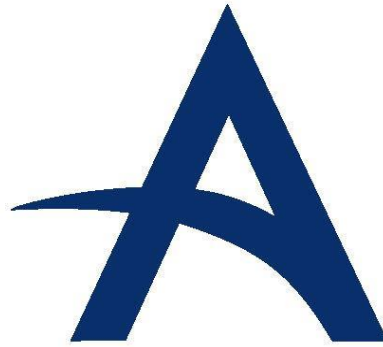


STUDENT & PARENT HANDBOOK 2023 – 2024



ALHAMBRA ELEMENTARY SCHOOL DISTRICT

VISION

The Alhambra Elementary School District will promote knowledgeable, open-minded, and caring thinkers. Through equitable access to academics, athletics, the arts and activities, students will be cared for, enriched and immersed in intellectual and social experiences. With opportunities to experience leadership, students will develop the collaborative skills necessary for future civic engagement. Our measure of success will be students who advance with creative development, international awareness, and academic preparation to meet the demands of high school and beyond.

In the Alhambra Elementary School District, it is our goal to meet the full potential of all students through our vision of “Educating the Whole Child”. As students enter their school site each day we ask that they come to school on time with a positive attitude and prepared to learn. In return we offer outstanding staff and programs. Our goal is to develop relationships with your child(ren) for this is their home away from home.

MISSION

Alhambra Elementary School District will enrich the life of the whole child in collaboration with families and the greater community. We will promote a social and global consciousness that encompasses a profound respect for all humanity.

The 2023-2024 Selected Student Policies & Regulations Handbook can be found at: <https://www.alhambraesd.org/handbook>



Dear Alhambra Parent/Guardian,

I am delighted to extend a warm welcome to you and your child as new members of our community. I understand that choosing the right educational path for your child is a significant decision, and I am grateful that you have chosen to be a part of our school district. At Alhambra, our dedication lies in nurturing the whole child, and we are committed to providing unique opportunities that foster exploration, discovery, and meaningful connections through Academics, Arts, Athletics, and Activities.

Enclosed within this handbook, you will find essential information regarding our district's academic and social expectations. These guidelines are designed to maintain a positive and safe learning environment for all our students. Additionally, the handbook includes important contact details and valuable resources that may prove helpful throughout the school year. I kindly request you to review this handbook with your child. Should you have any questions, comments, or concerns, please don't hesitate to reach out to your child's teacher or principal.

Our partnership with you is of utmost importance as we work together to create a dynamic learning environment where our students are continually inspired, empowered, acknowledged, supported, and celebrated.

Thank you for entrusting us with your child's education. Our team is eagerly looking forward to an enriching and successful journey together in the 2023-2024 school year.

Warm regards,

A handwritten signature in black ink, which appears to read 'Cecilia Maes', is placed above the printed name of the Superintendent.

Dr. Cecilia Maes
Superintendent
Alhambra Elementary School District

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ALHAMBRA ELEMENTARY SCHOOL DISTRICT

