

Coolidge Unified  
School District



ENGAGE - CHALLENGE - INSPIRE

# STUDENT HANDBOOK

2024 – 2025





## COOLIDGE UNIFIED SCHOOL DISTRICT OFFICE

450 N. Arizona Boulevard  
Coolidge, AZ 85128  
Office Hours 7:00 AM - 5:00 PM  
Monday – Thursday

[www.coolidgeschools.org](http://www.coolidgeschools.org)  
District Office  
District Business Office Fax

(520) 723-2040  
(520) 723-8893

## DISTRICT ADMINISTRATION

Dawn Dee Hodge	Superintendent	<a href="mailto:dawn.hodge@coolidgeschools.org">dawn.hodge@coolidgeschools.org</a>	(520) 723-2041
Ben Armstrong	Director of Human Resources	<a href="mailto:ben.armstrong@coolidgeschools.org">ben.armstrong@coolidgeschools.org</a>	(520) 723-2094
Alyssa Garrett	Director of Business Services	<a href="mailto:alyssa.unger@coolidgeschools.org">alyssa.unger@coolidgeschools.org</a>	(520) 723-2221
Dan McWilliams	Plant Ops. Director	<a href="mailto:daniel.mcwilliams@coolidgeschools.org">daniel.mcwilliams@coolidgeschools.org</a>	(520) 723-2068
Jessica Miller	Director of Federal Programs	<a href="mailto:jessica.miller@coolidgeschools.org">jessica.miller@coolidgeschools.org</a>	(520) 723-2447
Aaron Porianda	Special Svcs. Director	<a href="mailto:aaron.porianda@coolidgeschools.org">aaron.porianda@coolidgeschools.org</a>	(520) 723-2061
Melani Edwards	Director of Curriculum	<a href="mailto:melani.edwards@coolidgeschools.org">melani.edwards@coolidgeschools.org</a>	(520) 723-2211
Wesley Delbridge	Director of Food & Nutrition	<a href="mailto:wesley.delbridge@coolidgeschools.org">wesley.delbridge@coolidgeschools.org</a>	(520) 723-2081

## CUSD GOVERNING BOARD

Michael Flores, II	President	<a href="mailto:michaelfloresii@gmail.com">michaelfloresii@gmail.com</a>
Linda Heath	Vice President	<a href="mailto:linda.heath@coolidgeschools.org">linda.heath@coolidgeschools.org</a>
Kris Gillespie	Member	<a href="mailto:kris.gillespie@coolidgeschools.org">kris.gillespie@coolidgeschools.org</a>
Diana Guerrero	Member	<a href="mailto:diana.guerrero@coolidgeschools.org">diana.guerrero@coolidgeschools.org</a>
George Arredondo	Member	<a href="mailto:george.arredondo@coolidgeschools.org">george.arredondo@coolidgeschools.org</a>

**PLEASE NOTE:** This handbook reflects the current Governing Board policies. These policies are subject to review and change and students and parents/guardians should be aware of the changes. The Coolidge Unified School District administration will make every effort to notify students and parents/guardians of any changes that may occur.

Coolidge Unified School District will provide interpretation and translation services so that all parents/guardians can participate meaningfully in meetings and conferences regarding their children's education. If you need this document or any school information translated, please contact your school principal.

### Spanish

Si necesita este documento o cualquier información de la escuela traducidos, contactan por favor el director de su escuela.



**SITE CONTACT LIST**

<b>WEST ELEMENTARY SCHOOL</b> 460 S. 7th Street Coolidge, AZ 85128 Kelly Ferguson Monika Sheridan Maribel Bonilla Registration/Attendance Email	Office/Administration Fax Attendance Principal Assistant Principal Medical Assistant <a href="mailto:heather.weaver@coolidgeschools.org">heather.weaver@coolidgeschools.org</a>	520-723-2702 520-723-0682 520-723-4202 520-723-2701 520-723-2710 520-723-2706
<b>HEARTLAND RANCH ELEMENTARY SCHOOL</b> 1667 W. Caroline Coolidge, AZ 85128 Rosanne Headley Jessica Neal Leticia Kinne Registration/Attendance Email	Office/Administration Fax Attendance Principal Dean of Students Medical Assistant <a href="mailto:cares.memmott@coolidgeschools.org">cares.memmott@coolidgeschools.org</a>	520-424-2101 520-424-2110 520-424-2100 520-424-2102 520-424-2103 520-424-2106
<b>COOLIDGE JUNIOR HIGH SCHOOL</b> 800 N 9th St. Coolidge, AZ 85128 Dr. Yvette Dix Jeremiah Johnson Trenton Herrera Talia Bechtel Attendance Email Registration Email	Office/Administration Fax Attendance Principal Assistant Principal Dean of Students Medical Assistant <a href="mailto:carrie.shaw@coolidgeschools.org">carrie.shaw@coolidgeschools.org</a> <a href="mailto:amy.sanchez@coolidgeschools.org">amy.sanchez@coolidgeschools.org</a>	520-759-4050 520-723-1958 520-759-4050 520-759-4052 520-759-4053 520-759-4054 520-723-2096
<b>COOLIDGE ALTERNATIVE PROGRAMS &amp; VIRTUAL ACADEMY</b> 460 N Arizona Blvd. Coolidge, AZ 85128 Marc Bruno Anthony Gonzales Roxanne Adams CAP/CVA Registration/Attendance Email	Office/Administration Fax Attendance Principal Assistant Principal Medical Assistant <a href="mailto:melissa.clubb@coolidgeschools.org">melissa.clubb@coolidgeschools.org</a>	520-723-2115 520-723-2115 520-723-2310 520-723-2331
<b>COOLIDGE HIGH SCHOOL</b> 684. W. Northern Avenue Coolidge, AZ 85128 Dr. Natay Ferguson Michelle Gonzales Dr. Clinton White Carlo Hernandez Roxanne Adams Attendance Email Registration Email	Office/Administration Fax Attendance Principal Assistant Principal/Academics Assistant Principal/Athletics Dean of Students Medical Assistant <a href="mailto:peggy.clemans@coolidgeschools.org">peggy.clemans@coolidgeschools.org</a> <a href="mailto:demetria.davis@coolidgeschools.org">demetria.davis@coolidgeschools.org</a>	520-723-2305 520-723-8249 520-723-2307 520-723-2302 520-723-2129 520-723-2308 520-723-2343 520-723-2331
<b>MINI BEARS PRESCHOOL</b>	<a href="mailto:stephanie.thompson@coolidgeschools.org">stephanie.thompson@coolidgeschools.org</a>	
Stephanie Thompson	Director	520-723-2305



**CUSD DISTRICT CALENDAR 2024-2025**

**Coolidge Unified School District #21  
2024-2025 School Year Calendar**

<p><b>4 Independence Day</b></p> <p><b>8 New Teachers Report</b></p> <p><b>10 Returning Teachers Report</b></p> <p><b>22 First Day with Students</b></p> <p><i>7 Instructional Days</i></p>	<p><b>July-24</b></p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				<p><b>August-24</b></p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </tbody> </table> <p><i>17 Instructional Days</i></p>	S	M	T	W	Th	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							
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<p><b>2 Labor Day</b></p> <p><b>20 Professional Development</b></p> <p><b>30 Parent/Teacher Conferences</b></p> <p><i>16 Instructional Days</i></p>	<p><b>September-24</b></p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						<p><b>October-24</b></p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </tbody> </table> <p><b>1-3 Parent/Teacher Conferences</b></p> <p><b>7-17 Fall Break</b></p> <p><i>11 Instructional Days</i></p>	S	M	T	W	Th	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31									
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<p><b>1 Professional Development</b></p> <p><b>11 Veteran's Day Observed</b></p> <p><b>27 In Lieu of 10/14</b></p> <p><b>28 Thanksgiving Day</b></p> <p><i>13 Instructional Days</i></p>	<p><b>November-24</b></p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </tbody> </table>	S	M	T	W	Th	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	<p><b>December-24</b></p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p><b>25 Christmas Day</b></p> <p><b>23-31 Winter Break</b></p> <p><i>12 Instructional Days</i></p>	S	M	T	W	Th	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31											
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## DISTRICT POLICY

The policies referred to in this handbook are brief overviews. The policies in their entirety are available for inspection at the school office, the Coolidge District Office, or on the [Arizona School Board Association's website – Coolidge Manual](#).

The Board recognizes the right of individuals and groups to present complaints concerning school issues, the curriculum, instructional materials, school services and school facilities. The individual or group will be advised as to the proper channeling of complaints, which is as follows:

- |                 |                       |
|-----------------|-----------------------|
| 1 <sup>st</sup> | Supervisor or Teacher |
| 2 <sup>nd</sup> | Assistant Principal   |
| 3 <sup>rd</sup> | Principal             |
| 4 <sup>th</sup> | Superintendent        |
| 5 <sup>th</sup> | Governing Board       |

### SEE CUSD POLICY KED and JB-R

The Coolidge Unified School District (CUSD) has developed a Student Handbook to provide students, parents/guardians, and staff with a clear outline of students' rights and behavior expectations. These expectations, along with the District's policies, vision and goals will help us provide the highest quality education possible to the students of CUSD. We welcome feedback from students, parents/guardians and staff that will help us continuously improve the learning experience for all of our students.

## TAX CREDITS MAKE A DIFFERENCE IN OUR SCHOOLS

Tax credit donations to schools allow Arizonans the opportunity to reduce taxes-owed dollar for dollar with 100% of the monies donated going to the school of your choice. To contribute to the School Tax Credits program, simply go to the District's website at [www.coolidgeschools.org](http://www.coolidgeschools.org), click on the "Donate Today!" icon to launch the [Donate Today – Tax Credit](#) webpage to complete an online form or a fillable printable form. Additionally, the School Tax Credit Form is available at each school site. Print and complete the form then either bring or send the form along with your money or check to:

Coolidge Unified School District Office  
450 N. Arizona Boulevard  
Coolidge, Arizona 85128

Your tax credit receipt will be mailed to you. If you have any questions regarding your tax donation, please call (520) 723-2048 or email [yolanda.felix@coolidgeschools.org](mailto:yolanda.felix@coolidgeschools.org). Thank you for supporting our extracurricular programs at our schools! Extracurricular programs may include athletics, music programs, clubs, special trips, testing fees and other activities for students.





## NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS

The Family Educational Rights and Privacy Act (FERPA) afford parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- 1) The right to inspect and review the student's education records within 45 days from the day the School receives a request for access. Parents/guardians or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.
- 2) The rights to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate. Parents/guardians or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal [or appropriate school official], clearly identify the part of the record they want changed and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent/guardian or eligible student, the School will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.
- 3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the *School District* to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901

### ANNUAL NOTIFICATION

At the beginning of every school year, every school district and charter school shall obtain written informed consent from the parent of a pupil to participate in any survey pursuant to A.R.S. 15-117 for the entire year. A parent of a pupil may at any time revoke consent for the pupil to participate in any survey pursuant to subsection A of section 15-117. For any pupil who is at least eighteen years of age, the permission or consent that would otherwise be required from the pupil's parent pursuant to this section is required only from the pupil. All surveys conducted pursuant to subsection A of section 15-117 shall be approved and authorized by the school district or charter school. The school district or charter school is subject to the penalties prescribed in subsection L of section 15-117. A teacher or other school employee may not administer any survey pursuant to subsection A of section 15-117 without written authorization from the school district or charter school.



**NOTE:** In addition, a school may want to include its directory information public notice, as required by § 99.37 of the regulations, with its annual notification of rights under FERPA.

### LANGUAGE ASSISTANCE SERVICES

Coolidge Unified Schools strives to provide effective communication with our parents and community. To do this, the District has contracted with an independent, approved interpretation and translation service. If you are in need of oral or written translation services, please contact the school office.

Coolidge Unified Schools se esfuerza por proporcionar una comunicación efectiva con nuestros padres y la comunidad. Para hacer esto, el Distrito ha contratado un servicio de traducción e interpretación aprobado e independiente. Si necesita servicios de traducción oral o escrita, comuníquese con la oficina de la escuela.

## FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT FERPA NOTICE FOR DIRECTORY INFO

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Coolidge Unified School District (CUSD), with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, CUSD may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the CUSD to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent/guardian's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents/guardians have advised the LEA that they do not want their student's information disclosed without their prior written consent. <sup>(1)</sup>

If you do not want CUSD to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing within two weeks of enrollment in the school. CUSD has designated the following information as directory information:

- Student's name
- Participation in officially recognized activities and sports
- Dates of attendance
- Weight and height of members of athletic teams
- Grade Level

### **Footnotes:**

These laws are: Section 9528 of the ESSA (20 U.S.C. 7908), as amended by the No Child Left Behind Act of 2001 (P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107), the legislation that provides funding for the Nation's armed forces.

## NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents/guardians certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to: Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education. (USDOE)

1. Political affiliations or beliefs of the student or student's parent/guardian;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents/guardians; or
8. Income, other than as required by law to determine program eligibility.
9. Receive notice and an opportunity to opt a student out of-
  - a. Any other protected information survey, regardless of funding;
  - b. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
  - c. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
10. Inspect, upon request and before administration or use-
  - a. Protected information surveys of students;
  - b. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
  - c. Instructional material used as part of the educational curriculum.

These rights transfer from the parents/guardians to a student who is 18 years old or an emancipated minor under State law. Coolidge Unified School District No. 21 (CUSD) has developed and adopted policies, in consultation with parents/guardians, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. CUSD will directly notify parents/guardians of these policies at least annually at the start of each school year and after any substantive changes. CUSD will also directly notify, such as through U.S. Mail or email, parents/guardians of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent/guardian to opt his or her child out of participation of the specific activity or survey. CUSD will make this notification to parents/guardians at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time.

For surveys and activities scheduled after the school year starts, parents/guardians will be provided reasonable notification of the planned activities and surveys listed below and are provided an opportunity to opt their child out of such activities and surveys. Parents/guardians will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by USDOE.
- Any non-emergency, invasive physical examination or screening as described above.

*Parents/guardians who believe their rights have been violated may file a complaint with:*  
 Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W.  
 Washington, D.C. 20202-5901

## CHILD ABUSE REPORTING

A.R.S. § 13-3620 provides any person who reasonably believes that a minor is or has been the victim of physical injury, abuse, child abuse, reportable offense, or neglect that appears to have been inflicted upon the minor by other than accidental means or that is not explained by the available medical history as being accidental in nature or who reasonably believes there has been a denial or deprivation of necessary medical treatment or surgical care or nourishment with the intent to cause or allow the death of an infant who is protected under A.R.S. § 36-2281 shall immediately report or cause reports to be made of such information to a peace officer or to the Department of Child Safety (DCS) or to the State Hot Line (1-888-SOS-CHILD), except if the report concerns a person who does not have care, custody, or control of the minor, the report shall be to a peace officer only. School personnel are not to notify parents/guardians that a report has been made. DCS and law enforcement agencies are responsible for notification.

Reports must be made immediately by telephone or online and may be followed by a written report within seventy-two hours. A person who provides a report, information, or records, or participates in a judicial or administrative proceeding or investigation, is immune from any civil or criminal liability unless the person acted with malice or has been charged with or is suspected of abusing or neglecting the child in question.

DCS and/or law enforcement may interview the child without permission or notice to the parent/guardian. School personnel may be present during the interview to support the child only if the child requests their presence and DCS and/or law enforcement believe it is in the best interest of the child. School personnel will not interview the child or conduct an investigation. A copy of the school records shall be made available to DCS and/or law enforcement upon written request.

### SUSPECTED CHILD ABUSE NOTIFICATION (A.R.S. 13-3620)

School personnel will comply with laws regarding child abuse and reporting to the Department of Child Safety.

## NOTIFICATION TO PARENTS/GUARDIANS REGARDING CONFIDENTIALITY OF STUDENT EDUCATION RECORDS

Confidentiality of education records is a right of public-school students and their parents/guardians. This right is provided for by two federal laws, the Individual with Disabilities Education Act (IDEA) and the Family Education Rights and Privacy Act (FERPA). Under these laws, “education records” means those records that are: (1) directly related to a student: and (2) maintained by an educational agency or institution or by a party acting for the agency or institution. Of course, education records are maintained on every child enrolled in a public school. The types of information gathered and maintained include, but are not limited to: the student’s and parent/guardian’s names, address, and telephone number, the student’s date and place of birth, date of enrollment in the school, records from previous schools attended, attendance record, subjects taken, grades, school activities, assessment results from parents/guardians and child find and other screening results, including hearing and vision screening results.

In addition, for children with disabilities, education records could include, among other things, evaluation and testing materials, medical and health information, each annual Individualized Education Program (IEP), notices to parents/guardians, notes regarding IEP meetings, parent/guardian consent documents, information provided by parents/guardians, progress reports, assessment results, materials related to disciplinary actions, and mediation agreements.

The information is gathered from a number of sources, including the student’s parents/guardians and staff of the school of attendance. Also, with parent/guardian permission, information may be gathered from additional sources including doctors and other health care providers.



This information is collected to assure proper identification of a student and the student's parents/guardians and the maintenance of accurate records of the student's progress and activities in school. For children with disabilities, additional information is collected in order to assure the child is identified, evaluated, and provided a Free Appropriate Public Education in accordance with state and federal special education laws.

Each agency participating under Part B of IDEA must assure that, at all stages of gathering, storing, retaining, and disclosing education records to third parties, it complies with the federal confidentiality laws.

In addition, the destruction of any education records of a child with a disability must be in accordance with IDEA regulatory requirements.

The federal Family Policy Compliance, Office of the U.S. Department of Education has provided the following notice of parent/guardian's rights under FERPA. In accordance with IDEA the rights of the parents/guardians regarding education records are transferred to the student at age 18.

