) Involves the possession, use or sale of a dangerous drug as defined in A.R.S. 13-3401 or a narcotic drug as defined in A.R.S. 13-3401 or a violation of A.R.S. 13-3411.
  - 3.) Immediately endangers the health or safety of others.
  - 4.) The pupil's behavior is determined by the School District Governing Board or Charter School Governing Body to qualify as aggravating circumstances and that all of the following apply:
    - a.) The pupil is engaged in persistent behavior that has been documented by the school and that prevents other pupils from learning or prevents the teacher from maintaining control of the classroom environment.
    - b.) The pupil's ongoing behavior is unresponsive to targeted interventions as documented through an established intervention process that includes consultation with a school counselor, school psychologist or other mental health professional or social worker if available within the School District or Charter School or through a state sponsored program.
    - c.) The pupil's parent or guardian was notified and consulted about the ongoing behavior.
    - d.) Before a long-term suspension or expulsion, the school provides the pupil with a disability screening and the screening finds that the behavioral issues were not the result of a disability.
- C. Failing to remove the pupil from the school building would create a safety threat that cannot otherwise reasonably be addressed or qualifies as "aggravating circumstances."
- D. Before suspending or expelling the pupil, the School District or Charter School considers and, if feasible while maintaining the health and safety of others, in consultation with the pupil's parent or guardian to the extent possible, employs alternative behavioral and disciplinary interventions that are available to the School District or Charter School, that are appropriate to the circumstances and that are considerate of health and safety. The School District or Charter School shall document the alternative behavioral and disciplinary interventions it considers and employs.
- E. The School District or Charter School, by policy, provides for both:
  - 1) A readmission procedure for pupils who are in kindergarten through fourth grade (K-4) and who have served at least five (5) school days of a suspension from the school that exceeds ten (10) school days to be considered for readmission on appeal of the pupil's parent or guardian.
  - 2) A readmission procedure for pupils who are in kindergarten through fourth grade (K-4) and who are expelled from or subject to alternative reassignment at the school to be considered for readmission on appeal of the pupil's parent or guardian at least twenty (20) school days after the effective date of the expulsion or alternative reassignment.

"Aggravating circumstances" means the pupil is engaged in persistent behavior that:

- A. has been documented by the school.
- B. prevents other students from learning or prevents the teacher from maintaining control of the classroom environment.
- C. is unresponsive to targeted interventions as documented through an established intervention process.

The Governing Board directs all expulsion hearings to be conducted by a hearing officer selected from a list of hearing officers approved by the Board.

### **Expulsion of Regular Education Students**

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.

A.) Step 1: Each recommendation for expulsion shall be delivered to the Superintendent. A recommendation for expulsion may be made before, after or in conjunction with a long-term suspension hearing, if one is to be held.

B.) Step 2: If the Superintendent concurs with the recommendation, the Superintendent shall present the recommendation for expulsion to a hearing officer selected from a list of hearing officers approved by the Board.

C.) Step 3: In each case in which a recommendation for expulsion receives approval by the Superintendent, (and the Board has not determined that all expulsion hearings are to be conducted by a hearing officer), the Governing Board will meet in executive session:

1. to determine whether the nature of the accusations against the student justify an expulsion hearing,
2. to determine whether the hearing will be held before the Governing Board or before a hearing officer,
3. to designate a hearing officer if one will be used, and
4. if the hearing will be conducted by the Governing Board to determine whether the hearing will be conducted in executive session. Under normal circumstances, the Governing Board will not review any documents or other pertinent evidence during the initial executive session.

D.) Step 4: The expulsion hearing should be scheduled so it may be resolved, if reasonably possible, during the period of any suspension.

E.) Step 5: A formal letter to the responsible parent or guardian will be mailed by certified mail with return receipt requested or delivered by hand (with an adult witness present) at least five (5) working days prior to the formal hearing. A copy of this letter will remain on file, and the letter should contain:

1. A statement of the charges and the rule or regulation violated.
2. The extent of the punishment to be considered.
3. The date, time, and place of the formal hearing.
4. A designation of the District's witnesses.
5. That the student may present witnesses.
6. That the student may be represented by counsel at the student's expense.
7. If a hearing officer has been appointed, the name of the hearing officer and how the hearing officer may be contacted, or a statement that the Governing Board will preside at the hearing.
8. Copies of this policy and A.R.S. 15-840 and 15-843 unless previously provided in connection with the same infraction.