4510 N. 37TH Avenue
Phoenix, Arizona 85019
Phone: 602-336-2920

SCHOOLS

ALTERNATIVE LEARNING CENTER	CHOICE LEARNING ACADEMY (5-8)	JAMES W. RICE ELEMENTARY SCHOOL (K-8)
6615 N. 39th Ave	5330 N. 23rd Avenue	4530 W. Campbell Avenue
Phoenix, AZ 85019	Phoenix, AZ 85015	Phoenix, AZ 85031
Phone (602)-336-2622	Phone (602) 246-0699	Phone (623) 848-8420
ALHAMBRA PRESCHOOL ACADEMY	CORDOVA ELEMENTARY SCHOOL (Pre K-8)	MADRID NEIGHBORHOOD SCHOOL (K-8)
4730 W. Campbell Avenue	5631 N. 35th Avenue	3736 W. Osborn Road
Phoenix, AZ 85031	Phoenix, AZ 85017	Phoenix, AZ 85019
Phone (602)-246-5155	Phone (602) 841-0704	Phone (602) 336-2280
ALHAMBRA TRADITIONAL SCHOOL (K-8)	GLOBAL ACADEMY OF PHOENIX (K-8)	SEVILLA ELEMENTARY - EAST CAMPUS (Pre K-4)
5725 N. 27th Avenue	6615 N. 39th Avenue	3801 W. Missouri Avenue
Phoenix, AZ 85017	Phoenix, AZ 85019	Phoenix, AZ 85019
Phone (602)-484-8816	Phone (602) 336-2202	Phone (602) 242-0281
BARCELONA ELEMENTARY SCHOOL (K-8)	GRANADA ELEMENTARY - EAST CAMPUS (5-8)	SEVILLA ELEMENTARY - WEST CAMPUS (5-8)
6530 N. 44th Avenue	3022 W. Campbell Avenue	3851 W. Missouri Avenue
Glendale, AZ 85301	Phoenix, AZ 85017	Phoenix, AZ 85019
Phone (623) 842-8616	Phone (602) 589-0110	(602) 347-0232 Ext. 7005
CAROL G. PECK SCHOOL (K-8)	GRANADA ELEMENTARY - WEST CAMPUS (Pre K-4)	VALENCIA NEWCOMER SCHOOL (K-8)
5810 N. 49th Avenue	3232 W. Campbell Avenue	3802 W. Maryland Avenue
Glendale, AZ 85301	Phoenix, AZ 85017	Phoenix, AZ 85019
Phone (623) 842-3889	Phone (602) 841-1403	Phone (602) 336-2282
CATALINA VENTURA SCHOOL (K-8)	FAMILY RESOURCE CENTER	WESTWOOD ELEMENTARY SCHOOL (Pre K-4)
6331 N. 39th Avenue	4432 W. Maryland Avenue	4711 N. 23rd Avenue
Phoenix, AZ 85019	Glendale, AZ 85301	Phoenix, AZ 85015
Phone (602) 841-7445	Phone #: (602) 242-5828	Phone (602) 242-2442

July 2023

m	t	w	t	f
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17	18	19	20	21
24	25	26	27	28
31				

August 2023

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21	22	23	24	25
28	29	30	31	

September 2023

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October 2023

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November 2023

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December 2023

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January 2024

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29	30	31		

February 2024

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March 2024

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April 2024

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May 2024

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June 2024

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3	4	5	6	7
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17	18	19	20	21
24	25	26	27	28

July 2023

4th of July Observed.....July 4
District Closed - Summer Work Schedule.....July 7, 14, 21, 28
New Certified Orientation.....July 26, 27, 31

August 2023

New Certified Orientation.....August 1
Professional Development.....August 2-7
Returning Teachers ReportAugust 2
First Day of School.....August 8
Early Release/Staff Development.....August 9, 16, 23, 30

September 2023

Mid-Term Grades.....September 1
Labor Day.....September 4
Early Release/Staff Development.....September 6, 13, 20, 27

October 2023

40th Day.....October 3
Early Release/Staff Development.....October 4, 18, 25
End of Quarter 1.....October 6
Fall Recess.....October 9-13
Report Cards Issued.....October 26
Half Day for Students/Parent-Teacher Conferences.....October 26-27

November 2023

Early Release/Staff Development.....November 1, 8, 15, 29
Mid-Term Grades.....November 9
Veterans Day Observed.....November 10
Thanksgiving Break.....November 22-24

December 2023

Early Release/Staff Development.....December 6, 13, 20
End of Quarter 2.....December 21
Winter Break.....December 22-29

January 2024

Winter Break.....January 1-5
Classes Resume.....January 8
Early Release/Staff Development.....January 10, 17, 24, 31
Martin Luther King Jr. Day.....January 15
Report Cards Issued.....January 18
Half Day for Students/Parent-Teacher Conferences.....January 18-19
100th Day.....January 24