The Family Education Rights and Privacy Act (FERPA) afford parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents/guardians or eligible students should submit to the school principal (official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes is inaccurate or misleading. Parents/guardians or eligible students may ask a school district to amend a record that they believe is inaccurate or misleading. They should write the school principal; clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by parent/guardian or eligible student, the school will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

## SEXUAL HARASSMENT

According to Board Policy ACA, sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when made by a member of the school staff to a student or to another staff member, or when made by a student to another student where:

- Submission to such conduct is either explicitly or implicitly made a term or condition of an individual's employment or education; or,
- Submission to or rejection of such conduct is used as a basis for employment or education decisions affecting such individual; or
- Such conduct has the purpose or effect of substantially interfering with an individual's educational or work performance, or creating an intimidating, hostile, or offensive employment or education environment.

Sexual harassment may include, but is not limited to:

- Suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, assault, touching, impeding or blocking movement, leering, gestures, or display of sexually suggestive objects, pictures, or cartoons.



- Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction between peers is not considered sexual harassment.)
- Implying or withholding support for an appointment, promotion, or change of assignment; suggesting that a poor performance report will be prepared; suggesting that probation will be failed; implying or actually withholding grades earned or deserved; or suggesting that a scholarship recommendation or college application will be denied.
- Coercive sexual behavior used to control, influence, or affect the career, salary, and/or work environment of another employee; or engaging in coercive sexual behavior to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student.
- Offering or granting favors or educational or employment benefits, such as grades or promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassifications, et cetera, in exchange for sexual favors.

A substantiated charge against a student in the District shall subject that student to disciplinary action, which may include suspension or expulsion.

Anyone who is subjected to sexual harassment, or who knows of the occurrence of such conduct, should report it to the school principal or the Director of Human Resources, telephone number (520) 723-2094 or email [ben.armstrong@coolidgeschools.org](mailto:ben.armstrong@coolidgeschools.org).

## SECTION 504 OF THE REHABILITATION ACT OF 1974

Section 504 prohibits discrimination in any program receiving federal financial assistance. The Act defines a person with a disability as anyone who:

1. Has a mental or physical impairment that **substantially** limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working); and
2. Has a record of such impairment; and
3. Is regarded as having such impairment.

In order to fulfill its obligation under Section 504, the Coolidge Unified School District recognizes no person with a disability shall, on the basis of disability, be excluded from participating in, be denied the benefits of, or otherwise be subjected to discrimination. Section 504 also prohibits retaliation for filing an Office of Civil Rights complaint as well as prohibits harassment of students because of disability.

The Coolidge Unified School District has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, to afford reasonable accommodations which may include access to appropriate educational services.

If there are any questions or you would like a copy of your rights, please feel free to contact the District 504 Coordinator at (520) 723-2065 or email [lisa.youtsey@coolidgeschools.org](mailto:lisa.youtsey@coolidgeschools.org) or the principal of your school.

## NOTICE OF NON-DISCRIMINATION

Coolidge Unified School District #21 does not discriminate on the basis of race, color, religion, national origin, sex, disability, or age in admission or access to, or treatment or employment in its educational programs or activities. Information regarding Title VI, Title VII, Title IX, Section 504, and the Americans with Disabilities Act may be obtained from the Director of Human Resources, telephone number (520) 723-2094 or email [ben.armstrong@coolidgeschools.org](mailto:ben.armstrong@coolidgeschools.org).

## RESPONSIBILITIES OF PARENTS/GUARDIANS

Parents/Guardians are expected to:

- Work cooperatively with the school staff.
- Professionally communicate with teachers regularly regarding their child.
- Ensure that the school has correct telephone numbers, contacts and address for their home, work and emergencies. **Update this information when it changes.**
- Ensure students arrive to school on time every day and remain for the entire school day.
- Notify the school when the student will be absent.
- Provide time and a quiet space for your child to complete homework.
- Ensure that your child dresses according to the student dress code.
- Ensure your child has all necessary materials for school.
- Provide the name(s) of person(s) that the student may be released to when dismissed from school. **Update this information when it changes.**
- Encourage their child to follow the student code of conduct, respect others and themselves.

## RESPONSIBILITIES OF STUDENTS

Students are expected to:

- Come to school prepared for learning.
- Follow all school rules.
- Arrive at class and other school activities on time.
- Complete all class work and homework.
- Do their own class work and participate in class.
- Ask the staff for help when needed and tell adults when there are problems.
- Use appropriate language on campus and during school sponsored activities.
- Talk to parents/guardians about school activities.
- Respect and be polite to other students and the school staff.
- Respect the rights and property of others and the school by not defacing, breaking or destroying items.
- Wear clothing that meets the student dress code.
- Attend school and all classes unless there is an absence approved by his/her parent/guardian(s).
- Carry a school pass, when leaving the classroom or other areas without school staff.
- Refrain from bullying and harassment of any kind.



## RESPONSIBILITIES OF SCHOOL STAFF

School staff members are expected to:

- Teachers shall supervise students, “supervision shall include being within a reasonable proximity of the students” (Ref. District Policy JLIA - Supervision of Students).
- Teach standards of behavior through exemplary role modeling, positive behavior and fairness.
- Involve students in age appropriate decisions.
- Help the student learn to the best of their abilities.
- Listen to and encourage students’ ideas.
- Teach students how to properly express himself/herself.
- Help students learn to work cooperatively with others.
- Involve parents/guardians in decision making for students.
- Assume responsibility for maintaining open communication with parents/guardians.
- Keep parents/guardian(s) informed about special concerns that impact students.
- Seek advice of school administrators and other professionals to ensure students’ needs are met.
- Ensure student grades and attendance are accurately reported and regularly available to parents/guardians.
- Establish clear rules for acceptable behavior that include corrective action that is firm, fair, and enforced consistently.
- Demonstrate an organized, collaborative, and ongoing effort to develop and maintain a safe school that supports successful academic achievement and social development of all students.
- Demonstrate respect for the dignity of every parent/guardian, student, and fellow employee.

## STUDENT WELLNESS PUBLIC NOTICE

The Coolidge Unified School District adopts this school wellness policy to promote a healthy environment in schools. This regulation was formed by a collaborative effort of a committee of local professionals, District staff and students who considered existing nutrition policies. The committee recommended that the District make the following commitments to nutrition education and physical activity. The Governing Board adoption of the Student Wellness Policy (JL) and approval of this regulation (JL-RA) is intended to comply with the public notice requirements of the United States Department of Agriculture (USDA) regulations 7 CFR § 210.31 and 220.7. The Student Wellness Policy and this regulation shall also be made available to parents on an annual basis.

### INTRODUCTION

The Child Nutrition and Women, Infants, and Children (WIC) Reauthorization Act of 2004 required that as of the 2006-2007 school year, local education agencies participating in school meals programs were required to establish a local school wellness policy. Section 204 of the Healthy, Hunger-Free Kids Act of 2010 strengthened wellness policies by emphasizing ongoing implementation and assessment. This regulation is intended to document how the District provides a healthy environment for Coolidge Unified School District students and employees in compliance with USDA regulations.

### LOCAL WELLNESS POLICY GOALS

Coolidge Unified School District is committed to the goals of nutrition education promoting adequate physical activity and having healthy school-based activities by providing a school environment that enhances learning and development of lifelong wellness practices.

### DISTRICT WELLNESS COMMITTEE

The District will convene a District Wellness committee that meets at least four (4) times per year with the goal of improving the school health environment. The Committee will represent both School District employees and members of the community and will review the implementation of the Wellness Policy and this regulation and make suggested updates





to the Governing Board periodically. The Committee to include representatives from each school site and reflect the diversity of the community when possible. The District Wellness Committee may be a part of an existing committee within the District.

### LEADERSHIP

The Superintendent or a designee shall convene the Committee and facilitate development of and updates to the Wellness Policy and this regulation and shall ensure each school site's compliance with the policy and regulation. In each school, the principal will ensure compliance with established District-wide student wellness goals and will report on the school's compliance to the Superintendent.

### EVALUATION OF WELLNESS POLICY

The District shall review and conduct an assessment of the Wellness Policy and this regulation every three (3) years to determine the effectiveness of the Wellness Policy at the District's schools and progress made toward to the goals of the Wellness Policy and this regulation. The District shall welcome public feedback and inform the public about progress toward meeting the Goals in the Wellness Policy and this regulation in an accessible and easily understood manner. The District will also actively communicate ways in which representatives of the Wellness Committee and others can participate in the development, review and update of the Wellness Policy and this regulation. The District shall propose revisions to the Wellness Policy and this regulation as necessary based on this triennial review.

### DEFINITIONS

Definitions for the purpose of this regulation:

**Fundraiser** – a sale of food or beverages by students, employees or parents to students on behalf of a student or school-related organization.

**School food sales** – food sold to students from the school cafeteria, snack bar, and designated school locations.

**School campus** – any area that is accessible by students during the day.

**School day** – Midnight the night before to thirty (30) minutes after the last bell rings.

### **Nutrition Guidelines and Food Services Operations:**

- A. **Nutrition Guidelines:** All food available in each school during the school day will have as a primary goal the promotion of student health.
- B. **Nutrition Education:** The District will influence student eating behaviors by providing nutrition education that is age/grade appropriate and is integrated within health education. Students will develop the necessary skills to make nutritious choices, adopt and maintain healthy eating behaviors. Each School in the District will encourage staff to model healthy eating as a valuable part of life.
- C. **Physical Activity:** The District's physical activity goals are to provide opportunities for every student to have fun while being physically active, maintain physical fitness, participate in regular physical activity and teach the short- and long-term benefits of a physically active lifestyle. Each school in the District will encourage staff to model physical activity as a valuable part of life.
- D. **Other school-based activities:** The District will create a total school environment that is conducive to healthy eating and physical activity.
- E. **Evaluation:** The District will regularly evaluate the effectiveness of this policy in promoting healthy eating and physical activity and changing the policy to increase its effectiveness.
- F. **Parent, Community and Staff Involvement:** The District will engage parents, students, school administration, school food authorities, Governing Board members, school staff, physical education teachers and school health professionals in the development and regular review of the Wellness Policy and this regulation. Parents will be



provided the opportunity to give feedback on our District’s Wellness Policy and this regulation through our website at [alejandra.jones@coolidgeschools.org](mailto:alejandra.jones@coolidgeschools.org).

- G. *Program Recordkeeping*: Records are available upon request. Contact the Food Service Department at (520) 723-2083 or email [alejandra.jones@coolidgeschools.org](mailto:alejandra.jones@coolidgeschools.org).
- H. Each school's administration is required to keep on file Smart Snacks Calculator results printout and nutritional labels.

***Child Nutrition Operations:***

- A. The Food and Nutrition Department will aim to be financially self-supporting. However, the department is essential to educational support. Budget neutrality or profit generation will not take precedence over the nutritional needs of the students.
- B. All revenue from the sale of foods purchased using funds from the non-profit school food service account must accrue only to the school food service account.
- C. The Food and Nutrition Department will ensure that all students have affordable access to the nutritious foods they need to stay healthy and learn well.
- D. The school will strive to increase participation in the available federal Child Nutrition programs (e.g., school lunch, school breakfast, and summer feeding programs).
- E. Coordinate with other agencies and community groups to operate or assist with operating a summer food service program for children and adolescents who are eligible for federal program support.

***Food Safety/Food Security:***

- A. All foods made available on campus comply with the state and local food safety and sanitation regulations.
- B. For the safety and security of the food and facility, access to the food service operations are limited to Food Services staff and authorized personnel.

***Physical Activity:***

- A. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate motor skills, social skills and knowledge.
- B. Athletics, recess and/or other classes may not take the place of physical education.
- C. Physical activity will be integrated throughout the school day. Movement can be made a part of any class.
- D. All students in grades K-5 shall receive daily supervised recess.
- E. Time allotted for physical activity will be consistent with state and/or national standards. Students should have several opportunities for physical activity of fifteen (15) minutes or more per day.
- F. A daily recess period for students is not used inappropriately as punishment or a reward. Staff members shall not use physical activity as a punishment, or regularly deny participation in recess or other physical activity opportunities as a form of discipline.
- G. Physical education includes the instruction of individual activities as well as competitive and non-competitive team sports to encourage lifelong physical activity.
- H. Adequate space and equipment are available for all students to participate in physical education.

The District will adhere to the following Nutrition Guidelines for all foods available on campus during the school day: There will be no sale of foods and/or beverages on campuses other than water and those offered by Food & Nutrition during the time frame of from midnight the night before until thirty (30) minutes after the final bell rings for the school day.

- 1. Child Nutrition Programs will comply with and will not be less restrictive than federal, state and local requirements. Child Nutrition Programs are accessible to all children.
- 2. All food and beverages made available on campus by the school (including vending, concessions, á la carte, student stores, parties and fund-raising) during the school day are consistent with the standards described by the National School Lunch Program.
- 3. All food and beverages on campus adhere to food safety and nutrition guidelines.

**LOCAL WELLNESS POLICY GUIDELINES*****Nutritional Guidelines for All Goods on Campus:***

- A. All schools in the Coolidge Unified School District (CUSD) participates in the National School Lunch and School Breakfast Programs. All foods made available on campus during the day will comply with the appropriate nutritional standards for each age group. The Food and Nutrition Department will provide snacks that meet federal nutrition guidelines to after school programs as appropriate.
- B. Foods sold and served during the school day must comply with the Arizona Nutrition Standards established by the Arizona Department of Education.
- C. Food providers will take every measure to ensure that student access to foods and beverages meet federal, state and local laws and guidelines.
- D. In our District Food and Nutrition program, all grains served will be whole grain rice.
- E. Our District will prohibit the sale of soda to students.
- F. Classroom parties must be approved by the school principal and will be limited to three (3) parties per school year. Student food allergies will be considered when planning classroom parties. Food and beverages served during classroom parties must be store bought and packaged from the store; service homemade food and beverages to students is prohibited. The promotion of healthy foods and beverages is encouraged during classroom parties.
- G. Fundraising activities will support healthy eating and wellness. Foods and beverages sold at fund-raisers will include healthy choices and meet federal and state nutrition guidelines. All goods and beverages outside the reimbursable school meal programs that are sold and served to students on the school campus during the school day will meet USDA Smart Snacks nutritional standards. These standards apply in all locations and throughout the District where foods and beverages are sold, which may include, but not be limited to, á la carte options in the cafeteria, vending machines, school stores and snack or food carts. Food and beverage sales and fund-raisers that occur after school hours or during non-school days are exempt from this regulation.
- H. *Fundraiser Exemption:* Generally, foods that do not meet the standards cannot be sold to students on campus during the school day. Organizations planning fund-raisers of foods that do not meet the standards must work with their school administration and Food Service Supervisor to determine if their fund-raiser can be allowed as one of the school's limited fundraiser exemptions. The Food Service Supervisor will submit a waiver request to Arizona Department of Education (ADE). Fundraisers should be single events of duration not exceeding one (1) week.
- I. Our District encourages non-food fundraising.
- J. Advertising of foods or beverages in the areas accessible to students during meal times must be consistent with established nutrition standards.

***Eating Environment:***

- A. Students will be given adequate time to eat breakfast and lunch.
- B. Cafeteria procedures are designed so that students do not have to spend too much time waiting in line.
- C. Indoor and outdoor dining areas are attractive and have enough space for seating all students.
- D. Students and staff will have access to free, safe and fresh drinking water throughout the day. Drinking water is available for students at meals.
- E. Physical activity facilities on school grounds will be safe.
- F. Physical Education classes will have the same student/teacher ratio used in other classes.
- G. Schools will encourage families and community members to institute programs that support physical activity.

***Other School-Based Activities:***

- A. After-school programs will encourage physical activity and healthy habit formation.
- B. Local wellness policy goals are considered in planning all school-based activities (such as school events, field trips, dances, and assemblies).



**ATTENDANCE AND ENROLLMENT SCHOOL DISTRICT BELL SCHEDULE**

<b>Full Day Schedule</b>	
Grades	Times
Kindergarten - 5 <sup>th</sup> Grade (Heartland Ranch)	8:15 AM to 3:15 PM
Kindergarten - 5 <sup>th</sup> Grade (West)	8:30 AM to 3:30 PM
6 <sup>th</sup> Grade - 8 <sup>th</sup> Grade (Junior High)	7:20 AM to 2:38 PM
High School	7:15 AM to 2:45 PM
<b>CAP</b>	
Grades	Times
High School AM	7:30 AM to 12:30 PM
High School PM	11:30 AM to 4:30 PM

Regular attendance at school requires responsibility and demonstrates a commitment to be a good citizen. Unless exempted, if a parent/guardian or person with custody fails to enroll or ensure that the child attends school, the parent/guardian or person with custody is committing a class 3 misdemeanor (failure to ensure school attendance).

## ATTENDANCE

To promote learning time, we ask that appointments that remove a student from class be held to an absolute minimum. A student is tardy if not in the classroom when the bell rings. Students who arrive late must bring a note of explanation from a parent/guardian/guardian to the office.

A student is tardy upon arriving after the start of class at the assigned location, ready for classroom activity. Excessive tardiness can affect grades and may result in disciplinary action or referral to the court system.

- A late arrival is an unexcused tardy unless a parent/guardian accompanies the student to the school office.
- Any student, who is tardy, after the bell rings, is to report to the office to obtain a tardy slip, admitting him/her to class.
- Students can only be released to custodial parents/guardians, legal guardians, or their designees and a valid picture identification will be required to verify for safety.
- High school students who are more than 10 minutes late to class will be considered absent from the class.

No student shall be released from the school to any person other than the legal custodian (except police, probation officers, or any lawful representative of the State of Arizona), unless the school has positive proof that the parent/guardian having custody, or the legal guardian has given permission for such release. You can help by providing the school with accurate, complete names and phone numbers of the responsible adult to whom you wish your child to be released.

Parents/guardians are requested not to ask for students to be called from class or ask to sign students out of school during the last 20 minutes of the school day. When this occurs, classroom dismissal routines as well as office and parking lot traffic are disrupted.