F.) Step 6: The parent, guardian or emancipated student shall be informed of the following:

1. Nothing in these procedures shall be construed to prevent the students who are subject to the action and their parents or legal guardians and legal counsel from attending any executive (closed) session pertaining to the proposed disciplinary action, or from having access to the minutes and testimony of such session or from recording such a session at the parent's or legal guardian's expense.
2. The student is entitled to a statement of the charges and the rule or regulation violated.
3. The student may be represented by counsel, without bias to the student.
4. The student may present witnesses.
5. The student or counsel may cross-examine witnesses presented by the District.
6. The burden of proof of the offense lies with the District.
7. Either the hearing must be recorded on tape or an official record must be kept in some other appropriate manner. In addition, parents are to be allowed to tape-record the hearing at their own expense.
8. The District has the right to cross-examine witnesses, and may be represented by an attorney.
9. If the hearing is held before a hearing officer, the hearing will be conducted in private with the attendance of only the hearing officer, administrative representatives, the student and parent(s), counsel for the parties, and witnesses necessary to the proceedings, unless the parent(s), guardian(s) or emancipated student requests in writing that the hearing be open to public attendance.
10. If the hearing is held before the Governing Board the Board will conduct the hearing in executive session with the attendance of only the hearing officer, administrative representatives, the student and parent(s), counsel for the parties, and witnesses necessary to the proceedings, unless the parent(s), guardian(s) or emancipated student requests in writing that the hearing be open to public attendance.

G.) Step 7: A formal hearing will be held:

1. When a parent or legal guardian has disagreed that the hearing should be held in executive (closed) session, it shall be held in an open meeting unless:
  - a. If only one (1) student is subject to the proposed action, and disagreement exists between that student's parents or legal guardians, then the Board (hearing officer), after consultation with the student's parents or legal guardians, shall decide in executive (closed) session whether the hearing will be in executive (closed) session.
  - b. If more than one (1) student is subject to the proposed action and disagreement exists between the parents of different students, then separate hearings shall be held subject to the provisions of A.R.S. 15-843.

H.) Step 8: The decision and appeal procedure, if applicable, upon the conclusion of the hearing will be as follows:

1. Upon conclusion of a hearing conducted by a hearing officer, if a recommendation for expulsion is made, the decision

may be appealed to the Board at the time the Board considers the recommendation. A formal letter to the responsible parent or guardian will be mailed by certified mail with return receipt requested or delivered by hand (with an adult witness present) indicating the recommendation that will be made to the Board. A copy of this letter will remain on file, and the letter should explain:

- a. The time and place of the Board meeting at which the recommendation will be made.
  - b. That the recommendation may be appealed at the time the recommendation is made to the Board.
  - c. That the appeal shall be in writing delivered to the Superintendent prior to the time of the Board meeting.
  - d. That the written appeal shall indicate a spokesperson on behalf of the student.
  - e. That the spokesperson will be given time to speak to the Board on appeal.
  - f. The Board may accept the hearing officer's recommendation or reject the recommendation and impose a different disciplinary action including assignment to an alternative educational program. The Board may grant a new hearing, take the matter under advisement, or take any further action deemed necessary. If the Board decides to expel the student the expulsion shall become effective the day after the Board's decision. The decision of the Board is final.
2. Upon conclusion of a hearing on expulsion conducted by the Board, the decision of the Board is final.

### **Expulsion of Special Education Students**

A student qualified under the Individuals with Disabilities Education Act (IDEA) as revised in 2004 may not be expelled from school, unless as a result of a manifestation determination it has been determined that the student's behavior is unrelated to the child's disability. The manifestation determination must be held within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct. In compliance with federal law and regulation, the student may be given a change in placement in lieu of expulsion. Expulsion may not result in termination of educational services for a student qualified under the Individuals with Disabilities Education Act. The individualized education program (IEP) team generally determines a change in placement of an IDEA qualified student. During any change in placement the school must provide services to the extent necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's individualized education programs.

A student with a disability qualified under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973 and not qualified under the Individuals with Disabilities Education Act as revised in 2004, may be suspended or expelled from school and education services may be ceased, if nondisabled students in similar circumstances do not continue to receive education services.

## **Appeals**

An appeal is defined as a formal request to a higher authority for a change in or confirmation of a previous decision.