February 2024

Mid-Term Grades.....February 2
Early Release/Staff Development.....February 7, 14, 21, 28
President's Day.....February 19

March 2024

Early Release/Staff Development.....March 6, 20, 27
End of Quarter 3.....March 8
Spring Break.....March 11-15
Report Cards Issued.....March 22
Spring Recess.....March 29

April 2024

Early Release/Staff Development.....April 3, 10, 17, 24
Mid-Term Grades.....April 19

May 2024

Early Release/Staff Development.....May 1, 8, 15, 22
Last Day of School/End of Quarter 4/
Report Cards Issued/Early Dismissal for Students.....May 24
Memorial Day.....May 27

June 2024

District Closed - Summer Work Schedule.....June 7, 14, 21, 28
Juneteenth Federal Holiday.....June 19

Legend

Professional Development
First Day of School
Early Release for Students (out 2 hours early)
Legal Holiday - No School
Fall / Winter / Spring Recess - No School
End of Quarter
Parent Teacher Conferences - Half Day for Students (out 3 hours early)
Last Day of School - Students Released Early (out 4 hours early)
Summer School
District Closed - Summer Work Schedule

Number of Instructional Days

Quarter 1: 8/8/23-10/6/23	43 Days
Quarter 2: 10/16/23-12/21/23	45 Days
Quarter 3: 1/9/24-3/8/24	43 Days
Quarter 4: 3/18/24-5/24/24	49 Days
Total Instructional Days	180 Days

Approved
3/30/2023

The Servant Leader

Alhambra Elementary School District leaders possess a servant leader's beliefs. The servant leader distributes leadership capacity among team members, puts the needs of others first, and helps people perform to their highest potential. The servant leader focuses primarily on the growth and wellbeing of people and the communities to which they belong. He/She supports stakeholders to progress towards bringing the District's mission and vision to fruition.

The Management of Students: A Restorative Approach

Alhambra Elementary School District leaders put the needs of students at the center of decision-making, including those decisions that pertain to the management of students. While student misconduct is a factor affecting the operation of all schools, Alhambra leaders recognize the need to address the factors that contribute to poor decision-making and the misconduct that can occur as a result.

The application of interventions, with the intent to address the factors that contribute to a student's misconduct, is a critical element of Alhambra's approach to student management.

Notice of Non -Discrimination: Alhambra Elementary School District does not discriminate on the basis of actual or perceived race, color, national origin, disability, age, gender, marital status, religion, veteran or military status, sexual orientation, gender expression, or identity, or socioeconomic status, or any other prohibited factor in the admission or access to, treatment or employment in its educational programs or activities. Inquiries or complaints concerning discrimination, including Title VI, Title VII, and Title IX may be referred to the District's Compliance Officer: Dr. Maes, Superintendent, 4510 N. 37th Avenue, Phoenix, Arizona 85019, (602) 336-2920. Inquiries concerning Section 504 may be referred to Exceptional Student Services.

ACTION REQUIRED PARENT/GUARDIAN:

All parents/guardians must sign and acknowledge that they have been informed of the Alhambra Elementary School District 2023-2024 Selected Student Policies and Regulations Handbook. Parents have been given the opportunity to read the Handbook and review it with their child/children. Parents/Guardians understand that they may contact the Principal if there are any questions about the information contained in this Handbook.

EDUCATIONAL SERVICES

Academic Integrity

Any form of deception including, but not limited to, the use of notes, text messaging, social media, obtaining answers ahead of time or sharing information with other students is cheating. All student work presented for credit shall be the original work of that student. Taking someone else's work and passing it off as one's own is plagiarism. Any student involved in academic cheating/plagiarism shall be subject to disciplinary action.