### ATTENDANCE (A.R.S. 15-803)

School attendance; exemptions, definitions

- It is unlawful for any child between 6 and 16 years of age to fail to attend school during the hours school is in session, unless excused pursuant to Section 15-803.
- A child who is habitually truant or who has excessive absences may be adjudicated an incorrigible child. Absences may be considered excessive when the number of absent days exceeds 10 percent of the number of required attendance days prescribed in Section 15-802, subsection B, paragraph 1.
- Students will be dropped from enrollment following 10 consecutive absences.
- As used in this Section:
  - “Habitually truant” means a truant child who is truant for at least 5 school days within a school year.
  - “Truant” means an unexcused absence for at least one class period during the day.
  - “Truant child” means a child who is between 6 and 16 years of age and who is not in attendance at a public or private school during the hours that school is in session, unless excused as provided by this Section.

### ATTENDANCE IS MANDATORY

Regular school attendance has been shown to be a critical factor in school achievement. If excessive absences are negatively affecting your child’s academic progress, the Coolidge Unified School District will require the parent/guardian to provide documentation from doctor, nurse, or other medical personnel in order for the absence to be “excused”. Absences without the proper documentation will be considered as “unexcused” or truant. Truant is defined as an unexcused absence from any class as part of the regular school day. Absences may be considered “excessive” when the number of absent days exceeds ten percent of required attendance days (as prescribed in section 15-803, subsection B of the A.R.S.). The number of required attendance days is determined based on the number of days school has been in session when the absence occurs. Habitual truancy is defined as “truant at least 5 school days in a school year” under A.R.S. § 15-803(C). District administrators will contact families of students with attendance problems.



**Students cannot learn if they are not here. Please help us by adhering to the following:**

- Schedule medical and dental appointments after school hours or on Friday except in cases of emergency.
- Schedule family vacations during school vacations and school break.
  - Extended school breaks for 2024-2025 are:

October 7-17	Fall Break
November 27-28	Thanksgiving Holiday
December 23 – January 2	Winter Break
*School resumes January 6, 2025	
March 10-20	Spring Break
  
- Ensure student attendance on district and state testing dates:

August 26 - September 5	BOY District Benchmark
November 12 - November 21	MOY District Benchmark
January 27 - February 6	EOY District Benchmark
March 17 - April 11	AzSCI (Grades 5,8,11)
March 21 - April 25	AASA (Grades 3-8)
March 31 - April 11	ACT Aspire (Grade 9)
March 25 - April 4	ACT Window 1 (Grade 11)
April 8 - April 18	ACT Window 2 (Grade 11)
March 17 - May 23	NAEP Math & Reading (Grade 12)

\*All dates are a tentative schedule and are subject to change

**SEE CUSD POLICY JE, JH-RA and JH-RB**

**TARDINESS**

Tardiness is defined as arriving after the start of the class period at the assigned location. For students in grades K-6 the following tardy policy will be implemented by school administration.

Tardy Policy: Per Semester  
1-6 tardies – Teacher Resolution  
6 tardies and above – Site Determined Consequence

For students in grades 7-12 the following tardy policy may be implemented by school administration.

Tardy Policy: Per Semester  
3 tardies = 1 Unexcused Absence  
5 Unexcused Absences – may get official citing to Coolidge City Court

More significant disciplinary consequences may also be enforced for continued tardiness or if the student does not attend after school tutoring due to tardiness. Junior/high school students who are bus riders and are required to remain after school to attend tutoring will be permitted to ride the late afternoon bus to their neighborhood.

**SEE CUSD POLICY JE, JH-RA and JH-RB**

## ATTENDANCE RECORDS

Providing and maintaining current personal information at the school creates a sense of *trust* and dependability. Students must have the following on file in the Attendance Office:

- An up-to-date enrollment card completely filled out. Records should be updated whenever personal information changes.
- An annual verification of proof-of-district residency, as evidenced by: utility bill, proof of mortgage, rent leases, etc.
- A written note or phone log must be on file from the parent/guardian or guardian for each absence.
- The enrollment card must indicate who is or who is not allowed to check out the student from school during the day. Names of persons other than parent/guardian or guardian who will be signing the student out should be listed on the student enrollment card.
- Parents/guardians should be aware that they will be asked to identify themselves with photo identification.

## SCHOOL ADMISSION REQUIREMENTS

For admission to kindergarten, students must be 5 years of age before September 1 of the school year. Students must be 6 years of age by September 1 of the school year for admission to the first grade. Contact the home elementary site to request early entry.

Unless otherwise provided by another law, all schools shall admit students between ages 6 and 21 who reside in the District and who meet the requirements for enrollment in one of the grades or programs offered in the school. The District may refuse to admit a child who has graduated from a high school with a recognized diploma or to students that will not complete graduation requirements by age 21.

**SEE CUSD POLICY JEB**

## REGISTRATION AND WITHDRAWAL

We are excited that you have chosen CUSD, and welcome you and your child to our schools. You will be required to complete the enrollment process online at [www.coolidgeschools.org](http://www.coolidgeschools.org). When you register your child, we require the following:

- Completed Student Enrollment Card
- Original, Certified Birth Certificate
- Immunization Record
- Proof of Residence (such as utility bill, proof of mortgage, residence lease, etc.)
- PHLOTE (Primary Home Language Other Than English) Form
- Migrant Form
- Homeless Form

Students who are absent for 10 consecutive days will be withdrawn unless appropriate arrangements are made. Parents/guardians are responsible to re-enroll students who have been withdrawn for this reason.

If you plan to withdraw from the school district, please come by the school office at least one day before the student's last day at school. To withdraw a student, you need to:

- Sign a state withdrawal form for release of records.
- Return books and materials.
- Clear outstanding fees.

Obtain transfer forms and a copy of your student’s Individualized Education Plan (IEP), if needed, to take to your student’s new school.

Students who enroll after the 20<sup>th</sup> day of any semester and have not been enrolled elsewhere will not receive credit for the courses they are enrolled. Students will be required to “audit” the class and then test out to receive credit.

**SEE CUSD POLICY JFC**

## **SCHOOL HEALTH SERVICES**

Making responsible choices about your health helps you to be ready to learn.

A healthy child is ready to learn. The health office is available to all students at school.

CUSD is proud to have registered nurses and/or health aides at our school sites. Procedures for visiting the health office are as follows:

- Students must have a pass from a teacher or staff member.
- Students must follow the health office rules.
- Students must return directly to class unless the nurse/health aide sends them home.

The school nurse/health aide will render emergency care for illness or accidents that occur at school. The school nurse/health aide is also responsible for administering medications when requested in writing by a parent/guardian, maintaining all required immunization records, health histories, and emergency cards, and completing hearing and vision screenings every year for state recommended grade levels.

Parents/guardians should feel free to call the school nurse/health aide at any time with concerns about their child’s health.

### **GENERAL HEALTH**

Please **DO NOT** send your child to school when he/she is sick. The health office does not have an infirmary and is not equipped to keep a sick child at school for the day. Parents/guardians will be called, and it is their responsibility to make necessary arrangements to have the child picked up once they are notified. Students are not to call parents/guardians to pick them up because they are ill until they are seen and assessed by the school nurse/health aide.

### **MEDICATION**

When it is essential for a student to take medication at school, Arizona State Law requirements **MUST** be met. The following is required for prescription medications.

- The medication **must be** prescribed by a physician. Our staff will follow the guidelines provided by your child’s doctor.
- The parent/guardian or guardian must sign a statement requesting that the school nurse/health aide administer the medication during school hours. (The statement must be renewed annually if the medication is ongoing.)
- The medication shall be in its original container and labeled by the pharmacy with the student’s name and date of prescription, name of medication, and prescriber’s name with phone number.
- The medication must be stored in the health office. Students are not allowed to carry medication on campus.
- Students who need life-saving medication, such as inhalers and self-injectable epinephrine, must have proper documentation completed and final authorization from the school nurse/health aide before carrying these





medications on campus. (Prescription or non-prescription). All information needed for documentation can be obtained from your school nurse/health aide. Students who need life-saving medication, such as inhalers and self-injectable epinephrine, must submit a release form signed by a doctor, parent/guardian/guardian and the student before carrying medication on campus. Students may self-administer diabetes medications and equipment, and self-monitor blood glucose pursuant to a diabetes medical management plan submitted by the student's parents/guardians and signed by a licensed health care professional. Students must not give medication to other students and must immediately report loss or theft of the medication.

- If a student has a chronic (on-going) illness, the parents/guardians should contact the office and inform the nurse/health aide about their student's unique medical needs including possible medication procedures.

### **MEDICAL DRUGS/MEDICATION (A.R.S. 15-345 AND A.R.S. 32-1901)**

Students who need to have access to medical drugs in school must leave them with the school nursing personnel, along with parent/guardian permission and the written directions of a physician concerning their use (see A.R.S. 15-345 and 32-1901). In case a student needs to use such drugs when a nurse is not on duty (or at a school sponsored event away from school property), at least a parent/guardian's note should be given to the supervisor on duty and the drug left with him/her except when needed. Students who are in the possession of medically approved drugs, but have not followed the directions prescribed above, shall be warned for the first offense. All succeeding offenses he/she should be disciplined according to normal school disciplinary policies. Students who distribute such drugs to others will be considered under the policy as distributing drugs for non-medical purposes.

### **HEALTH RECORDS**

*Enrollment:* All children enrolling in school are required by law to present an up-to-date immunization record and health history. (Documented homeless students are given a 5-day grace period to update records). Students who lack proof of immunization may enroll but not attend class until proof of immunization is provided.

Because illness and injuries can happen at any time, it is critical that addresses and contact phone numbers are kept current in the nurse's records. Parent/guardian cooperation is imperative for their student's wellbeing.

Exemption for medical reason or personal belief is available from the school nurse/health aide pursuant to A.R.S. § 15-872.

### **HEALTH SCREENINGS**

Hearing and vision screenings are conducted every year in the recommended grade levels. If you have a concern about your child's vision or hearing, please contact your school's nurse/health aide. If you do not wish your child to participate, please notify the school. If you have concerns about your child's health in any way, please contact your school nurse/health aide.

### **HEAD LICE/BED BUGS**

CUSD enforces a "no live lice and no nit policy." If a student is found to have live lice or nits, the student will be sent home. The student will not be allowed to return to school until all live lice and nits are removed. Students are allowed 1 excused absence for head lice. When returning, students must be cleared by the nurse/health aide before attending class. If students do not receive clearance from the school nurse/health aide, they will be sent home.

It is important for parents/guardians to remember that lice outbreaks are common among students and even the cleanest child can become easily infested. Lice can come from a classmate – an upholstered seat in a movie theater – or another child's sweater, hat, etc. It is critical that you act immediately to prevent spread to other members of your family or friends.



Students who are found with bed bugs on their clothing or inside their belongings will be sent home. The student will not be allowed to return to school until proper treatment of the bed bugs have occurred. Reporting to the Pinal County Health Department and/or DCS may occur. Although bed bugs do not necessarily indicate a health risk for the students, they spread easily and site extermination is expensive.

**SEE CUSD POLICY JLC**

**DIABETES**

Students with diabetes who have a diabetes medical management plan provided by the student's parent or guardian, signed by a licensed health professional or nurse practitioner as specified by A.R.S. 15-344.01, may carry appropriate medications and monitoring equipment and self-administer the medication.

**Students with Diabetes** attending Coolidge Unified School District should have a Medical Management Plan. Parent shall submit plan annually.

The Medical Management Plan will include specific medical orders for:

- Frequency of blood glucose testing.
- The dosage of insulin administration and/or the administration of glucagon, if needed.
- Student's ability to self-manage.
- Blood glucose and insulin procedures for student self-monitoring and administration of insulin.
- Student authorization to carry medications and monitoring equipment.
- Typical signs and symptoms for hypoglycemia and hyperglycemia for that particular student and recommended treatment.
- Meal and snack plans.
- Emergency contact information.
- An Emergency Action Plan that describes a specific plan for handling high and low blood sugar episodes.

As with any student with a chronic health condition, it is the responsibility of the parents/guardians to provide all equipment necessary for the management of diabetes.

**SEE CUSD POLICY JLCD**

**UNIVERSAL PRECAUTIONS**

Due to HIV and other communicable diseases, the District has instituted "universal precautions" which are recommended by the Centers for Disease Control and Prevention. To safeguard students and staff, school-based employees regard all body fluids as potentially infectious. They are trained to avoid direct contact if possible, to wear gloves when necessary, to wash hands thoroughly, and to report injuries to the nurse immediately. Please help us by encouraging your child not to touch blood or body fluids and to ask adults for assistance.

**STUDENT DRESS CODE**

Each student's mode of dress and grooming is a reflection of personal style and individual preference. Coolidge Unified School District will not interfere with the right of students and their parents/guardians to make decisions regarding their appearance except when their choices affect the educational program of the schools or the health and safety of others. The following outlines what is and is not allowed on campus:

- Accessories that may harm other students or destroy school property are prohibited.
- Dress must not interfere with the educational process or the rights of others.



- For health reasons, shoes must be worn. House slippers are not considered appropriate shoe wear; shoes must have a “hard or solid” sole. Students should wear shoes appropriate for daily activities. Shoes with embedded wheels are prohibited.
- Schools may require the removal of hats, beanies, or hoods inside classrooms. Please see your school’s rules regarding headwear.
- Bandanas are prohibited on school campuses or at school sponsored activities.
- Sunglasses are prohibited in the building, unless required by a physician note.
- Clothes are to cover the stomach. Bare midriffs, see-through garments, white undergarment-type shirts, bare backs, halter tops, and low-cut blouses are prohibited. Tank tops must have at least 1” width straps (no spaghetti straps).
- At all times shorts or skirts must be worn at a modest length. In addition, pants must be worn on the hips. “Sagging” or showing of undergarments is not permitted.
- Obscene, profane language or provocative pictures on clothing or jewelry is prohibited. Body markings, shirts, sweatshirts or other clothing with pictures or slogans in poor taste are not permitted. This includes pictures, symbols or words with alcohol, drugs, tobacco, sexual, or satanic innuendoes.
- Any clothing color, pattern, or trend the principal deems as dangerous or disruptive to the well-being of other students or the educational process is prohibited, including gang related identity markings.

The principal or their designee will make final determinations whether student dress distracts from the educational process of other students. If this determination is made, the student will be warned and asked to change. Repeat similar offenses will be responded to as a discipline referral and progressive discipline will be utilized.

A change of clothing may be provided, or the parent/guardian may be requested to provide a change of clothing.

Students who practice cultural or religious traditions that are not consistent with the District’s dress code must contact the principal upon registration in order to request exemption from specific requirements of the Student Dress Code.

**SEE CUSD POLICY JICA and JICA-RA**

## **STUDENT IDENTIFICATION BADGES**

Identification badges should be issued to all students in grades 6-12 at the beginning of the school year. Students must have their ID on them throughout the entire day. Students are not allowed to deface or destroy their ID. Students in grades 6-12 must maintain possession of their badges while riding on school buses and during the school day. Students who ride district buses (grades 6-12) may be required to show their ID badge as they board the morning and afternoon bus. Students who do not show the bus driver their ID badge may be referred to the school principal for disciplinary action. Students will be assessed a \$5.00 fee for replacement of lost or damaged identification cards. Replacement ID badges can be obtained from the school office. Students who do not have their ID can be subjected to disciplinary action.

## **SCHOOL BUS SAFETY RULES**

### **TRANSPORTATION DEPARTMENT**

It is the goal of the Coolidge Unified School District to provide the students of this district with a safe and secure transportation service. This goal can only be achieved through the combined efforts of students, parents/guardians, school staff and transportation staff working together to clearly communicate and enforce transportation rules.



The privilege of receiving transportation services is dependent upon students continually complying with expectations. Because privileges can be revoked, student knowledge of the expectations is essential. In order to keep students and parents/guardians informed, this transportation section describes the following:

- General eligibility requirements,
- Behavioral expectations for students and
- Consequences for not meeting behavior expectations.

If you have any questions about the information presented in this handbook or about the transportation program, please visit or contact either of the following locations:

**Coolidge Unified School District #21**

**District Office**

450 N. Arizona Boulevard  
Coolidge, AZ 85128  
(520) 723-2040

**Support Services**

595 N. 9<sup>th</sup> Street  
Coolidge, AZ 85128  
(520) 723-2066 (Option #1)

**ELIGIBILITY FOR RIDERS**

According to CUSD Board policy, eligibility for bus transportation to and from school is defined as:

- Students who reside outside the city limits and are 1 mile from school for elementary school and 1.5 miles for junior and senior high school; or
- Students who reside in a school area that administrators have judged the walking route to school to be unusually hazardous; or
- Students with exceptional educational needs in accordance with state law and established procedures.

School bus transportation will be limited to transporting the student from the student’s designated bus stop to school and from school back to the designated bus stop. An exception to this policy will allow a student to be discharged at a place other than his/her bus stop if the point of discharge is on a regularly scheduled bus route, and the requested stop will be the daily point of discharge. **A request for this exception must be submitted in writing to the transportation department at least one day prior to the time requested exception will begin.**

**BUS RIGHT**

Keep track of your child’s journey to and from school right from your smartphone.

1. Download the BusRight App
2. Sign up for an account
3. Log in to your account
4. View your child’s routes and track their bus. Get ETA real time as they go to and from school.

**ROUTE CHANGES**

Due to unpaved roads in the District, there will be instances where we will have to make changes to current bus routes. A route may change if it poses any safety hazard to students, staff and/or the community. We also reserve the right to change a bus route due to new construction in the District and road construction delays.

**INCLEMENT WEATHER**



Buses cannot make it down muddy roads without getting stuck. Students who live on or near an unpaved road, will be required to meet the bus at the nearest paved road on rainy days. This is to ensure the safety of our students and staff.

#### **ASSIGNED SEATS ON SCHOOL VEHICLES**

CUSD will reserve the right to assign seats on all school vehicles. These assignments will be done normally by grade level, beginning with the kindergarten students in the front of the bus. Upon parent/guardian requests, siblings will be seated together.