### **Building Level**

If a parent/guardian or student would like to discuss any discipline action, the appeal process begins with the immediate next level administration from the initial administrator involved in the discipline.

### **District Level Appeals for Long-Term Suspensions and Expulsions**

#### **Decision and Appeal Procedure After a Discipline Hearing**

1. Upon the conclusion of a hearing by a hearing officer in which a decision of long-term suspension is made, the decision may be appealed to the Board. To arrange such an appeal, the parent(s) of the suspended student or the student must deliver to the Superintendent a letter directed to the Board within five (5) days after receiving written notice of the long-term suspension. The letter must describe in detail any objections to the hearing or the decision rendered.
2. The appeal to the Board will be on the record of the hearing held by the hearing officer. If the Board determines that the student was not afforded due process rights or that this policy was not followed in all substantive respects, the student shall be given another hearing. If the Board determines that the punishment was not reasonable, they may modify the punishment.
3. The decision of the Board is final.

### **Policy JII: Student Concerns, Complaints and Grievances**

A student who complains or grieves regarding constitutional rights, equal access to programs, discrimination, or personal safety issues may complain directly to a school administrator, or to a school staff member within thirty (30) days of an alleged occurrence. The initial complaint or grievance should be made using form JII-EA, however, a verbal complaint or grievance may be made. When a school staff member receives the information, the staff member will immediately inform a school administrator. If the complaint or grievance involves a school administrator the staff member shall forward the complaint or grievance to the next administrative level.

Any student who feels he or she has been the victim of bullying, harassment, or intimidation or suspects other students of being bullied, harassed, or intimidated should file a complaint with the principal or the principal's designee or other school employee. The student's report may be provided verbally or in writing. A student's verbal report will be documented in writing by the employee receiving the report.

At a minimum the complaint or grievance shall contain the identifying information on the complainant and such specificity of names, places and times as to permit an investigation to be carried out. The written complaint or grievance should contain a requested solution and the submission should be signed and attested to by the complainant. However, an unsigned form will be processed in the same manner as a signed form.

The complaint or grievance will be investigated by a school administrator, a supervising administrator, or another person approved by the Superintendent. The student shall be contacted not later than the school day following the date the school administrator or the administrator's immediate supervisor receives the information. The procedures to be followed are:

- A. An investigation of the reported incident or activity shall be made within ten (10) school days when school is in session or within fifteen (15) days during which the school offices are open for business when school is not in session. Extension of the timeline may only be by necessity as determined by the Superintendent.
- B. The investigator shall meet with the student who submitted the complaint or grievance at or before the end of the time period and shall discuss the conclusions and actions to be taken as a result of the investigation. Confidentiality of records and student information shall be observed in the process of making such a report.
- C. The investigator shall prepare a written report of the findings and a copy of the report shall be provided to the principal and/or the Superintendent as circumstances warrant.
- D. A confidential record of each complaint and grievance made pursuant to Policy JII shall be maintained at the District office. The record shall include a copy of the complaint or grievance filed by a student, findings of the investigation, and the disposition of the matter.
- E. Unless a determination has been made by the appropriate investigating official that the reported incident actually occurred, the record shall not be used for the imposition of discipline.

*Where disciplinary action is necessary, District policies shall be followed. When District officials have a reasonable belief or an investigation reveals that a reported incident may constitute an unlawful act, law enforcement authorities will be informed.*

# Balsz School District Calendar 2024-2025



July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

July 24-30: New Teachers Start  
 July 31: All Teachers Return

August 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Aug 5: First Day of School  
 Aug 30: Recess Day, No School (Staff PD)

September 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Sept 2: Labor Day

October 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Oct 1: 40<sup>th</sup> Day  
 Oct 2-4: Parent/Teacher Conferences (early release)  
 Oct 4: End of Quarter 1  
 Oct 7-11: Fall Break  
 Oct 14: Recess Day, No School (Staff PD)

November 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Nov. 11: Veteran's Day, No School  
 Nov. 27-29: Thanksgiving Holiday

December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Dec 18-20: Early Release Days  
 Dec 20: End of Quarter 2  
 Dec 23-Jan 3: Winter Break, District Closed

January 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Jan 6: Recess Day, No School (Staff PD)  
 Jan 7: Classes Resume  
 Jan 20: MLK Day, No School  
 Jan 23: 100<sup>th</sup> Day