Arts Education

Arts education encompasses the visual and performing arts delivered using state standards by a highly qualified teacher as part of the core curriculum. Courses provided include: visual arts and general music, band and choir. The arts are a language made up of its own words, symbols, and ideas with unique origins. Understanding this language helps us to understand the arts. Through skill development, students apply reasoning, imagination, creativity and a positive image of self. Many sites also offer extracurricular arts clubs. See your site for more information.

Identification of English Learners and English Learner Services

- The primary or home language for all new pupils who enroll in a school district or charter school shall be identified in a manner prescribed by the superintendent of public instruction.
- The English language proficiency of all pupils with a primary or home language other than English shall be assessed through the administration of English language proficiency assessment, **AZELLA**, in a manner prescribed by the superintendent of public instruction.
- If it is determined that a pupil is not English language proficient, the pupil shall be classified as an English language learner and shall be enrolled in an English language education program pursuant to section 15-752 or 15-753. Full text of the law regarding the responsibilities and the development of the SEI models is located in Title 15, Chapter 7, and Article 3.1. English Language Education for Children in Public Schools, 15-751 through 15-757, Arizona Revised Statutes.

If you need additional information regarding English language services, please contact the Supplemental Programs Director at (602)336-2200.

Homework

Assignment of homework within district sites shall be of a constructive nature, directly related to the grade level course of study and clearly serve a purpose. Homework shall not be considered as a disciplinary measure and

shall be personalized whenever possible to meet the individual needs of the students. Assignments shall not require books or materials that are not available at home or where resource materials are limited. Homework activities may include:

- Unfinished class assignments or makeup work for classes missed due to absences.
- Reinforcement of skills learning in the classroom.
- Projects that supplement studies in the classroom.
- Written work that permits the application of skills being developed.
- Problem-solving skills.

Make-Up Work

Student attendance is important to ensure high levels of student learning. Absences should occur only when necessary. A student who is absent will be permitted the same amount of time of the absence to complete make-up work.

Extended Day Tutoring

Extra academic support through tutoring classes is also offered at each site. These activities are held on various days and times depending on grade level and site schedule. After school bus transportation home is provided for students who regularly ride the bus. If your child is eligible to participate you will be notified and a permission slip to attend will be provided.

Move on When Reading – Required Parent Notification K-3 Students

Alhambra Elementary School District is focused on providing the best high-quality reading instruction to all students each day. Through a process called Multi-Tiered System of Supports (MTSS), all kindergarten through third grade students are screened for reading difficulties and characteristics consistent with dyslexia in the fall, winter, and spring using FastBridge. This universal screening process includes our English Learners and those who have a 504 and/or IEP. A universal literacy and dyslexia screener informs teachers of students on-track to meet grade-level benchmarks and students who need more instruction in order to be on-track.

In response to students' needs, explicit, evidence-based reading instruction and intervention support systems are provided in alignment to Arizona's Move On When Reading (MOWR) legislation. For students who need more than Tier 1 (core) instruction, a deeper diagnostic assessment is given as soon as possible (or within 2 weeks of the literacy screener). Tier 2 interventions are started right away, working to close the gaps. A change in intervention curriculum, group size, frequency, duration and level of intensity may be needed. This Tier 3 (intensive) intervention may or may not

be provided by the classroom teacher. The progress of all students receiving intervention is closely and frequently checked. Parents are essential to this entire process. Following the universal literacy and dyslexia screener and diagnostic assessments, you will be notified if your child is not at benchmark.

Arizona Revised Statute (A.R.S. § 15-701) requires that a student not be promoted from third grade to fourth grade if he or she “does not demonstrate sufficient reading skills” on the statewide assessment. It is understood that each child is unique, therefore exemptions have been established for students to be promoted to 4th grade. There are four good cause exemptions to retention for 3rd grade students who fail to meet the MOWR cut score. These apply if a student:

- Is an English learner or a limited English proficient student and has had fewer than two years of English language instruction; OR
- Is in the process of a special education referral or evaluation and/or student has been diagnosed as having a significant reading impairment, including dyslexia; OR
- Has an identified disability and has an IEP and the IEP team (including parents) agrees that promotion is appropriate; OR
- Has demonstrated or subsequently demonstrates sufficient reading skills or adequate progress towards sufficient reading skills of the 3rd grade reading standards as evidenced through a collection of reading assessments approved by the State Board” (ADE, 2020).