#### **VIDEO CAMERAS**

All CUSD buses have been equipped to videotape bus activity for the primary purpose of preventing disciplinary problems and vandalism on the bus. Access to and use of videotapes from buses shall be limited. Only the support services coordinator, bus driver(s), school principals, police and district administrators shall be authorized to view the videotape for the purpose of determining bus related issues, documenting disciplinary concerns, and determining which student(s) may be involved. Disciplinary action may be taken with students based on video documentation. School administrators may authorize other personnel to view segments of a specific tape, if viewing the tape is beneficial to their role in assisting the student.

#### **AFTER SCHOOL ACTIVITIES**

CUSD will issue bus passes for all after school students and athletes. Students issued these passes will be required to ride the after-school buses home. Students can receive these passes from their teacher or coach. These buses will be scheduled with all after school activities and athletics. Special after school activity buses may be scheduled if necessary. Students must have both a pass and a valid student ID to ride an activity bus home.

#### **CO-CURRICULAR SCHOOL ACTIVITIES**

Although the bus driver is ultimately responsible for the safety of all who ride the bus, an adult chaperone (school staff) will always be on board during co-curricular trips. The adult chaperone is responsible for the management of the students on the bus, student attendance counts, and follow-up with parents/guardians and/or administrators concerning student behavior problems. Chaperones should check with the driver for driver expectations regarding noise level and concerns regarding student behavior. Students are expected to follow all school rules and expectations.

#### **PARENT/GUARDIAN RESPONSIBILITIES**

Parents/Guardians are responsible for the conduct and safety of their child before the school bus arrives, after the bus departs, and between the bus stop and their child's home.

Parents/guardians are encouraged to establish a schedule with neighbors to monitor student safety and report among each other specific concerns regarding a child's actions at or near the bus stop and to and from his or her home.

The school district reserves the right to impose discipline for inappropriate activities taking place at the bus stop.

#### **PARENT/GUARDIAN EXPECTATIONS**

Parents/guardians are an important part of their child's success at school. To have a positive experience at school each school day:

- Instruct their child to be 10 minutes early to the bus stop.
- Ensure their child has their ID badge every day.
- Review all safety and conduct expectations with their child.



- Determine procedures for the child to follow between home and the bus stop.
- Encourage appropriate dress for protection against inclement weather.
- Be courteous and follow all directions from the school bus driver.
- Monitor the bus stop area for damage and cleanliness.
- Report to police any unusual vehicles near a bus stop or suspicious individuals who are not routinely at the bus stop.
- Instruct their child to never accept a ride with a stranger.
- Contact the school or Transportation Department if their child is late or cannot be located following the school bus arrival.

### **BUS REGULATIONS**

All students are to ride on their assigned bus. Students must leave or board the bus at locations to which they have been assigned, unless they have parent/guardian and administrative authorization to do otherwise.

Riding school buses is a privilege and a convenience; it is **NOT** a right. The board authorizes the site principal, superintendent, and other administrative personnel to suspend, if necessary, a student's bus riding privileges. Inappropriate language and/or conduct may be sufficient reason for refusing student transportation.

Whenever it becomes necessary to refuse student transportation, the school authorities shall notify the parents/guardians in writing or by phone of such refusal with a full explanation. (Until such time as the school authorities have received assurance from the parents/guardians of future good conduct on the part of the student, the student shall not be permitted to ride the bus.) Should a student board a bus from which he has been suspended, the bus driver shall report such incidents to the principal upon his/her arrival at the school site. Students waiting for a late bus are not permitted to leave school grounds except by bus.

Once students depart from their assigned stops, they are expected to report directly to their home. The school district remains responsible for student safety until the student is delivered to the regular bus stop after the close of the school day.

The following regulations pertain to school bus conduct and are intended to ensure the safety and welfare of the students, the bus driver, and other drivers on the road and to ensure the safety and proper maintenance of school buses.

#### **Students are expected to:**

- Show their student ID to the bus driver every day and have them displayed while on the bus.
- Stay off the road, even when you see the bus coming. Students should wait in the designated location, clear of traffic and away from other dangers.
- Stand back until the bus stops completely and the door opens before you move to get on.
- Be careful in approaching bus stops. Be sure the road is clear both ways before crossing roads and highways.
- Use handrail and take the steps one at a time as you get on.
- Be on time and arrive at the bus stop before the bus is scheduled to arrive. Bus drivers are not required to wait for students who are not punctual.
- Sit down right away and put down your books, etc., before the bus starts. Sit in your assigned seats. Put all loose material and your backpack on the floor in front of you. Bus drivers have the right to assign students to a seat and to expect reasonable conduct from students while on the bus.
- Behave appropriately – no loud talking, fooling around, throwing things, provoking or disturbing others. Reach your assigned seat without disturbing or crowding other students and always remain seated throughout the entire route.



- Never stick your head, arms, hands, or anything out the window. Don't open any windows without the driver's permission.
- Obey the driver promptly and respectfully or run the risk of losing bus riding privileges.
- Keep the bus clean and sanitary. Food, chewing gum, candy, soft drinks, etc. are not permitted.
- Stay seated until the bus stops and the door opens. Let people closest to the front get off first.
- Be courteous to fellow students and to your bus driver.
- Take all your books, clothes, and backpacks and remember to leave the bus as clean as you found it. Treat bus seats and equipment as you would a valuable piece of home furniture. Report all damages to bus seats, intentional or otherwise, to the bus driver. Don't linger around the bus.
- Get off quickly and quietly, without pushing or running. Remain seated until the bus stops to unload and wait for the signal from the bus driver before crossing the road in front of the bus.
- Once on campus remain on campus.
- Never cross in front of the bus until the driver signals for you to do so.
- In an emergency, wait for the driver to give instructions.
- The driver may establish additional appropriate procedures to ensure safety on a particular school route.

**REPORTING PASSENGER MISCONDUCT**

- The bus driver will report misconduct occurring on the school bus to the appropriate personnel.
- A School Bus Conduct Report will be completed and submitted to the transportation supervisor, who will then forward it to the appropriate school principal for action. The Principal will contact the parent/guardian to set up a conference regarding appropriate consequences.
- The Principal and transportation department will retain copies of the signed report. In some cases, students may report passenger misconduct. If so, the student should report the misconduct to her or his teacher or school administrator.

**SPECIAL NEEDS STUDENTS**

Specialized transportation as a related service can only be determined as part of the Individualized Education Plan (IEP) process. Consequences of misbehavior for students receiving special education services will be in compliance with regulations for special education services and the students' IEP.

**REPORT CARDS AND GRADING**

A district developed grading system is used at all schools. Teachers are required to keep careful records of all grades assigned to students. Grading will be effected by assignments that are missed during short or long-term suspensions.

The following grading systems are used by district teachers:

<b>Standards Based Grading System: Kindergarten – 6<sup>th</sup> Grade</b>		
<i>Performance Grade</i>		
4 = Exceeds standards		
3 = Meets standards		
2 = Approaches standards		
1 = Falls below standards		
<b>Traditional Grading System: 7<sup>th</sup> - 12<sup>th</sup> Grades</b>		
Grade Report	Grades 7-8	Grades 9-12
A	Superior achievement	Excellent
B	Above average achievement	Above average

## Student Handbook



C	Average achievement	Average
D	Below achievement	Below average
F	Failing	Failing

### GRADES AND ASSIGNMENTS ONLINE

Parents/guardians and/or students may access their grades, assignments and other instructional information through the [PowerSchool Student and Parent Sign In Portal](#). Parents/guardians can contact their school office to get a password for accessing the PowerSchool website. Information for accessing this system is also printed on report cards and progress reports.





**NUMERIC GRADE VALUES**

Numeric points will be assigned as follows:

Numeric Points			
Grades 7-8		Grades 9-12	
A	4	A	4
B	3	B	3
C	2	C	2
D	1	D	1
F	0	F	0
Final (yearly) grades will be determined by adding the numeric points for each nine weeks and dividing by four. Final grades will be based upon the following:		Weighted courses (Honors, AP, and some Dual Enrollment) will be based on a 5 point scale for purposes of class standing. Semester grades will be based upon the accumulated progress of the student for the entire semester. Top ten, Valedictorian, and Salutatorian honors will be determined using a seven semester cumulative grade point average.	
Weighted High School Scale			
100% to 90%	A	A	5
80% to 89%	B	B	4
70% to 79%	C	C	3
60% to 69%	D	D	1
		F	0
		The final exam will count one-fifth or 20% of the semester grade. High school students may also receive the following:	
		I - Incomplete (two weeks to make up grade)	
		W - Withdrawn (after 9 weeks with a passing grade)	
		WF - Withdrawn Failing (withdrew after 9 weeks with a failing grade)	

In order to receive credit for any class, the student must attend according to district policy.

Please note: If the same class is taken twice, the student receives credit for only one (1) time the class is taken, and the highest grade is counted. Grade replacement for the purposes of GPA can occur if the failed course is taken in the same modality.



## GRADUATION REQUIREMENTS

A minimum of 22 units of credit must be earned for graduation. The following units of credit are required for graduation based on requirements of the Arizona Department of Education and District Policy.

Courses	Credits	State University Requirements
English	4	4
Mathematics	4	4
Science	3	3 (Lab Sciences)
Foreign Language	0	2 (Same Language)
Social Studies	3	3
Fine Arts or Career Technical Ed.	1	1
Physical Education	0.5	
Health	0.5	
Electives	6	4 or more
<b>Total</b>	<b>22</b>	<b>At least 21</b>

### Suggested Course Requirements by Grade Level

Freshman		Sophomore	
English	1	English	1
Math	1	Math	1
Science	1	Science	1
Foreign Language	1	Foreign Language	1
PE/Health or JROTC	1	World History/World Geography	1
Elective	1	Elective	1
Junior		Senior	
English	1	English	1
Math	1	Math	1
Science	1	American Government/Economics	1
U.S. History	1	Elective	1
Fine Arts Elective	1	Elective	1
Elective	1	Elective	1

**STUDENTS ARE ULTIMATELY RESPONSIBLE FOR THEIR SCHEDULE AND FOR FULFILLING GRADUATION REQUIREMENTS – STUDENTS AND PARENTS/GUARDIANS MUST PLAN ACCORDINGLY.**



**CONCURRENT/DUAL ENROLLMENT**

**Dual Enrollment Program Basics**

Definition	<p><b>Dual Enrollment</b> pertains to college courses that are offered to students on our campus and they are typically taught by one of our teachers or a mutual agreement is worked out with the college. This requires coordinating with the partner college, and the college class is a part of the student’s high school schedule.</p> <p><b><i>Dual Enrollment course offerings aren’t guaranteed. Dual Enrollment options are reviewed yearly and are dependent on the current student needs and agreements or contract between the school district and partnering community college or university. Students are informed of Dual Enrollment courses when they are an option</i></b></p>
Where courses provided	On CHS campus
Type of credit earned	Dual Enrollment courses guarantee that students will receive the correct high school credit when enrolled and pass a dual enrollment college course. Students don’t have to request a separate college transcript for the class/credit to appear on their high school transcript.
Access and eligibility	<ul style="list-style-type: none"> <li>• CHS students in grades 11-12.</li> <li>• Must meet entrance requirements set by the postsecondary institution.</li> <li>• Counselor must confirm pre-requisites and correct academic level prior to registering in a dual enrollment course.</li> </ul>
Registration and Finance	<ul style="list-style-type: none"> <li>• Student/parent is responsible for completing the postsecondary institution’s admissions and registration requirements.</li> <li>• Student/parent are responsible for the tuition costs associated with the course.</li> <li>• Students are informed if there are any subsidized tuition options, scholarship or grants available to dual enrollment students.</li> </ul>

**Concurrent Enrollment Program Basics**

Definition	<p><b>Concurrent Enrollment</b> pertains to students that are enrolled as a full-time student at CHS and they are also enrolled as a student at another school or community college.</p>
Where courses provided	Concurrent Enrollment courses are typically offered on a college campus and are not part of the student’s regular school hours.
Type of credit earned	<p><b><i>It is highly recommended that students meet with the school counselor prior to enrolling concurrently at another school or college.</i></b></p> <p>High school credit isn’t guaranteed when a student is concurrently enrolled with a postsecondary school. Not all college coursework can be transferred to CHS for credit.</p>
Access and eligibility	<ul style="list-style-type: none"> <li>• CHS students in grades 9-12</li> <li>• Must meet entrance requirements set by the postsecondary institution.</li> <li>• Courses must not interfere with student’s high school courses.</li> </ul>
Registration and Finance	<ul style="list-style-type: none"> <li>• Student/parent is responsible for completing the postsecondary institution’s admissions and registration requirements.</li> <li>• Student/parent are responsible for the tuition costs associated with the course(s).</li> <li>• Students are informed if there are any subsidized tuition options, scholarship or grants available to dual enrollment students.</li> </ul>
Participating High School Programs	<p><b>CAC Early College High School Program</b></p> <ul style="list-style-type: none"> <li>• Students can take up to 5 free credits each Summer, Fall and Spring term beginning the summer of their 10<sup>th</sup> grade year.</li> <li>• Books or other course fees are not included and are the responsibility of parent/student.</li> <li>• Students must have the school counselor sign an Early College student application prior to registering for courses.</li> </ul>



### GRADE WEIGHTING

All courses have a standard weight level of one (1) except for the Honors and Advanced Placement (AP) courses. Also, not all college courses taken for concurrent/dual enrollment are weighted. Please check with the high school guidance counselors regarding weighted courses.

### HONOR ROLL

The following scale is used to determine the Honor Roll:

- High Honors 4.0 average or above
- Honor 3.000 average or better
  - The student can have a “C” that must be offset by an “A”
  - The student cannot have a “D” or “F” (even if all the other grades are an “A”)

### SEE CUSD POLICY IKA, IKA, IKAB

### GRADUATION EXERCISES

Graduation exercises will be held for students who have met state and local requirements for graduation from high school.

Participation in high school commencement exercises is a privilege and not a right for each student who completes compulsory requirements. Additionally, graduation is a dignified ceremony that should be treated with respect and honor by both students and attendees. Although a joyous occasion, celebrations should not be part of this ceremony. Since these exercises require planning and rehearsals, the following rules shall apply:

- Students who wish to participate must be present at the rehearsals. Failure to do so, except for legitimate reason for absence, may be cause for excluding students from participation in the exercises.
- Students may not participate in the commencement exercises unless they have successfully completed all state and local requirements for graduation.
- Other awards to graduation seniors selected by persons or organizations outside the school may be presented at the final awards assembly with principal approval.
- Students who are a member of a federally recognized Indian tribe or who is eligible to be enrolled as a member of a federally recognized Indian tribe may wear traditional tribal regalia or objects of cultural significance at the graduation ceremony. “Objects of cultural significance” and “traditional tribal regalia” include an eagle feather or eagle plume. **(added based off PA 679 Policy IKFB that was approved in May)**

### SEE CUSD POLICY IKFB

## 8<sup>TH</sup> GRADE PROMOTION

The 8<sup>th</sup> Grade Promotion Ceremony is a privilege for students at CJHS, and it is a formal recognition of their hard work and readiness for high school. The goal is to have every student who promotes from CJHS complete high school within four years. In order to set students up for success, CJHS has implemented a structure that mimics the high school credit system. We aim to reduce the number of students who fail classes their freshmen year in high school because they will have learned about a credit system at CJHS and know the expectations moving into high school.

Students will need to earn **11 credits** at CJHS by the end of 8<sup>th</sup> grade to be eligible to participate in the 8<sup>th</sup> Grade Promotion Ceremony. There are 12 credits available for students to earn during their 7<sup>th</sup> and 8<sup>th</sup> grade years so there is some ‘wiggle room’ for any students struggling to meet credit expectations.



7 <sup>th</sup> Grade		8 <sup>th</sup> Grade	
Semester 1	Required Credits	Semester 1	Required Credits
English-Language Arts	.5	English-Language Arts	.5
Mathematics	.5	Mathematics	.5
Science	.5	Science	.5
Social Studies	.5	Social Studies	.5
Elective 1	.5	Elective 1	.5
Elective 2	.5	Elective 2	.5
Total for Semester 1	3 Credits	Total for Semester 1	3 Credits
Semester 2		Semester 2	
English-Language Arts	.5	English-Language Arts	.5
Mathematics	.5	Mathematics	.5
Science	.5	Science	.5
Social Studies	.5	Social Studies	.5
Total for Semester 2	3 Credits	Total for Semester 2	3 Credits

Total Credits Available	
<b>7<sup>th</sup> Grade:</b> 3 credits + 3 credits	= 6 total
<b>8<sup>th</sup> Grade:</b> 3 credits + 3 credits	= 6 total
<b>Total Credits Available to Earn for 7<sup>th</sup> &amp; 8<sup>th</sup> Grades</b>	= 12 Credits

Students can earn up to six (6) credits each year at CJHS, for a total of 12 credits over their two years. Only 11 credits are required for students to participate in the 8<sup>th</sup> Grade Promotion Ceremony. Students who fail any of their classes may be required to complete the following to earn the missing credits:

Semester	Opportunity for Credit Recovery	Outcome
<b>7<sup>th</sup> Grade Fall Semester</b>	Must complete both parts: 1. Attend Friday School dates 2. Complete a related project	Grade will be changed from an F to a D
<b>7<sup>th</sup> Grade Spring Semester</b>	Must complete both parts: 1. Attend Summer School 2. Complete a related project	Grade will be changed from an F to a D
<b>8<sup>th</sup> Grade Fall Semester</b>	Must complete both parts: 1. Attend Friday School dates 2. Complete a related project	Grade will be changed from an F to a D
<b>8<sup>th</sup> Grade Spring Semester</b>	A committee will review the circumstances for the failing grade, review student benchmark assessment data, available high stakes testing data, attendance data, and behavior/discipline data, and will make decisions for 8 <sup>th</sup> Grade Promotion eligibility on a case-by-case basis.	