February 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

Feb 17: Presidents' Day, No School

March 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

March 5-7: Parent/Teacher Conferences (early release)  
 March 10-14: Spring Break, District Closed  
 March 17: Recess Day, No School (Staff PD)  
 March 31: Cesar Chavez Day, No School

April 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

April 28: Recess Day, No School (Staff PD)

May 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

May 22: Last Day of School (early release)

June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- New Teachers Start: July 24
- All Teachers Return: July 31
- Student First and Last Day (August 5) (May 22)
- Holiday / Recess Day (33 days)
- Recess Days / Staff Professional Development (PD): Aug 30<sup>th</sup>; Oct 14<sup>th</sup>; Jan 6<sup>th</sup>; Mar 17<sup>th</sup>; April 28<sup>th</sup>
- Early Release Days Before Breaks + \*Parent Conferences (\* Fall: Oct 2-4) (Dec 18-20) (\* Spring: Mar 5-7)
- Early Release (Every Wednesday, Parent Teacher Conferences and Special Days as indicated)
- End of Qtr. 1: Oct 4 ~ End of Qtr. 2: Dec 20 ~ End of Qtr. 3: Mar 7 ~ End of Qtr. 4: May 22

Quarter 1: 43 Days (Aug 5 – Oct 4)
Quarter 2: 45 Days (Oct 15 – Dec 20)
Quarter 3: 42 Days (Jan 7 – Mar 7)
Quarter 4: 46 Days (Mar 18 – May 22)

## **Balsz District School Learning Compact**

### **Partners for Excellence in Education**

We believe that it takes the work of teachers, administrators, parents and students to make a positive difference in student achievement. It takes the cooperative work of parents and staff to help our children achieve their potential. The responsibilities of each member of the educational team are outlined in this compact. Together we can make a difference.

As a parent, I want my child to achieve. I will do my part by doing the following:

- See that my child is on time and attends school daily
- Establish a time and place for homework and check it daily
- Support the enforcement of school and class rules
- Provide the proper amount of sleep each night
- Read with my child and encourage my child to read to me every day
- Keep in touch with the school/teacher through regular visits, phone calls, written communication and attendance at parent meetings
- Volunteer in my child's classroom
- Participate in decisions relating to my children's education

*Parent/Guardian Signature:* \_\_\_\_\_

As a student, it is important that I work to the best of my ability by doing my personal best. I will do my part by doing the following:

- Attend school each day and arrive to all classes on time
- Follow all school and class rules
- Respect people and property
- Complete all class assignments on time
- Come to school each day with all necessary materials
- Share homework and school papers with parents
- Take the initiative to ask for help when I need it
- Read 20 minutes every day after school

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

As a teacher, I want my student to achieve. I will do my part by doing the following:

- Treat all students with respect and dignity
- Maintain high expectations of self and students
- Provide a learning environment that is free of bias or discrimination
- Provide instruction that is challenging, relevant and meets the needs of the students
- Provide current information to parents on classroom activities
- Provide homework assignments
- Make every effort to communicate with parents in a timely manner regarding child's school performance

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

As an administrator, I support the partnership between the home and school. I will do my part to:

- Provide an environment that encourages positive communication among parents, teachers and staff
- Give parents a voice in decisions regarding their children's education
- Provide training opportunities for all learning compact participants
- Foster high standards of academic achievement and personal development among all members of the Balsz District
- Hold parent teacher conferences annually during which this compact will be discussed as it relates to the students achievement
- Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities

*Administrative Signature:* \_\_\_\_\_

# Acknowledgement of Handbook Receipt

I have received a copy of the Balsz Elementary School District's Code of Conduct Handbook for the current year and have taken the time to review and discuss the policies and procedures with my child.

Note: Student Directory Information will be released without prior consent for in-district publications and uses to recognized news media. The District shall not release directory information for any commercial purpose. If, however, you do not wish any information to be released about your child, please submit a written notification to the school office. If such notification is not received, it is assumed that your permission is given to use directory information as described on page 10.

My child and I have read and discussed the 2024-25 Code of Conduct Handbook including the:

- Guidelines pertaining to Student Conduct
- Balsz Schools Cultural Management System (pages 19-32)

Student Name *(Please Print)*: \_\_\_\_\_ Student Signature: \_\_\_\_\_

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent/Guardian Name *(Please Print)*: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**PLEASE SIGN AND DATE THIS PAGE, RETURN IT TO YOUR  
CHILD'S TEACHER DURING THE FIRST WEEK OF SCHOOL**