“Does not demonstrate sufficient reading skills” indicates that the child is reading at a much lower level than is expected of a third grader and needs additional help. The primary and greatest impact of this legislation is in its focus on early identification of struggling readers so that they receive targeted interventions designed to have them reading at grade level by or before the end of 3rd grade and position them for long-term success both at school and in their future careers.

A variety of factors, in and outside of school, can influence a child’s educational path and progress. Despite the best efforts of schools to remedy students’ area of need, some students may not be able to attain the skills needed to make adequate progress in the general curriculum. If a disability is suspected as the underlying reason for this, a student may be referred for an evaluation. At any time, a parent can request an evaluation if they believe their child has a disability and requires specially designed instruction.

Alhambra Elementary School District is committed to support your K-3 child’s literacy development, we will provide written communication during the year about their current reading needs, interventions available to remediate the reading deficiencies, additional strategies to support them at

home, and promotion/retention legislation. Please reach out to your child's teacher or for more information, visit: www.azed.gov/mowr

MTSS Framework

All Alhambra Elementary School District schools use a Multi-Tiered System of Supports (MTSS) to meet the academic, behavioral and social needs of our learners. Multi-Tiered System of Supports involves a continuum of high-quality, research-based instruction, enrichment, and intervention that is responsive and differentiated to learner needs. The MTSS framework relies upon data-based problem-solving practices that support a rapid response to your child's needs. The Alhambra Elementary School District MTSS includes a comprehensive system of assessments which are used to inform the actions we take to meet every learners' needs. These assessments include universal screenings, diagnostic testing, progress monitoring, and formative and summative tests.

Testing

The Alhambra Elementary School District Multi-Tiered System of Supports MTSS includes a comprehensive system of assessments that inform the actions we take to meet every learners' needs. These assessments include universal screenings, diagnostic testing, progress monitoring, and formative and summative tests.

The district uses Illuminate DnA Benchmark tests to monitor student, class, school, and district achievement, and the FastBridge Universal Screener and Progress Monitoring to ensure progress. Benchmark tests, end-of-year reading or math exams, and the state end-of-year assessment, Arizona Academic Standards Assessment (AASA), allow students to demonstrate if they have mastered grade-level standards.

For Arizona testing information, please visit:

<https://www.azed.gov/assessment/parents>

Student Progress and Grades

As students progress throughout the year towards meeting grade level expectations, it is important to highlight and celebrate your child's strengths and share difficulties they may experience. As partners in your child's educational journey, constant communication and involvement is necessary for your child's success. Throughout the year we will provide written mid-term progress reports and report cards during the four grading periods. The date of issue for report cards and mid-term progress reports is noted on the school calendar located in the beginning of the handbook.

We encourage you to attend Parent-Teacher Conferences at the end of each grading period during the first and second quarter when you will receive

your child's report card. Your child's teacher will contact you with more information and to schedule an appointment. During the third and fourth quarters, report cards will be available through Parent VUE. Contact your child's teacher at any time during the year if you desire a Parent Teacher Conference.

You may also monitor your child's progress and academic information, including attendance & grades, through the secure, online Parent VUE software program and mobile app. Access to Parent VUE requires account activation provided by the school. To view your child's grade visit:

https://parentvue.alhambraesd.org/PXP2_Login.aspx

Student Recognition Programs

Celebrating student progress is meant to promote success in and out of the classroom. For a student to be a well-respected citizen, they must be able to balance many different areas of life. They must exemplify outstanding characteristics both as a student and as a citizen of the community. The student must be able to handle many different aspects of student life while maintaining excellence in the classroom. These student recognition systems outlined below are designed to nominate and select students who promote and take pride in the Alhambra Elementary School District community and in themselves.