Please note that students who do not qualify for 8<sup>th</sup> Grade Promotion will have one of the following outcomes based on the findings of the committee and if the student successfully completes Summer School to earn the missing credits:

If...	Then...	More details
<b>If the student DOES successfully complete Summer School and recover the missing credits</b>	The student will be moved on to high school without participating in the promotion ceremony.	
<b>The student does NOT successfully complete Summer School</b>	The student may be retained at CJHS to repeat the 8 <sup>th</sup> grade.	This will be discussed with the parents, and it will be their choice to



		either have the student remain at CJHS or go to CAP (see row below).
<b>The student does NOT successfully complete Summer School</b>	The student may be moved to the Coolidge Alternative Program (CAP) as part of the Transition Program where they will need to repeat 8 <sup>th</sup> grade.	There is the possibility of the student moving to 9 <sup>th</sup> grade (remaining at CAP) at the end of the Fall semester if they make appropriate academic progress.

**STATE AND DISTRICT TESTING**

**STATE TESTING- ARIZONA STANDARDS**

All students, attending an Arizona public school, are assessed as follows:

- Students in grades 3-8 take the Arizona State Standards Assessment (ASSA). Skills in writing, reading and mathematics are assessed.
- Students in grade 9 will take the ACT Aspire. Skills in writing, reading, grammar, and mathematics are assessed.
- Students in grade 11 will take the ACT. Skills in writing, reading, grammar, science, and mathematics are assessed.
- Students in grades 5, 8, and 11 take the AzSCI.

Students in high school experience classes that are based on Arizona state standards. There is a detailed set of standards covering reading, writing, mathematics and other courses. Courses that incorporate the standards are rigorous and demanding of students. They are designed to prepare students for the challenges they'll face in college and careers, both of which routinely require knowledge of higher-level mathematics.

**PRELIMINARY SCHOLASTIC ACHIEVEMENT TEST (PSAT)**

The PSAT measures critical reading, math, and writing skills that are important for success in college. Critical reading and math sections test a student's ability to reason with facts and concepts; the multiple-choice writing skills component assesses communication skills. Most students take the test as high school sophomores or juniors to help them plan their education beyond high school.

The PSAT is also considered as the National Merit Scholarship Qualifying Test, an initial screen for annual academic competitions for recognition and college scholarships.

Sophomores will take the PSAT in the fall of the school year. Additional information is available from school guidance counselors or on the internet at [www.collegeboard.com](http://www.collegeboard.com).

**ADVANCED PLACEMENT PROGRAM (AP)**

The Advanced Placement (AP) Program allows high school students to take college-level courses and exams and earn college credit or advanced placement. Many colleges and universities in the United States and other countries have an AP policy granting incoming students' credit, advanced placement, or both, on the basis of their AP Exam grades. Many of these institutions also grant up to a full year of college credit (sophomore standing) to students who earn a sufficient number of qualifying AP grades. Several AP courses are available to high school students and AP exams are available at the end of each course. While it is expected that students who enroll in an AP course will go on to take the exam, students are not required to take an AP course prior to taking an AP Exam. Additional information is available from school guidance counselors or on the internet at [www.collegeboard.com](http://www.collegeboard.com).

**SCHOLASTIC ACHIEVEMENT TEST (SAT)**

The SAT Program consists of a reasoning test and subject area tests that measures skills in three areas: critical reading, math, and writing. Many colleges require or recommend one or more of these tests for admission or placement purposes. Testing is scheduled throughout the year in several Pinal County locations. Students should plan to take the SAT during



their junior or senior high school year. Financial assistance may be available for students wishing to take the SAT. Additional information is available from school guidance counselors or on the internet at [www.collegeboard.com](http://www.collegeboard.com).

### AMERICAN COLLEGE TESTING (ACT)

The ACT is a widely accepted College Entrance Exam that assesses high school students' general educational development and their ability to complete college-level work. Four multiple-choice tests cover: English, mathematics, reading, and science. Students also take a writing test that measures skills in planning and writing a short essay. **Students will take the ACT** in April of their 11<sup>th</sup> grade school year as a part of the state assessment. Students may elect to retake this test. Testing is scheduled throughout the year in several Pinal County locations and students should plan to take the ACT during their junior or senior high school year. Financial assistance may be available for students wishing to take the ACT. Additional information is available from school guidance counselors or on the internet at [www.act.org](http://www.act.org).

### GENERAL INFORMATION

#### Advertising/Posting of Non-District Sponsored Information

All district schools are closed campuses. Information such as flyers and advertising for events or opportunities that are not school, or district initiated must receive administrative (site principal) approval prior to posting or distribution. Only information that is consistent with the District's instructional program will be considered for distribution or posting in designated locations on campuses. Non-school originated materials of a commercial, political, or religious nature will not be released to students. Non-district or non-school related information will not be included in daily school announcements.

SEE CUSD POLICY KD, KHC

## IN SCHOOL SUSPENSION (ISS)

In-school suspension (ISS) is a disciplinary technique which is designed to penalize students who commit behavior infractions. The consequence is removing a student from the social aspect of school but allowing them to participate in the academic portion of school. It is an alternative to out of school suspension. When a student is assigned in-school suspension by an administrator, he or she is removed from the traditional classroom environment and put into a special suspension classroom, led by a certified paraprofessional. The suspension may last a few days or weeks, depending on the student's offense, and the student may be warned that future offenses could result in additional suspension or expulsion. For the length of the suspension, the student reports for classes in the suspension room, and he or she is expected to complete classroom assignments.

Benefits of in-school suspension is it maintains a student's daily routine and encourages the student to remain interested and engaged in academic issues. It is the goal of the ISS paraprofessional to identify the root cause(s) of negative behavior, in hopes of eradicating such behavior and can assist teachers in identifying areas of interest for the student. The emphasis on maintaining a normal school routine also makes the student feel valued and important, which can be very beneficial.

ISS is housed on each site with its own paraprofessional that establishes an environment that is focused with vigorous structure. The purpose is a positive learning situation rather than a "prison term."

Because CUSD recognizes the importance of fostering positive, healthy school climates and helping students learn from their mistakes, we are implementing restorative approaches to addressing conflicts in schools and attempting to move away from harmful or counterproductive zero-tolerance discipline policies. This does not mean we will not hold students accountable for their behavior nor does it imply we will not have safe and orderly school settings. It means we will move away from punitive measures and create collaborative relationships to modifying inappropriate behavior in the majority of cases. We will still maintain zero tolerance to severe infractions such as weapons and drugs on campus.



## CLOSED CAMPUS

All CUSD schools are closed campuses from time of student drop off to pick up. Drop off and pick up are defined as parent/guardian drop off/pick up, school bus drop off/pick up/arriving to/leaving from campus by walking to students driving to/from school. Disciplinary actions will be taken for students driving to and from campus without proper authorization.

## COMPUTER, IPAD, AND INTERNET USAGE

While using computers, iPads and the Internet make good, safe choices for yourself and others. Computer, iPad and Internet access is available to students to promote educational use. The following applies to students who use devices located within the Coolidge Unified School District and students who access network resources available throughout the District. Students are not to use district devices to access or share inappropriate content. The Coolidge Unified School District reserves the right to monitor use of district devices and network resources. In particular, electronic mail is not private and may be read and monitored by school personnel. The District is not responsible for any service interruptions, changes, or consequences resulting from system use, even if these arise from circumstances under the control of the District. **iPads** – The iPad handbook can be found on the [CUSD website](#), under the tab Families > Student Handbooks.

### ACCEPTABLE USE GUIDELINES

- Computers, iPads and network resources are to be used for educational purposes only.
- Students shall not submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, threatening, sexually oriented, racially offensive, or illegal material.
- The use of District computers, iPads and network resources is a privilege, not a right, and may be revoked at any time.
- Students shall not provide identifiable data unless authorized to do so by designated school authorities.
- Student shall not reveal logins/passwords of others.
- Students shall not use the network in any way that would disrupt the use of the network by others.
- Students shall not use the school network to earn money.
- Students shall not attempt to harm, modify, add, or destroy hardware or software, or interfere with system security.
- Students shall abide by all copyright and trademark laws and regulations.

### SEE CUSD POLICY JR-R and JR-EB



## COOLIDGE VIRTUAL ACADEMY – 100% ONLINE LEARNING

What can families expect while learning at Coolidge Virtual Academy?

Students in grades 6-12 will participate in high-level learning they are used to in-person, but in a structured online environment using Connexus. This online self-guided format provides students instruction through embedded videos in the courseware. Teachers employed through CUSD are available to assist students to successfully complete their courses. The online platform has curriculum that is grounded in research and is aligned to Arizona State Standards.

The goal of CUSD is for all students to be successful. Part of that success will depend on the model of learning your family chooses each year. Please consider the characteristics of a successful online learner before selecting the online model of learning.

### A successful online learner...

- Is self-motivated and self-disciplined
- Is good at managing time
- Has regular, convenient, and easy access to a computer/iPad and reliable internet (Internet not provided by CUSD).
- Is comfortable with online professional communication (email, iMessage, word documents,)
- Has proficient reading comprehension skills
- Is good at setting and usually achieving goals
- Is confident in school
- Does not give up easily when faced with a challenging task
- Is confident in expressing themselves in writing
- Is willing to work independently

In order to be successful in Coolidge Virtual Academy, students must:

1. Have reliable Internet access is mandatory; not provided by CUSD.
2. Attend class daily. Classroom attendance is determined by student participation minutes (5 hours/300 minutes) per day while working in the Edgenuity/Grad Point program and a weekly log which documents student offline academic activities.
3. Be enrolled as a full-time students and participate in a schedule based on student academic graduation requirements.

Courses include all core subjects (6 – 12) and electives for students in grades 6 – 12. (Course offerings provided by assigned teacher or administration.)

Virtual teachers (Arizona Certified) provided by CUSD monitor course progress and provide content support. Students may also be required to attend daily online meetings to collaborate and communicate with peers. Teachers will also provide opportunities for intervention and accommodations as needed.

### Additional Information

- It is required that all full-time online students participate in state testing. If a student does not attend a mandated state test, they may be withdrawn from the program. The CVA will notify parents of upcoming testing sessions. (ARS 15-808).
- Students may be eligible to participate in athletics/activities/events and additional electives (band, CTE courses, fine arts) on their home campus, following in-person eligibility guidelines.



- Students who elect to enroll or transfer to online learning while enrolled in grades 9-12, may not return to in-person learning until the first semester of their senior year. Transfers are contingent upon credits earned.
- District iPad provided for students who reside within CUSD boundaries.

**Details of Online Instruction:**

- Daily attendance and completion of assignments in each course are vital components of successful online learning.
  - Students are required to log in and commit to a daily minimum of 5 hours (20 hours per week).
  - Students can log participation minutes from Sunday- Saturday.
  - A student log documenting offline academic activities must be submitted weekly to the CVA Administrative Assistant. These offline activities may include attending individual and cohort Team meetings, researching an essay, watching tutorial videos, etc.
  - Students must complete all assignments and/or exams with a passing score, follow the pacing calendar, and may be required to complete a final exam to receive course credit.
  - Self-guided and live learning will occur with a focus on competency of standards and units of instruction.
  - Virtual teachers will monitor student progress, grade assignments, hold virtual office hours, communicate with students, parents and learning success coaches, and ensure IEP's and/or 504's are being followed.
  - Students must check for feedback from their instructors using their school email.
  - Both individual and cohort meetings will be held via MS Teams.
  - If the academic achievement of a student declines while participating in Arizona online instruction, a meeting shall be held with parents, teachers, and administration to evaluate whether the student should be allowed to continue to participate in the Coolidge Virtual Academy. (ARS 15-808)
  - Parents are encouraged to actively participate in their child's learning process by ensuring participation and completion of assignments and courses.
  - Assistance with technology is available for students and parents upon request.
  - Support will be provided for Special Education Students according to student IEP.

**CYBERBULLYING**

Students who use electronic information and communication devices such as email messages, instant messaging, text messaging, cellular telephones, chat rooms, social networks (such as YouTube, Facebook, Twitter, Instagram, or Snapchat), blogs or text messaging to threaten, defame or intimidate other students or staff, or for 'sexting' or recording video of fights, will be subject to student disciplinary procedures. School personnel will also contact administrators of social network websites to request removal of information or pictures that negatively impact the instructional setting.

**ACADEMIC COUNSELING SERVICES**

The primary function of the high school guidance departments is to provide services for students and parents/guardians. High school counselors are available on a full-time basis to assist students with registration, schedule making, college and vocational planning, scholarship information and general school adjustment. This staff also maintains student records and grade point averages and can assist parents/guardians in evaluating progress reports for their students. Additionally, at each school site, School Psychologists are available to assist students with transient or possibly more chronic emotional difficulties.

**SOCIAL WORKER/SCHOOL COUNSELOR**



The primary function of the school social worker/counselor is to provide therapeutic counseling services for students with social/emotional and behavioral challenges. There is a social worker/counselor at each site. School psychologists are at each school site and are available to assist students and social workers/counselors with more chronic emotional difficulties. These individuals have the knowledge, skills, abilities, competencies required to counsel children on relationship development, truancy, behavior analysis, and develop written plans to support students.

## **CUSTODY**

In cases where custody/visitation affects the school, the school shall follow the most recent court order on file with the school. It is the responsibility of the custodial parent(s)/guardian(s) having joint custody, with educational rights, to provide the school with the most recent court order.

For purposes of guardian pick up, the school will require court documentation supporting guardianship for educational and legal matters. This proof extends to guardianship granted through Department of Child Safety (DCS) and other government agencies.

## **DAILY ACCOUNCEMENTS**

To minimize classroom interruptions, daily announcements will be read over the intercom or by each teacher at an appropriate time during the school day. Announcements will be posted in the office and in every classroom for students who are off campus or absent that day. School administrators will assure that announcements do not interrupt the school day.

## **DROP/ADD POLICY**

When a high school student (or student's parent/guardian) wishes to make a change in his/her schedule of classes there are several forms that need to be submitted by the student before the change can be considered. These forms include a student form to be signed by the parent/guardian and a teacher, stating the reason for the drop/add. Once the forms are completed and submitted to the Guidance Office the student's counselor will evaluate the request and inform the student of the decision. Drop and add period lasts for 1 week after the semester begins. After that time, you may be locked into your schedule for the remainder of that semester.

Students have many opportunities to pick out their schedule of classes beginning in early March for the following school year. Every student, accompanied with a parent/guardian, will need to finalize the enrollment process during certain set days before the school year begins. Therefore, there should be no need for students to initiate changing classes once school begins. Students may be moved to even out the class size by an administrator or counselor. To change classes after the drop/add period; written approval must be obtained on the required documents from student's parents/guardians, guidance counselor and school principal.

## EMERGENCY PROCEDURES

Please respect the directions during an emergency situation or drill.

Each school in the District has an emergency/crisis plan to respond to unforeseen events. The District works collaboratively with local police and fire authorities to respond most effectively in the case of an emergency.

**Fire Drills:** Arizona State Law requires that all schools conduct fire drills on a monthly basis. This is to acquaint students with exit routes throughout the school. Students are asked to exit in an orderly, efficient manner to ensure safety for all students and staff.

**Fire:** In the event of a fire or other emergency requiring evacuation of the school, procedures are in place that may include a signal, the sound of the fire alarm, a message over the public address system, or a verbal signal by messenger in the case of a power outage. After notification, all students and staff will follow the evacuation plan posted in each classroom. Plans are reviewed with students at the beginning of each semester. Students who are not in the classroom during an emergency should evacuate through the nearest exit and report to their teachers at the gathering site for their classes. Students are advised not to attempt to return to the room during an emergency situation.

**False Alarms:** Anyone who is found guilty of turning in a false fire alarm or emergency report may be subject to prosecution/disciplinary action. The fire department may assess a fee for false alarms for which students causing such false alarms may be liable.

**Lockdown Procedures:** Should an emergency occur in the community that might cause a concern for the students' safety, the school will "lockdown" and move all students into a secured area. The school will remain in lockdown until local authorities verify school and/or community safety.

**Emergency School Closing:** In the event of an emergency that requires the closing of school campuses or delay of the school day for mechanical failure, weather or other local emergencies, every effort will be made to contact parents/guardians before the beginning of the school day. Television and other media sources including social media, that broadcast in the region will also be used to distribute information when possible as well as telephone calls, texts, and e-mails to students homes. In the event that a campus is evacuated or needs to be closed during the day, parents/guardians will be informed as soon as possible regarding the details of where students are located and the process for picking the students up.

*IN THE CASE OF A LOCKDOWN, PLEASE DO NOT COME TO SCHOOL TO CHECK YOUR CHILD OUT AND DO NOT CALL THE SCHOOL, WHICH RESULTS IN BLOCKED PHONE LINES. ADDITIONALLY, DURING SITE LOCKDOWNS, NO PERSON WILL BE ALLOWED TO ENTER OR LEAVE THE CAMPUS FOR ANY REASON. CHECK YOUR EMAIL AND TEXTS FOR INFORMATION PROVIDED BY THE SITE REGARDING THE LOCKDOWN.*

**SEE CUSD POLICY EB, EBC, EBCD, GBGB, JLI**

## FOOD IN CLASSROOMS

Food served in classrooms must meet nutritional standards established by District policy. Parents/guardians, students and teachers should obtain additional information and appropriate administrator approval in the school office prior to scheduling parties or other classroom or group events where food will be served.

**SEE CUSD POLICY JL, JL-RA, JL-RB**



## FOOD SALES AND VENDING MACHINES

Food sales outside of the cafeteria are not to be done between the hours of midnight and 30 minutes after the end of the school day. This includes fundraising activities and vending machines to which students have access. Additional information regarding allowable food sales by student and parent/guardian groups is available in the school office and at Food Services

**SEE CUSD POLICY EFE**

## FOOD AND NUTRITION SERVICES

CUSD schools participate in the federal school lunch and breakfast programs. All students enrolled through in-person instruction at CUSD, can receive free breakfast and lunch through the Community Eligibility Program (CEP), no application needed. Menus for each school along with allergen information are posted on the District website.

**SEE CUSD POLICY EFDA**

## FUND RAISING ACTIVITIES

Groups wishing to sell products on campus must be an officially recognized school organization and must have the sale approved by the principal. All funds collected must be deposited in the school's student funds account. When schools have fund raising activities, families can choose to participate.