Recognizing Students - All sites will recognize students as outlined below. Each child that meets the criteria will receive an award. How awards are distributed to students will be determined at the discretion of each school.

Quarterly Honor Roll

Students in fourth (4th) through eighth (8th) grade who meet the high academic and citizenship standards will be eligible for recognition:

- *Principal's List*: Students who receive a 4.0 GPA (all A's) on their report card for all subjects including elective classes.
Honor Roll: Students who receive a 3.5 - 3.9 GPA on their report card for all subjects including elective classes.

Parent Resources/Volunteers

The Alhambra Elementary School District believes that education is a partnership that involves teachers, administrators, parents and the community working collaboratively to ensure the children in our schools reach their highest potential. We have established a Family Resource Center that offers a variety of services to support our families and community. You may contact the center at (602) 242-5828 for needs you may have.

Parent volunteers are encouraged. Each site has a parent volunteer coordinator that is happy to work with you on the many flexible opportunities to get involved and support your school whether it is assisting in creating instructional materials or participating in a field trip. Volunteers make valuable contributions to our education programs and support staff and we encourage you to get involved.

Promotion/Retention

The Alhambra Governing Board believes the success of students lies with the mutual cooperation of parents/guardians, staff members, and students. The Governing Board is dedicated to the total and continuous development of every student. Original grade-level placement of students in schools is determined by the students' academic, social, emotional and linguistic attributes, as well as chronological age. Promotion and retention is implemented according to District Policy [IKE](#).

Promotion

Promotion requirements are an integral part of the educational plan for all students. Promotion requirements reflect the District's high expectation for student learning. Promotion from grade to grade is based on the following criteria. No one criterion may be utilized solely in determining grade to grade promotions.

- Student mastery of learning objectives set forth by the State Board of Education adopted curriculum.
- Successful completion of class assignments, projects, and tests.
- Achievement on District-wide standardized achievement tests.
- Attendance.
- Teacher recommendation for promotion. (A.R.S. 15-521.10)
- The child's previous educational history.

Retention

Student retention is a process that is followed when, in the judgment of the professional staff and after consultation with the parents/guardians, it is determined to be in the best interest of the student. The primary grades are suggested as the most appropriate time for student retention. Retention, however, may be considered at any other grade level, when documented evidence indicates that it is in the best interest of the student. A student who is being considered for retention will be referred to the school Child Study Team (CST). The following criteria will be included as determining factors regarding retention:

- The child's past educational history, academic achievement and mental ability.
- The child's physical and social characteristics.

Based on the collection of data, the CST will recommend to the teacher a program that will best serve the child's needs. The CST may recommend interventions other than retention.

Each student who is retained will have an individual learning plan (ILP) developed by the Child Study Team, teachers, and parents/guardians. This will ensure that the instructional and learning environment for the next school year is changed appropriately to meet the student's needs.

Exceptional Student Services

Public schools must provide a free, appropriate education to eligible children with disabilities. Exceptional student services and related services are described in Individualized Education Programs (IEPs) and are provided in the least restrictive environment. The law and its implementing regulations also provide methods to assure that your input is considered.

If children are having difficulty in school, parents should check with teachers to discuss interventions that may help their children succeed. If the interventions are unsuccessful or if a disability is suspected, parents may request a referral for special education evaluation. Contact the school administrator, school psychologist, or director of exceptional student services.