## GIFT GIVING

We ask that flowers, cookie bouquets, balloons, etc. shall not be delivered to the school for students because such deliveries are disruptive to the instructional day.

Students, parents/guardians and other patrons of the District are discouraged from routinely presenting gifts to employees. Generally, in unusual situations, simple expressions of gratitude will not be regarded as violations of district policy and are appreciated.

Staff members are also discouraged from routinely presenting gifts to students. Simple expressions on certain occasions to all students in a class or section will not be considered as a violation of district policy.

**SEE CUSD POLICY GBEC**

## GIFTED EDUCATION PROGRAM

Gifted Education Programs are provided at each district school. Information regarding eligibility testing and programs is available in the school offices and through the Curriculum Department with the Gifted Coordinator, Rebecca Longoria, at (520) 723-2443 or [rebecca.longoria@coolidgeschools.org](mailto:rebecca.longoria@coolidgeschools.org).

## HOMEWORK

The value of homework has been the subject of debate over the years. Research studies are not conclusive if homework positively impacts a student's academic achievement. There has, however, been studies that show that doing



homework in moderation improves test performance. We cannot rule out the value of homework, if it's conducive to learning.

The purposes of homework are:

- To see how well students understand lessons.
- To help students develop essential problem-solving skills or skill reinforcement.
- To show parents what is being learned in school and the opportunity to become involved in their child's studies.
- To develop a child's self-discipline, responsibility, and time management.

Communication between teachers and parents/guardians regarding homework is considered essential. Parents/Guardians should consult with individual teachers regarding the expectations of the teachers and how parents/guardians may help in this effort.

Homework should be seen as an opportunity to improve skills. As such, every assignment need not be used for grading purposes, but every assignment turned in to the teacher should be acknowledged and considered important.

Teachers may provide homework or class work for students when they are suspended either short-term or long-term, but this work may not be graded. Grades and class credit for the students will be affected by missing assignments or grades.

## INSURANCE

The District does not carry insurance for students' medical or dental costs if they are injured during school activities. Parents/Guardians are responsible for their children's insurance. The District has no other connection with the insurance company. In an emergency, the school may call paramedics who may decide that an ambulance should be called. The parent/guardian is responsible for the cost of these services.

## LAW ENFORCEMENT OFFICERS

If a law enforcement officer requests an interview with a student regarding a criminal investigation, the school administrator shall make reasonable efforts to notify the student's parent/guardian of the interview request, unless the law enforcement officer deems that notification would interfere with the investigation. If the law enforcement officer refuses to allow notification prior to the interview, either the law enforcement officer or a representative of the District will notify the student's parent/guardian within a reasonable time after the interview. Unless otherwise directed by the law enforcement officer, a school official should be present during the interview. A student may decline at any time to be interviewed by a police officer. If a student is taken into custody (arrested) while on campus, the arresting officer will be asked to notify the student's parent/guardian or legal guardian. In addition, the school administrator shall make reasonable efforts to ensure the student's parent/guardian has been notified that the student has been taken into custody. All personnel of the District shall cooperate fully with law enforcement officers. When the arrest is formally made, the District and its employees no longer exercise jurisdiction over the student. No student will be surrendered to a special police officer serving a private organization.

**SEE POLICY JIH**

## LOST AND FOUND

Please be sure that student's clothing and other items brought to school are clearly marked with his/her name. Items that are not claimed within three months will be donated to a local charitable organization. The District cannot be responsible for personal belongings brought to school by students.



## LOST OR DAMAGED BOOKS/iPADS

Schools depend on students and parents/guardians taking responsibility for lost or damaged books/iPads.

Students are responsible for their textbooks/iPads and other materials checked out to them. Students and their parents/guardians will be accountable for loss of or damage to school property, including textbooks, library books, and iPads. Information will be provided throughout the year regarding books/iPads and materials that have been checked out by students. Parents/Guardians will be billed for items lost or damaged. Accounts that continue to be unpaid will be referred for collection.

**SEE CUSD POLICY JQ**

## OPEN ENROLLMENT WITHIN DISTRICT

Students are assigned to schools according to their home street address. Parents/Guardians who desire to have their child attend another school may file an application for open enrollment that may be obtained at the school office. By signing the Open Enrollment application, the student and parent/guardian agree to comply with all the policies and regulations of the District and rules of the receiving school, including standards for academic effort, conduct and attendance. Should students or parents/guardians fail to comply; the student may have their approved open enrollment revoked.

**SEE CUSD POLICY JFB**

## PARENT/GUARDIAN INVOLVEMENT

Our district and schools recognize the importance of working together with parents/guardians to ensure that all children achieve academic success. We are committed to providing opportunities for parents/guardians to be involved in planning, implementation, and evaluation of the educational programs we provide. There are many opportunities for the involvement of parents/guardians at both the school and district levels.

Examples of opportunities include volunteering in:

- PTO Membership
- Site Council
- Booster Clubs
- District-wide Committees
- Field Trip Chaperones
- Classroom Assistants
- Special Governing Board Committees

Some opportunities may require parents/guardians to be fingerprinted for criminal background checks, especially if parents/guardians may potentially be alone with a student other than their personal student.

Please inquire of your school site principal, call the District Office or visit the CUSD website for more information on the District's volunteer procedure.



## **PARENT/GUARDIAN LIABILITY**

Under Arizona law, upon complaint of the Governing Board, the parents/guardians of minors who cut, deface, or otherwise damage any school property shall be liable for all damages caused by their children. See A.R.S 15-843.

## **PERSONAL PROPERTY**

Students bring personal property (including electronic devices) on campus at their own risk. Parents/guardians and students should be concerned about damage, storage, security, and possible theft of these items. Should a student bring one of these items to school, and it is determined to be an interference to the educational process, it will be confiscated and returned only to the student's parent/guardian.

Cell phones must not be visible or audible during class time. When entering classrooms, cell phones should be out of site and either turned off or on silent.

Items confiscated by staff will be given to the school principal by the end of the school day. Items not picked up by parents/guardians by the end of the instructional quarter may be donated to local charities or to organizations such as domestic violence shelters for redistribution to families in need.

Teachers and administrators are not responsible for lost or stolen items. Lost or stolen, confiscated or illegal items are not the responsibility of the school or school district. Such items will not be replaced with school or district funds.

Continued infractions of rules regarding personal items will lead to progressive disciplinary actions.

## **PESTICIDES AND HERBICIDES**

Schools periodically apply pesticides and herbicides. Because we are a 4 day school week, all applications should not have a negative effect on people as applications are on Fridays and no activity for 12 hours.

## **PETS AT SCHOOL**

Before students can bring their pets on campus, their parent/guardian(s) must receive approval from the school principal as well as their child's classroom teacher. Parents/guardians are reminded that many children (as well as teachers) are allergic to pets. Pets are not permitted on school buses for any reason.

Parents/guardians are not to bring pets into the school building or onto grounds when dropping off students, picking up students or while attending extracurricular activities.

**SEE CUSD POLICY IMG**

## **PROMOTION AND RETENTION OF STUDENTS**

Student placement in programs is done with student's well-being in mind.

Promotion from year to year will be based upon standards for each basic subject area. Standards that students must achieve shall include accomplishments in the standards of reading, written communications, mathematics, science, and





social studies adopted by the State Board of Education. In addition to these standards, test scores, grades, teacher-principal recommendations, and other pertinent data will be used to determine promotion.

At the end of each grading period, each teacher should send to the principal a list of the students who are experiencing difficulty in their classes. If the teacher foresees that the student's difficulty will lead to the student being retained, then this must be shared with the parents/guardians and recorded in the student's cumulative folder. The teacher and the parent/guardian will discuss ways to assist the student in attaining expected achievement levels.

At the end of the second and subsequent grading periods, elementary students – including new students – who achieve below expected grade level standards will be reviewed by the principal and staff members to consider retention. Late entries will receive special consideration based upon when the student enrolled in the school. No decision for retention shall be made without parent/guardian involvement and student counseling. Parent/guardian conferences will be held to inform parents/guardians of the concern and to involve them in this process. However, if a parent/guardian chooses not to participate in communication regarding their child's academic progress, the final decision for retention will be made by the student's teacher.

High school students' promotion, retention, and graduation is based on number of credits and successfully completing required classes.

Note: Students receiving Special Education services (as defined by an active MET decision and a current IEP) will not be retained based on their disability.

Parents/guardians may appeal to the Governing Board for reconsideration on any grade placement or promotion/retention decision.

**SEE CUSD POLICY IKE**

## **SECURITY MONITORS**

The junior and senior high school have security guards on campus. Guards are responsible for assisting the administration in keeping the campus safe. In addition, security cameras are located at each school; Coolidge Junior High, Coolidge High School, Coolidge Alternative Program, Heartland Ranch Elementary, and West Elementary.

## **SCOOTERS, SKATEBOARDS, ROLLER BLADES/SHOES**

In order to protect the safety and well-being of students, faculty and others, students are prohibited from using scooters, skateboards, roller blades/shoes, or similar devices on campus at any time. Violation of this rule will subject the student to discipline.

## **TRESPASSING**

The unauthorized presence of students in areas closed to students may be considered trespassing.

## **SIGN OUT**

For the safety and protection of the child, we cannot allow him/her to be taken from the classroom before our regular dismissal time without the parent/guardian first coming to the office and signing the child out. Students will then be called



from class. We will not excuse a student early on the basis of a note or telephone call from parents/guardians. An adult who wishes to take a child out of school early must sign the child out in the office. No child will be released to the parent/guardian or any other person not listed on the Emergency Contact card. Written authorization must be given to the school for a student to leave campus.

## **SPECIAL PROGRAMS**

A variety of special programs are provided at each campus for students with special learning needs or interests. Please check with the school office regarding programs available. Schools offer several enrichment and alternative programs aimed at students with varying needs. Credit recovery, summer school, special education services, counseling services and a comprehensive Career Technical Education (CTE) program are all available to eligible students. Information on these programs can be obtained from both the administration and school counselors.

## **STRUCTURED ENGLISH IMMERSION**

The Coolidge Unified School District provides Structured English Immersion (SEI) services for qualified students at all schools. Students with a primary home language other than English who do not demonstrate grade level competency in oral English, reading and writing are eligible for services. For further information, please contact your school principal.

## **STUDENT ATHLETICS/EXTRACURRICULAR ACTIVITIES**

A variety of athletic activities is provided for students in grades 7-12. Parents/guardians or students interested in these activities should request an Extracurricular/Athletic Handbook from the school office. This handbook provides information regarding eligibility, responsibilities of students, parents/guardians and staff as well as procedures for district athletic programs.

### **ELIGIBILITY**

Members of clubs, athletes and/or student government officers are responsible for maintaining eligibility as outlined in the athletic handbook, Board policy, and by-laws of the organization or team. Students are required to maintain a 2.0 or higher-grade point average, with no failing grades. Any student failing to meet weekly eligibility standards will be ineligible for games and other activities (but must participate in practice) for the following week. Student behavior must also meet school disciplinary standards. Refer to the District's athletics policies for more information.

## **STUDENT RECOGNITION/REWARDS**

Each school has a recognition program in place to honor a variety of student accomplishments.

## **SPECIAL SERVICES AND CHILD FIND**

Coolidge Unified School District is responsible to inform the general public and all parents/guardians within the District boundaries of the special education services available for students with disabilities aged 3 through 21 years and how to access those services. In addition, the District has a responsibility to provide information regarding early intervention services for children from birth through 3 years of age.



The District is responsible for identifying, locating, and evaluating all children with disabilities including children aged 3 through 21 and for referring children from birth through 3 years of age to the Arizona Early Intervention Program (AzEIP) for evaluation and appropriate services.

The District is also responsible for providing a free and appropriate public education (FAPE), which includes special education and related services to children with disabilities at public expense, under public supervision and direction, and without charge to the parents/guardians. For all kindergarten students and all students new to the District, the classroom teacher will complete screening activities within 45 days of entry into school. The teacher will look at the child's ability in the areas of academics, vision, hearing, adaptive behavior, communication, social/emotional, and motor skills. If any concerns are noted, the child may be referred for additional help.

Children from birth through 3 years of age who are receiving early intervention services and will be participating in preschool programs for children with disabilities will be assured of a smooth transition into that program. The District ensures that:

- Transition conferences for children aged 2 years 6 months to 2 years 9 months will be held;
- By the child's 3<sup>rd</sup> birthday, an Individualized Education Program (IEP) will be developed and implemented for all eligible children; and,
- For the child who turns 3 during the summer, the IEP team will determine the date for services to begin including eligibility for Extended School Year (ESY) services.

If you have concerns about a child you know, or questions regarding special education, please contact the Special Services Department at (520) 723-2065 or email [lisa.youtsey@coolidgeschools.org](mailto:lisa.youtsey@coolidgeschools.org) for more information.

*IF YOU HAVE ANY CONCERNS ABOUT A CHILD YOU KNOW,  
PLEASE CONTACT YOUR INDIVIDUAL SCHOOL SITE FOR MORE INFORMATION.*

**SEE CUSD POLICY JB**

## **TEACHER APPOINTMENTS**

Teachers are usually available to students and parents/guardians during regular school hours. If a parent/guardian or student wishes to confer with a teacher, the teacher or office should be contacted to make arrangements or appointments. Please attempt to schedule meetings before or after school. Please do not interrupt the teacher while he/she is teaching.

## **TELEPHONE MESSAGES AND TELEPHONE USE**

Due to the disruptive impact on staff and the operation of the school, telephone messages for students will not be accepted, except in the case of an emergency. School office phones are for school business and, in the event that a student must make a call, it will be limited.

## **TRANSLATION OF DISTRICT DOCUMENT**

Coolidge Unified School District will provide interpretation and translation services in your native language so that all parents/guardians can participate meaningfully in meetings and conferences regarding their children's education. If you need this document or any school information translated, please contact your school principal.



**SPANISH**

Si usted necesita este documento o alguna información de l'escuela traducida, entre en contacto con por favor su principal d'escuela.

## **VISITORS ON CAMPUS**

The District requires that guests or visitors of students and staff sign in at the office when visiting their school.

All visitors on campus must sign the Visitor Registration Book in the office. Administrative approval is required prior to obtaining a pass to visit a classroom or school. Clubs and other groups who wish to use the school facilities must contact the District Office for information regarding procedures, insurance, fees, etc. No cell phone use including texting while in the classroom or on campus. No talking to the teacher while they are teaching.

Loitering on school grounds at any time, by students not enrolled or adults who are not parents/guardians of students enrolled in the school, is not permitted (ARS 13-992).

*STUDENTS MAY NOT BRING FRIENDS OR RELATIVES TO CAMPUS WITHOUT PRIOR ADMINISTRATIVE APPROVAL.  
ALL VISITORS TO CAMPUSES MUST HAVE AN EDUCATIONAL PURPOSE TO VISIT SCHOOL CAMPUSES.*

**SEE CUSD POLICY KI, KI-RA**

## **VOLUNTEERS**

Volunteers are valued members of our school community.

CUSD encourages parents/guardians and other community members to volunteer at all of our school sites. When students see parents/guardians and other volunteers on campus, they know that adults' value them and their education. Volunteers may be asked to assist in different areas other than their child's classroom.

For safety reasons, however, there are procedures that must be followed in order to be a volunteer at school sites. Our procedures and application can be found on our website at [www.coolidgeschools.org/hr\\_volunteer](http://www.coolidgeschools.org/hr_volunteer). If you have additional questions and/or concerns you can contact the District Receptionist at (520) 723-2040 or email [helen.henry@coolidgeschools.org](mailto:helen.henry@coolidgeschools.org).

## **WITHDRAWN STUDENTS**

Students who have been withdrawn, suspended, or expelled from school and who are present on the school campus will be considered trespassing.

## **DISCIPLINE PROCEDURES**

Because students that feel safe at school perform better academically than students that do not feel protected, it is essential that schools are free from violent and criminal behaviors. Schools should allow staff, students and community members to feel connected to the school and able to participate in its major functions of teaching and learning without fear for security and well-being.



There is no single solution to creating a 100% safe environment or to prepare for all possible emergencies. However, CUSD is committed to achieve this goal by establishing reasonable and equitable guidelines and consequences; by developing comprehensive contingency plans for emergencies, and by practicing appropriate behaviors and drills.

**ENVoY for Classroom Management:** ENVoY is the science and art of non-verbal communication as it relates to teaching and learning. ENVoY uses influence rather than power to manage a classroom, combining non-verbal communication for both teaching and managing. Research has shown that schools that implement ENVoY will raise test results, lower discipline referrals, improve attendance, and help the culture within be calm and respectful, helping students to better succeed. Students K – 12 will benefit from management that is systematic, consistent, influence rather than power driven, and visual rather than verbal. Using visual management reduces the chances that teachers and managers will become hooked into verbal conflicts and power struggles with students. Managing students becomes a calm process and productivity increases.

**Progressive Discipline:**

CUSD employs progressive discipline because:

- Progressive discipline provides a consistent framework for all stakeholders and across all sites to use and refer to when looking at safe school issues and discipline.
- Progressive discipline is designed to increase the success at changing behavior, reduce suspensions, and provide opportunities for families to work with their schools to effect the desired modifications.
- Progressive discipline becomes increasingly severe for repeated infractions.
- Progressive discipline considers the seriousness of the infraction, prior violations by the students and extenuating circumstances.

School rules apply when a student is attending school, on school grounds, or at a school sponsored event, traveling to or from school or a school sponsored event, or engaged in misconduct that in any other manner affect the climate of the school. Disciplinary action may be exercised for infractions that take place on or near school property, including bus stops and extracurricular activities' locations; anytime students are representing the District and its programs; and technically from the time the student leaves his/her home until the student returns home. Building administrators may also require behavior or bullying contracts.

**Corrective Disciplinary Action:** In education, discipline is a process which strengthens, molds, and corrects student behavior through a system of fundamental rules, and when required, just and constructive consequences. Specific disciplinary procedures according to Section 504 and IDEA will be followed for student with disabilities.