Special Education Evaluation

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

Child Find

Child Find is a component of the Individuals with Disabilities Education Act (IDEA 2004), that requires Public Education Agencies to locate, identify, and evaluate all children with disabilities aged birth through 21, located within their geographic boundaries who are in need of early intervention or special education services. The Individuals with Disabilities Education Act (IDEA) and its implementing regulations require that all children with disabilities who are in need of special education and related services, regardless of the severity of their disability, are identified, located, and evaluated. [20 U.S.C. § 1412(a)(3); 34 C.F.R. § 300.111(a)]

District Issued Property (i.e. library books, textbooks, technology devices, and/or musical instruments)

All district-issued property is "loaned" to students and remains the property of the Alhambra Elementary School District. This includes but is not limited to: library books, textbooks, technology devices, and/or musical instruments. Students are expected to take proper care of these items and only "normal wear and tear" is acceptable. If loaned items are lost or damaged, the student to whom the item was issued may be required to reimburse the district for the lost or damaged item. Students/Parents may be required to sign documents or contribute a nominal "rental fee" for certain loaned district property (typically technology devices and/or musical instruments).

Technology Use and Digital Privacy - Policy IJNDB-EA

Technology has become an integral tool in learning. The Alhambra Elementary School District has linked student computers to the Internet. The goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, research, and communication when learning.

Privacy rights are in place when using district technology. The District will comply with the federal Children's Internet Protection Act (CIPA) by using filtering technology to promote the safe and secure use of any online Internet network. Although you may be comfortable posting, emailing and sharing photos or video of your child other parents may not feel the same. Unless specifically authorized by the school administration, students are not to post, email or share photos or video while on a district device.

Personal Electronic Devices

Electronic devices often interfere with the orderly operation of the school and may cause a disruption to the learning environment. Students are discouraged from bringing electronic devices to school and the school is not responsible when these items are lost or stolen. Disciplinary action may result if inappropriate use of an electronic device causes a disruption within the school site. Unless previously authorized by the school's administration or designee, students are not to use a personal electronic device (cell phone) for the purpose of recording conversations, taking pictures or video footage of others at school, on the bus or at school-related activities.

Extracurricular Activities

The district is committed to meeting the needs of the "whole child". Extracurricular activities inspire students to explore different interests and talents. Each site offers a variety of after-school activities that may include Athletics, Engineering is Elementary, MESA, STEM Club, Student Council, Yearbook, Cheer, Drama and many others. These activities are held on various

days and times depending on grade level and site schedule. Bus transportation home is provided for students who regularly ride the bus. If your child is selected to participate in the after-school program you will be notified and a permission slip to attend will be provided.

Athletic Participation

The health and welfare of our student athletes are most important. Athletic participation can positively enhance the learning in the classroom. Each school year before participation in athletics can occur, student and parent/guardian must completely read and fill out the athletic participation forms packet that include the Participation Consent, Code of Conduct, Health Insurance Form and the Sports Physical.

Eligibility

In order to be eligible to participate in extracurricular activities, a student must meet identified academic and behavior standards according to Board [Policy JJJ](#):

- Students who, upon having their work checked on a cumulative basis at the beginning and mid-term of each 10 week sports season where applicable, show that they are not working to capacity and have one (1) or more failing grades will be removed from any athletic teams or extracurricular activities. After improving their respective grades such that they are passing on a cumulative basis, they shall be reinstated to the teams or extracurricular activities until a subsequent check is performed unless ineligible for some reason other than academic performance.
- The eligibility criterion for extracurricular participation shall be a passing grade in all classes in which the student is enrolled.
- Students whose behavior presents a problem or jeopardizes school discipline may be ineligible for participation in extracurricular activities until such time as their behavior warrants reinstatement by the site administrator.
- If a student is absent from school, regardless of the reason, the student will not be allowed to participate in any extracurricular function on the evening of the day on which the absence occurs. Participation in weeknight activities is not an excuse for absence on the day following the activity.
- The same general standards shall apply for special education students except that such eligibility shall be determined on a case-by-case basis in relationship to the respective students' individual education plan.