1. **Informal Talks:** The student, teacher or principal try to reach an agreement about behaviors.
2. **Conference:** Formal conference between the student and administrator, where an agreement is met to correct the incorrect behaviors. The Principal may also require Behavior or Bullying Contract.
3. **Parent/Guardian Conference:** Parent/guardian are reached by phone, e-mail, or in person to discuss the behavior problem and to seek a resolution.
4. **Extended Day:** A period where the student is required to stay after school or lunch detention the day of the infraction because of a variety of reasons: tardy to class, not prepared for class, homework issues, etc. Parents/guardians will be notified prior to extended day.
5. **Community Service:** Students can be assigned school community service to address their behavior issues.



6. **ISS (In School Suspension):** Students assigned to the ISS room supervised by a certified paraprofessional, by being removed from the social setting of the school. Academic work will be provided by the teacher(s).
7. **OSS (Out of School Suspension):** Student is suspended for 10 days or less. When suspended out of school a student may lose credit for school work missed, but is encouraged to contact teachers to keep current in school assignments. A suspended student is not allowed on campus or allowed to participate in activities.
8. **School Reassignment:** The District may reassign students who refuse to comply with District and School rules, refuse to pursue a required course of study, or refuse to comply with the requests of teachers, administrators, or the Governing Board to an alternative setting to complete either educational requirements. A student may also be reassigned to an alternative placement in lieu of long-term suspension or expulsion. A student who has been placed in an alternative setting for discipline reasons may not participate in any activities of any other school program and/or return to another school program without the approval of the District.
9. **LTS (Long Term Suspension) or Expulsion:** Any suspension over 10 day requires a hearing with a hearing officer. A hearing officer can suspend up to 1 full calendar year; the Governing Board must approve an expulsion. Suspension has a beginning and end date; expulsion is permanent.

The following reference chart includes a list of common and/or serious student misconduct violations along with a range of recommended consequences. The list is not intended to be all-inclusive, but simply guidelines of behavior expectations. Because these statements are guidelines only, they do not limit the judgment of the administrator who must assess the situation and the student’s behavior history.

<b>Alcohol, Tobacco, &amp; Other Drug</b>	
Alcohol	<u>Minimum:</u> Long Term Hearing* <u>Maximum:</u> Possible Expulsion A.R.S. 15-842 (Police Involvement)
Drugs, Prescription/ non-prescription/synthetic	<u>Minimum:</u> Long Term Hearing* <u>Maximum:</u> Possible Expulsion A.R.S. 15-842 (Police Involvement)
Tobacco	<u>Minimum:</u> Conference/ Counseling <u>Maximum:</u> Expulsion
<b>Arson</b>	
Arson of a structure or property	<u>Minimum:</u> Out of School Suspension/Restitution <u>Maximum:</u> Expulsion (Police Involvement)
Arson of an occupied property	<u>Minimum:</u> Long Term Hearing <u>Maximum:</u> Possible Expulsion A.R.S. 15-842 (Police Involvement)
<b>Attendance Policy</b>	
Leaving School Grounds w/out Permission	<u>Minimum:</u> Conference <u>Maximum:</u> Expulsion
Other Attendance: Ditching	<u>Minimum:</u> Detention <u>Maximum:</u> Expulsion
Tardy ( <i>Per Class</i> )	<u>Minimum:</u> Teacher Resolution/ Action Plan <u>Maximum:</u> Expulsion
Truancy	<u>Minimum:</u> Conference/ <u>Maximum:</u> Truancy Citation/ISS/OSS



Unexcused Absence	<u>Minimum:</u> Conference/ Attendance Contract <u>Maximum:</u> Expulsion
<b>Harassment, Threat, or Intimidation</b>	
Harassment, Nonsexual Bullying	<u>Minimum:</u> Conference/ Harassment- Zero tolerance contract <u>Maximum:</u> Expulsion
Hazing Investigation w/in 10 school days Written report to Superintendent	<u>Minimum:</u> Out of School <u>Suspension</u> <u>Maximum:</u> Expulsion (Police Involvement)
Threat or Intimidation Sexual Offenses	<u>Minimum:</u> ISS/OSS <u>Maximum:</u> Expulsion (Police Involvement)
<b>Lying, Cheating, Plagiarism or Forgery</b>	
Cheating	<u>Minimum:</u> Teacher intervention/ Conference <u>Maximum:</u> OSS
Forgery Lying Plagiarism	<u>Minimum:</u> Conference/Counseling/ Detention <u>Maximum:</u> Expulsion
Theft	<u>Minimum:</u> Conference/Counseling/Detention/Restitution <u>Maximum:</u> Expulsion/Restiution
<b>School Threat, Disrupt Educational Institution</b>	
Bomb Threat Chemical or Biological Fire alarm misuse	<u>Minimum:</u> Out of School Suspension <u>Maximum:</u> Possible Expulsion A.R.S. 15-842 (Police Involvement)
Trespassing	<u>Minimum:</u> In-School Suspension (ISS) <u>Maximum:</u> Trespassing Letter Issued (Police Involvement)
<b>School Policies, Other Violations of</b>	
Bathroom Stall Violation (more than one person found in bathroom stall)	<u>Minimum:</u> Warning/Conference <u>Maximum:</u> Expulsion
Bus Violations	<u>Minimum:</u> Warning/Conference <u>Maximum:</u> Removal from riding bus/Expulsion
Combustible/Lighters	<u>Minimum:</u> Confiscate/ Conference <u>Maximum:</u> Expulsion A.R.S.15-521.4 & A.R.S. 15-507 (Police Involvement)
Contraband, Possession of <i>Items stated in school policy as prohibited because they may disrupt the learning environment</i> Electronic Devices: (Cellphones,Ipods, Cameras, DVD, etc.)	<u>Minimum:</u> Confiscate/ Conference (Parent/guardian pick-up)/ <u>Maximum:</u> Expulsion
Defiance, Disrespect towards authority ( <i>Student not obeying a directive from an adult</i> )	<u>Minimum:</u> Conference/Mediation <u>Maximum:</u> Expulsion A.R.S.15-521.4 & A.R.S. 15-507 (Police Involvement)

Student Handbook



Disruptive	<u>Minimum:</u> Conference <u>Maximum:</u> Expulsion A.R.S.15-521.4 & A.R.S. 15-507 (Police Involvement)
Dress Code <i>The principal will make the final determination whether student dress distracts from the educational process of others</i>	<u>Minimum:</u> Change Clothing/ Conference <u>Maximum:</u> Expulsion
Gambling	<u>Minimum:</u> Material Confiscated/Conference <u>Maximum:</u> Expulsion
Language Inappropriate  A.R.S. 15-507 <u>Insult or abuse of teacher in school; classification.</u> A person who knowingly insults or abuses a teacher on school grounds or while the teacher is engaged in the performance of his/her duties is a class 3 misdemeanor.	<u>Minimum:</u> Conference <u>Maximum:</u> Expulsion A.R.S.15-521.4 & A.R.S. 15-507 (Police Involvement)
Negative Group Affiliation	<u>Minimum:</u> Conference/ Harassment- Zero tolerance contract <u>Maximum:</u> Possible Expulsion A.R.S. 15-842 (Police Involvement)
Parking Lot Violation	<u>Minimum:</u> Conference  <u>Maximum:</u> 5-10 Day Suspension & Loss of Privilege for 1 week to 1 semester. *Vehicle may be towed at student expense. (Police Involvement)
Public Display of Affection	<u>Minimum:</u> Conference <u>Maximum:</u> Expulsion A.R.S.15-521.4 & A.R.S. 15-507
Bus Violations	<u>Minimum:</u> Warning/Conference <u>Maximum:</u> Removal from riding bus/Expulsion
<b>Other</b>	
Assault <i>(1 PERSON MAKING CONTACT)</i>	<u>Minimum:</u> Out of School Suspension <u>Maximum:</u> Possible Expulsion A.R.S. 15-842(Police Involvement)
Endangerment <i>Class 6 felony Risk of death or injury</i>	<u>Minimum:</u> Out of School Suspension <u>Maximum:</u> Possible Expulsion A.R.S. 15-842 (Police Involvement)
Fighting	<u>Minimum:</u> Out of School Suspension <u>Maximum:</u> Possible Expulsion A.R.S. 15-842(Police Involvement)
Initially Aggravated Assault <i>(INTENT TO INJURE/ POSSIBLE WEAPON)</i>	<u>Minimum:</u> Out of School Suspension <u>Maximum:</u> Possible Expulsion A.R.S. 15-842(Police Involvement)
Verbal Provocation Minor Aggressive Act Disorderly Conduct Recklessness/ Horseplay	<u>Minimum:</u> Conference/Mediation/Counseling  <u>Maximum:</u> Expulsion



## Drug & Alcohol Offenses

\*1<sup>st</sup> Offense = 1 semester Suspension. Principal may agree to reduce suspension to 10 days if parent and student agree to 3 hours of drug and/or alcohol counseling, depending upon the offense.

2<sup>nd</sup> Offense = Long Term suspension of 1 semester.

3<sup>rd</sup> Offense – Recommended expulsion from district.

COUNSELING: Agreeing to counseling will be at the cost of the parent. Failure to complete the counseling in a 1-month period will result in a LONG-TERM SUSPENSION hearing from the school. Counseling on a 2<sup>nd</sup> or 3<sup>rd</sup> offense will not reduce the Long-Term Suspension.

CUSD Board Policy JICH (Drug and Alcohol Use by Students) includes “alcohol, drugs, synthetic drugs, counterfeit drugs, or imitation drugs” and “all dangerous controlled substances prohibited by law, any prescription or over-the-counter drug [except by permission to use in school], inhalants, hallucinogenic substances”. If 18 years of age a person may be tried as an adult. Alcohol and or drug conviction has serious consequences.

**NOTE:** Students receiving Special Education service with a current IEP/BIP supersede the District policies.

**SEE CUSD POLICY JHB, JIC, JICI, JICK, JK, JKD, JKE**

### **ASSAULT (A.R.S. 13-203) – ACCORDING TO ARIZONA LAW**

Assault; Classification

- A person commits assault by:
  - Intentionally, knowingly or recklessly causing any physical injury to another person; or
  - Intentionally placing another person in reasonable apprehension of imminent physical injury; or
  - Knowingly touching another person with the intent to injure; insult or provoke such person.
- Assault committed intentionally or knowingly pursuant to subsection A, paragraph 1 is a Class 1 Misdemeanor. Assault committed recklessly pursuant to subsection A, paragraph 1 or assault pursuant to subsection A, paragraph 2 is a Class 2 Misdemeanor. Assault committed pursuant to subsection A, paragraph 3 is a Class 3 Misdemeanor.

### **ASSAULT; AGGRAVATED; CLASSIFICATION – ACCORDING TO ARIZONA LAW**

- A person commits aggravated assault if the person commits assault as determined in 13-203 under any of the following circumstances:
  - If the person commits the assault knowing or having reason to know the victim is a teacher or other person employed by any school and the teacher or other employee is upon the grounds of a school or grounds adjacent to the school or is in any part of a building or vehicle used for school purposes, or any teacher or school nurse visiting a private home in the course of his/her professional duties, or any teacher engaged in any authorized and organized classroom activity held on other than school grounds.
- Aggravated assault pursuant to subsection A, paragraph 1 or 2 of this Section is a Class 3 Felony except if the victim is under fifteen years of age in which case it is a Class 2 Felony punishable pursuant to 13-604.01. Aggravated assault pursuant to subsection A, paragraph 3, 4, 5, 8, 9, 11, 12, 13, 15 or 16 of this Section is a Class 6 Felony.

### **EXPULSION AND SUSPENSION (A.R.S. 15-841)**

Responsibilities of pupils; expulsion; alternative education program; community service; placement review committee:

- Pupils shall comply with the rules, pursue the required course of study and submit to the authority of the teachers, the administrators and the Governing Board. A teacher may send a pupil to the principal’s office in



order to maintain effective discipline in the classroom. If a pupil is sent to the principal’s office pursuant to this subsection, the principal shall employ appropriate discipline management techniques that are consistent with rules adopted by the school district Governing Board. A teacher may recommend removal of a pupil from the classroom if either of the following conditions are met:

- The teacher has documented through administration that the pupil has repeatedly interfered with the teacher’s ability to communicate effectively with the other pupils in the classroom or with the ability of the other pupils to learn.
- The teacher has determined in consultation with administration and parent(s) that the pupil’s behavior is so unruly, disruptive or abusive that it seriously interferes with the teacher’s ability to communicate effectively with the other pupils in the classroom or with the ability of the other pupils to learn.
- A pupil may be recommended to the Governing Board for expulsion for continued defiance of authority, continued disruptive or disorderly behavior, violent behavior that includes use or display of a dangerous instrument or a deadly weapon as defined in Section 13-105, use or possession of a gun, or excessive absenteeism. A pupil may be expelled for excessive absenteeism only if the pupil has reached the age or completed the grade after which school attendance is not required as prescribed in Section 15-802. A school district may expel pupils for actions other than those listed in this subsection as the school district deems appropriate. Any suspensions and/or expulsions of pupils in a kindergarten program and grades one through four must comply with Section 15-843, Subsection K.
- A school district may refuse to admit any pupil who has been expelled or suspended from another educational institution or who is in the process of being expelled from another educational institution.
- A school district may annually or upon the request of any pupil or the parent/guardian or guardian review the reasons for expulsion and consider readmission.
- As an alternative to suspension or expulsion, the school district may reassign any pupil to an alternative education program if good cause exists for expulsion or for a long-term suspension.
- A school district may also reassign a pupil to an alternative educational program if the pupil refuses to comply with rules, refuses to pursue the required course of study or refuses to submit to the authority of teachers, administrators or the governing board.
- A school district shall expel from school for a period of not less than one year a pupil who is determined to have brought a firearm to a school within the jurisdiction of the school district, except that the school district may modify this expulsion requirement for a pupil on a case-by-case basis. This subsection shall be construed consistently with the requirements of the Individuals with Disabilities Education Act, 20 United States Code Sections 1400 through 1420. For the purposes of this subsection:
  - “Expel” may include removing a pupil from a regular school setting and providing educational services in an alternative setting. “Firearm” means a firearm as defined in 18 United States Code Section 921.

**SCHOOL PROPERTY (A.R.S. 13-2911)**

Any student who cuts, defaces, or otherwise injures any school property is subject to suspension or expulsion and, upon complaint of the Board, the parents/guardians of such students shall be liable for the damages.

**SMOKING AND USE OF TOBACCO\* PRODUCTS (A.R.S. 36-798-03)**

A.R.S. 36-798-03 prohibits the possession of tobacco products on all school grounds, buildings, parking lots, playing fields, buses and at off-campus school sponsored events. This law applies to all students, staff and visitors. Violations of this law are a “petty” criminal offense, punishable by a fine of up to \$300. Smoking or possession of tobacco products is not permitted on or within 300 feet of school property (school grounds, inside school buildings, in school parking lots or playing fields, in school vehicles) or at off-campus school sponsored events.

Discipline for violation of this use shall include the following:

- Parents/guardians will be notified.
- Student may be disciplined on campus.



- Student may be suspended for not more than ten days and/or in lieu of a suspension the student may participate in a tobacco education diversion program.
- The student may be referred to the police and prosecuted for a petty offense, with a fine up to \$300.
- Cumulative violations could result in a formal hearing and recommendation for suspension.
- \*CUSD Policy JICG (Tobacco Use by Students) includes “tobacco products, tobacco substitutes, electronic cigarettes, other chemical inhalation devices, or vapor products”.

### THREATS (A.R.S. 13-2911)

Interference with or disruption of an educational institution; violation; classification; definitions:

- A person commits interference with or disruption of an educational institution by doing any of the following:
  - Intentionally, knowingly or recklessly interfering with or disrupting the normal operations of an educational institution by either:
    - Threatening to cause physical injury to any employee or student of an educational institution or any person on the property of an educational institution.
    - Threatening to cause damage to any educational institution, the property of any educational institution, or the property of any employee or student of an educational institution.
- Intentionally or knowingly entering or remaining on the property of any educational institution for the purpose of interfering with or disrupting the lawful use of the property or in any manner as to deny or interfere with the lawful use of the property by others.
- Intentionally or knowingly refusing to obey a lawful order given pursuant to subsection C of this section.
- To constitute a violation of this section, the acts that are prohibited by subsection A, paragraph 1 of this section are not required to be directed at a specific individual a specific educational institution or any specific property of an educational institution.
- The Superintendent of an educational institution or an administrator or employee designated by the Superintendent to maintain order may order a person to leave the property of the educational institution if the administrator or employee has reasonable grounds to believe either that:
  - Any person or persons are committing any act that interferes with or disrupts the lawful use of the property by others at the educational institution.
  - Any person has entered on the property of an educational institution for the purpose of committing any act that interferes with or disrupts the lawful use of the property by others at the educational institution.
  - Interference with or disruption of an educational institution pursuant to subsection A, paragraph 1 of this section is a Class 6 felony. Interference with or disruption of an educational institution pursuant to subsection A, paragraph 2 or 3 of this section is a Class 1 misdemeanor.

## SPECIAL EDUCATION DISCIPLINE PROCEDURES

It is the policy of the District to comply with the requirements of the IDEA as they relate to disciplinary measures taken with a student with disability.

The requirements are:

- If a change in educational placement for disciplinary removal occurs for a child with a disability, the District shall provide services to the extent necessary to enable the child to appropriately advance toward achieving the goals set out in the child's IEP (§300.121) (d).
- When a child with a disability is removed from his or her current educational placement, a change of placement occurs if:
  1. The removal is for more than 10 consecutive days.
  2. The series of removals constitute a pattern because they accumulate to more than 10 school days in a school year, and because of such factors as the length of each removal, the total amount of time the child is removed, or proximity of the removals to one another. (§300.519)
- When the removal of a child with a disability constitutes a change of placement, a review of the placement shall



be conducted regarding the relationship between the student's disability and the behavior subject to the disciplinary action (manifestation determination). (§300.523)

- If an IEP team determines that the behavior of the student with a disability was not a manifestation of the disability, disciplinary action applicable to students without disabilities shall be applied (§300.524-300.525), except as provided in (§300.121) which requires the provision of FAPE to all students with disabilities who are suspended or expelled. (§300.524)
- A child who has not been determined eligible for special education and who engages in behavior that violates any rules or code of conduct may assert any of the protections of a child with a disability pursuant to (§300.527) when the applicable conditions exist (see procedural steps).
- Designated District personnel are to observe the following checkpoints and implement the following procedures when disciplinary measures are applied to a child with a disability.

**FAPE for Children Suspended or Expelled:** (§300.121 and §300.520)

- For a child with a disability whose placement has been changed for disciplinary reasons, (i.e., has been removed from his or her current placement for more than 10 consecutive school days in a school year or whose removals constitute a pattern):
  1. The District will provide services to the extent necessary to enable the child to appropriately progress in the general curriculum and advance toward achieving the IEP goals.
  2. The IEP team will determine the extent of services necessary to enable the child to appropriately progress in the general curriculum and advance toward achieving the IEP goals. (§300.121)
- If a disciplinary action of more than 10 cumulative school days is contemplated for a child with a disability who has engaged in behavior that violated any rule or code of conduct of the District and:
  1. The District did not conduct a functional behavioral assessment and implement a behavior intervention plan for the child before the behavior occurred, within 10 business days the District will convene an IEP meeting to develop an assessment plan. (Must happen prior to hearing.)
  2. If the child already has a behavior intervention plan, the IEP team will meet to review the plan and its implementation, and, consider modifying the plan to address the behavior (300.520)

**Change of Placement for Disciplinary Removals:** (§§300.519)

- For a child with a disability, a change in placement occurs if:
  1. Removal is for more than 10 consecutive school days or
  2. The child is subject to a series of removals that constitute a pattern because of factors such as length of each removal, total amount of time the child is removed and the proximity of the removals to one another. (§300.519)

**Manifestation Determination Review:** (§300.523)

- The District will conduct a manifestation determination review when the District is contemplating a change of educational placement for disciplinary reasons.
- When the District is contemplating a change of educational placement for disciplinary reasons, the District will notify the parents/guardians of the child no later than the date on which the decision was made to take that action. The District will provide the parents/guardians with the appropriate procedural safeguard notice.
- No later than 10 days after the date on which the decision to act is made, the manifestation determination review must be conducted.
- In conducting a manifestation determination, the IEP team will consider evaluation and diagnostic results, including information provided by the parents/guardians; observations of the child; and the child's IEP and placement.
- The IEP team will only determine the child's behavior was not a manifestation of the disability, if all relevant information indicates that:
  1. The child's IEP was appropriately developed and implemented and behavior intervention strategies were provided consistent with the child's IEP and placement;



2. The child's disability did not impair the ability of the child to understand the impact and consequences of the behavior subject to the disciplinary action; and
  3. The child's disability did not impair the ability of the child to control the behavior subject to disciplinary action.
- The behavior will be considered a manifestation of the child's disability if any of the standards in the immediately preceding item were not met.
  - If the behavior is not a manifestation of the child's disability, disciplinary procedures applicable to children without disability will apply except as provided in IDEA regulation §300.121(d).

**Determination of Interim Alternative Educational Setting:** (IAES) §§300.520 through 300.522

The District may order a child with a disability to an interim alternative educational setting (IAES) for weapons or drug violations or bodily injury for the same amount of time as that of a child without a disability, but not to exceed 45 days.

The IAES will:

- Be determined by the IEP team.
- Be selected so as to enable the child to continue to participate in the general curriculum and receive services in the IEP. (§300.520)
- Include services and modifications designed to prevent the behavior from recurring.
- The District may request an expedited due process hearing to request that the child be moved to an appropriated IAES for not more than 45 days if the District has substantial evidence that a child's current placement is likely to result in injury to the child or to others. (§300.521)
- Parent/guardian appeal: (§§300.525)
- If the parent/guardian of a child with a disability disagrees with the manifestation determination or any decision regarding the placement, the parents/guardians may request a hearing. (§§300.525)
- The District will arrange an expedited hearing if the parent/guardian requests a hearing.

**Protections for Children Who are Not Yet Eligible for Special Education and Related Services:** (§300.527)

- The parent/guardian may assert any of the protections provided to children with disabilities if the District had knowledge that the child was a child with a disability before the behavior occurred. The District is presumed to have knowledge when:
  - The parent/guardian has expressed concern in writing (or orally if the parent/guardian cannot write or has a disability that prevents a written statement);
  - The behavior of the child has demonstrated the possible need for the services, in accordance with §300.7;
  - The teacher of the child or other personnel has expressed concern about the behavior or performance of the child;or
- The parent/guardian of the child has requested an evaluation.
- The District is presumed not to have knowledge when the District has either:
  1. Conducted a full and individual evaluation for special education eligibility and found the child was not a child with a disability; or
  2. Determined that an evaluation was not necessary and provided appropriate notice to the child's parents/guardians of its determination.
- If a request for an evaluation is made during the time period in which the child is subjected to disciplinary action under §§300.520 or 300.521:
  1. The evaluation will be conducted in an expedited manner. The child will remain in the placement determined by the school authorities until completion of the evaluation and eligibility determination.

## DUE PROCESS PROCEDURES

Students are entitled to exercise their rights as citizens in all matters related to the school setting. Each student must also respect the rights of other students, teachers and other school personnel.

Students who violate the rights of others or school rules are subject to disciplinary action designed to correct their misconduct. Students and parents/guardians should refer to district policies related to student rights and responsibilities.

SEE POLICY JI, JKD, JKE, JLI

## APPEAL FOR DISCIPLINARY ACTION

Suspension and/or expulsion of students is conducted in compliance with Policy JKD. Students who are suspended lose the privilege of attending school and for receiving credit for schoolwork.

- **Short Term Suspension:** Temporary withdrawal of the privilege of attending school for a specified period of time.
- **Long Term Suspension:** When the student has had a serious offense and/or has many discipline referrals, a student can then be referred to a hearing officer for further disposition. The Hearing Officer will receive a referral packet from the school site administration requesting that more than 10 school days suspension be imposed on the student in question. The Hearing Officer can suspend from 11 school days up to 1 year.
- **Expulsion:** Expulsion is the permanent withdrawal of the privilege of attending a school unless the Governing Board reinstates the privilege. This is the most punitive discipline that the District can take. The students can be referred for expulsion for drugs, violence, weapons, and other offenses that may warrant expulsion. The students have specific rights if referred for expulsion and will be informed of their rights.

### APPEAL PROCEDURES FOR STUDENT SUSPENSION OR EXPULSION

No appeal is available from a short-term suspension.

The appeal procedure for long-term suspension is as follows:

- 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/guardian(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.
- 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.
- The decision of the Board is final.
- The decision and appeal procedure for an expulsion, if applicable, upon the conclusion of the hearing will be as follows:
  - 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/guardian 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:
    - The time and place of the Board meeting at which the recommendation will be made.





- That the recommendation may be appealed at the time the recommendation is made to the Board.
- That the appeal shall be in writing delivered to the Superintendent prior to the time of the Board meeting.
- That the written appeal shall indicate a spokesperson on behalf of the student.
- That the spokesperson will be given time to speak to the Board on appeal.
- 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.
- Upon conclusion of a hearing on expulsion conducted by the Board, the decision of the Board is final.

**Note:** Students receiving special education services will need to have a Manifestation Determination Hearing prior to other formal Long Term or Expulsion hearings.

## BULLYING/INTIMIDATION/HARRASSMENT/HAZING

CUSD is committed to providing all students with a safe and supportive school environment. Members of the school community are expected to treat each other with respect. Teachers and other staff members are expected to teach and to demonstrate by example that all members of the community are entitled to respect.

We no longer live in an insulated world. Our world is multi-cultural, multi-ethnic and as we go to school with people of all colors, races, religions and socio-economic levels, students will also be working at the job site with diverse populations. We do not want our youth to become de-sensitized to hateful words or words of violence. CUSD will not tolerate this behavior and we will do our very best to extinguish it.

Bullying, intimidation, harassment or hazing will not be tolerated and will result in disciplinary action. The consequences will be stern and strict.

**Bullying** is more than teasing. It is the use of coercion, force, or threat, to aggressively dominate or intimidate. The behavior is often repeated and habitual. One essential prerequisite is the perception of an imbalance of physical or social power. This imbalance distinguishes bullying from conflict. Bullying may also be defined as the activity of repeated, aggressive behavior intended to hurt another individual, physically, mentally, or emotionally.

There is no universal definition of bullying, but it is widely agreed upon that bullying is a subcategory of aggressive behavior characterized by the following three criteria:

1. Hostile intent,
2. Imbalance of power, and
3. Repetition over a period of time.

**Harassment** of a student by another student or by a teacher or other staff member is a violation of school policy. This includes, but is not limited to, harassment based on race, national origin, marital status, sex, sexual orientation, gender identity, religion, or disability.

**Hazing** means any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student. This act may contribute to a substantial risk of potential physical injury, mental harm or degradation. This includes verbal abuse, degrading language, ridicule, gestures, put downs, slurs, innuendoes, etc., pertaining to race, color, religion, sexual orientation, gender, national origin or disability of the victim.



Punishable bullying, intimidation, harassment, hazing is conduct, including but not limited to, verbal conduct, use of picture/video phones, text messaging, cyber bullying, and other equipment that:

1. Creates or will likely create a hostile environment by substantially interfering with a student’s educational benefits, opportunities, or performance, or with a student’s physical or psychological well-being; or
2. Is threatening or seriously intimidating.

CUSD will prescribe and enforce policies and procedures to prohibit pupils from harassing, intimidating and bullying other students on school grounds, on school property, on school buses, at school bus stops and at school sponsored events and activities that include the following components:

- **Reporting for Students:** Students may confidentially report to school officials’ incidents of harassment, intimidation or bullying using the District Referral Form
- **Reporting for Parents/Guardians or Guardians:** Parents/guardians and guardians of students may submit written reports to school officials of suspected incidents of harassment, intimidation or bullying using the District Referral Form.
- **Reporting for School Employees:** School district employees will report suspected incidents of harassment, intimidation or bullying to the appropriate school official in writing using the District Referral Form.
- **Documentation:** Reported incidents of harassment, intimidation or bullying will be documented in writing using the District Referral Form. No documentation shall be maintained unless the harassment, intimidation or bullying has been proven.
- **Investigation Process:** An investigation will be conducted by the appropriate school officials of suspected incidents of harassment, intimidation or bullying using the District Referral Form and statements from witnesses.
- **Disciplinary action:** Students that have admitted or been found to have committed incidents of harassment, intimidation or bullying will be placed on a bullying contract with possible disciplinary action.
- **Consequences for false reporting:** The scope of consequences for students submitting false reports of incidents of harassment, intimidation or bullying range from a conference to possible police referral and expulsion.
- **Retaliation:** Retaliation is prohibited against any student or person who reports or participates in an investigation of bullying, intimidation, or harassment.

**Anti-Bullying Provisions (A.R.S. 15-341)**

Anti-bullying provisions require school districts to adopt and enforce procedures that prohibit the harassment, bullying and intimidation of pupils on school grounds, school property, school buses, school bus stops and at school sponsored events and activities. The procedures must contain the following:

- A confidential process that allows pupils to report incidents of harassment, intimidation or bullying to school officials.
- A procedure for the parents/guardians or guardians of pupils to submit written reports concerning harassment, intimidation or bullying to school officials.
- A requirement that school district employees report suspected harassment, intimidation or bullying.
- A formal process for the documentation and investigation of reported incidents of harassment, intimidation or bullying.
- A formal process for an investigation of suspected incidents of harassment intimidation or bullying.
- Disciplinary procedures for students admitting to, or who are found guilty of, committing harassment, intimidation or bullying.
- A procedure that provides consequences for submitting false reports of harassment, intimidation or bullying.



**SEE SOMETHING SAY SOMETHING**

**Help keep our school safe. If you see something say something.**

**Slilent Witness can be reached at each site:**

**Coolidge High School  
520-723-2304**

**Coolidge Junior High School  
520-723-2115**

**Coolidge Alternative Program/Virtual Academy  
TBD**

**Heartland Ranch Elementary  
520-424-2100**

**West Elementary  
520-723-2702**

**Choose option #8**

**SELECTED ARIZONA LAWS RELATED TO PUBLIC SCHOOLS****Abuse of Staff (A.R.S. 15-507)**

In order to maintain a safe, orderly school environment, the authority of school staff members acting in their official capacity must be respected. For this reason, any form of threat, verbal, written, or physical abuse of staff will be treated as a serious offense warranting suspension or expulsion or possible referral to the police department. If concern about a staff member's exercise of authority cannot be satisfied in direct, appropriate discussion with the individual, that concern should be brought to the attention of the administration.

**Drug Use by Persons Other Than Students or Employees (A.R.S. 13-2911)**

Persons other than students or employees suspected of distributing, possessing or under the influence of such substances, shall be reported to the principal or the person in charge. If the principal or person in charge is reasonable, certain it has occurred, he/she shall inform law enforcement authorities, (see A.R.S. 13-2911) except that if it appears that the individual is an adult and is under the influence of alcohol and is not disorderly, then the principal or the person in charge shall use his/her discretion in notifying law enforcement authorities and shall take action as seems appropriate.

**Parent/Guardian Involvement Regarding Drug Violations (A.R.S. 15-843)**

Whenever there is a reasonable suspicion that a student is suspected of violating the school drug policy and is questioned by the school principal or designee, his/her parent/guardian(s) or legal guardian(s) shall be notified within 24 hours that such questioning took place. When it has been determined that a student has violated the school drug policy his/her parents/guardians shall be notified. Additionally, parent/guardian conferences are not only encouraged, but shall be required throughout any disciplinary procedures (see A.R.S. 15-843) relating to this section.

**Sex Offender Notification (A.R.S. 13-3825)**

Legislation calling for community notification of sex offenders (A.R.S. 13-3825) took effect June 1, 1996. The legislation requires that law enforcement agencies, not schools, be responsible for notification of the neighborhood when a known sex offender resides in the area. The guidelines provide levels of notification based on the risk a particular sex offender poses to the community; there are three levels as determined by law enforcement officials. Level two and three sex offenders may present a danger to the community. When a level two sex offender moves into a community, the law enforcement agency may notify the school district. In the case of level three sex offenders, the agencies shall inform the school district. Coolidge Unified School District will cooperate with law enforcement agencies by ensuring that principals and school staff members are notified as necessary. The Superintendent's office will maintain a file of the notifications that may be reviewed by community members. Principals and school staff will have access on site to a copy of the notification and any other pertinent information.

Copies of the neighborhood notifications may be obtained from the local school. In an effort to maintain trust and better inform the greater school community, Coolidge Unified School District may send letters home with students.

**Teacher's Authority to Remove a Student From Class (A.R.S. 15-841)**

A.R.S. 15-841 gives teachers the right to remove disruptive students from their classrooms. A teacher may remove a student from his/her class by documenting abusive, threatening, disruptive, or unruly behavior. The referring teacher must submit supporting documentation within 24 hours of removal. Upon receipt of the teacher's recommendation to remove the student from class, the principal shall remove the student unless he/she can produce evidence that the basis for the recommendation was arbitrary or discriminatory and/or procedurally incorrect. Upon removal, the following steps will be completed by the principal: (1) Arrange for placement of the student in another class or an alternative setting, (2) Contact the parents/guardians to inform them of their child's removal from class and an explanation of procedures, (3) Arrange for appropriate continuation of the student's instructional program by securing individual lesson plans learning objectives and activities from the referring teacher, and (4) Arrange for a meeting of the school placement review committee to be conducted within three days of removal.



**The “Good Neighbor” Policy: Student Conduct Within the School Community (A.R.S. 13-201)**

School rules and other reasonable expectations for student behavior are extended to include student conduct while going to and from school and while off campus during the normal school day. This includes the responsibility to observe traffic and pedestrian laws and the responsibility to act as a good neighbor, respecting the safety, welfare, and property of others during lunch hour. Failure to act as a good neighbor within the school community may result in disciplinary action (A.R.S. 13-201).

**FEDERAL LAW PERTAINING TO HOMELESS STUDENTS SEC. 1032**

Subtitle B of Title VII of the McKinney · Vento Homeless Assistance Act, (42 U.S.C.U431 ET SEQ.)

- Each state educational agency shall ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths.
- In any state that has a compulsory residency requirement as a component of the state’s compulsory school attendance laws or other laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youths, the state will review and undertake steps to revise such laws, regulations, practices, or policies to ensure that homeless children and youths are afforded, practices, or policies to ensure that homeless children and youths are afforded the same free, appropriate public education as provided to other children and youths.
- Homelessness alone is not sufficient reason to separate students from the mainstream school environment.
- Homeless children and youths should have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging state student academic achievement standards to which all students are held.

The term “homeless youth” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. Homeless status is determined in cooperation with parents/guardians or, in the case of unaccompanied youth, the Local Educational Agency Liaison. Additional information regarding the McKinney Vento Homeless Assistance Act is available from the District’s Homesless Liaison/Intervention Specialist.

**PARENT/GUARDIAN’S RIGHT TO KNOW TEACHER QUALIFICATIONS**

**HIGHLY QUALIFIED STATUS TITLE I SECTION 1111 (H)(6)**

At Coolidge Unified School District, we are very proud of our teaching professionals and their ability to provide a high-quality education for your child.

As a Title I School district, we must meet federal rules related to teacher qualifications as defined in No Child Left Behind. These rules allow you to learn more about your child’s teachers’ training and credentials. We are happy to provide this information to you.

At any time, you may ask:

- Whether the teacher has met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and what undergraduate or graduate degrees the teacher holds, including graduate certificate and additional degrees, and major(s) or area(s) of concentration.

You may ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional’s qualifications.

## Student Handbook



Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled.

If you have any questions about your child's assignment to a teacher or paraprofessional, please contact the school office.