Annual Notification of Parent Rights

The Family Educational Rights and Privacy Act (FERPA) afford parents certain rights with respect to their child's education records. A copy that details the policy can be found on the Alhambra Elementary School District website under Policies and Regulations. Educational records can be requested by contacting the school your child last attended. If more than 4 years have passed, please contact the Alhambra Elementary School District office. Student records request are processed as quickly as possible and in order in which they are received. There may be a small fee to cover the copying. Former students over the age of 18 must request their own records.

Rights of Homeless Students

Alhambra Elementary School District shall provide an educational environment that treats all students with dignity and respect. Every student experiencing homelessness shall have access to the same free and appropriate educational opportunities as students who are not homeless.

A student may be considered homeless if he or she is presently living in one of the following situations:

- Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations.
- In an emergency shelter
- In transitional housing
- With another family in a house or apartment due to a loss of housing or economic hardship
- In a place not designed for ordinary sleeping accommodations (car, park, or campsite)

All students experiencing homelessness have the right to:

Immediate Enrollment: Documentation and immunization records cannot serve as a barrier to the enrollment in school.

School Selection and Maintained Enrollment: McKinney Vento eligible students have a right to select from the options outlined below. Students may remain enrolled in their selected schools for the duration of homelessness, and until the end of the academic year upon which they are permanently housed.

School of Origin	School of Residency
The school the student attended when permanently housed	The school in the attendance area in which the student currently resides
The school in which the student was last enrolled	

Transportation Services: McKinney-Vento eligible students attending their School of Origin have a right to transportation to and from the School of Origin.

Free School Meals: A homeless student automatically qualifies for free breakfast and lunch. No application is necessary.

Participation in Programs: McKinney-Vento eligible students are guaranteed the right to services comparable to services offered to other students in the school.

Unaccompanied Youth Experiencing Homelessness: McKinney-Vento eligible students are guaranteed the right to immediate enrollment without proof of guardianship.

Access to Extracurricular Activities: Removal of barriers to accessing academic and extracurricular activities for students experiencing homelessness who meet relevant eligibility criteria.

Dispute Resolution: If you disagree with school officials about enrollment, transportation, or fair treatment of a homeless child or youth, you may file a complaint with the school district.

- The complaint must be filed in writing with the district homeless liaison within **7 days**.
- The school district must respond and attempt to resolve the dispute quickly.
- During the dispute the student must be immediately enrolled in the school until the matter is resolved.
- Whenever a dispute arises the parent or guardian must be provided with a written explanation of the school's decision within **7 days**, including the right to appeal through the Arizona Department of Education Dispute Resolution Process.

To find out if your student qualifies, please ask the school's front office for a McKinney-Vento Student Residency Questionnaire or contact mckinneyventoforms@alhambraesd.org, (602) 242-5828

ATTENDANCE

All students are required by Arizona State Law to attend school. Regular and on-time attendance is essential to success in school. Most subjects are taught in sequence, requiring the understanding of each concept in the order of its presentation. Attending school each day is very important for learning.

Students are expected to attend 90% of the instructional days. The Alhambra Elementary School District defines excess absences as absences more than 10% of the days in membership for the school year (eighteen [18] days), not to include excused absences.

Absence Procedures

Absences shall be excused only for necessary and important reasons that include illness, bereavement, other family emergencies and observance of major religious holidays of the family's faith. State law mandates that the school record the reason for all student absences. Therefore, when a student is absent, it will be necessary for the parent to call the school attendance line on or before the day of the absence to advise the school as to the reason for the absence. The school may require documentation from a doctor to verify a medical condition when absences total more than 10% of the number of required attendance days. If your child is to leave early during school hours, the person picking up the student must be listed on their student information profile and show a valid picture I.D. Students may not participate in after-school extracurricular activities if they were not in attendance at school on the day of the activity.

Tardies

If a student is late for arrival to school, the parent should call or send a note and the student must report to the front office before going to the classroom. The student will be given a pass to take to the classroom teacher. If the student has continuous tardiness, parents will be notified to determine a course of action as excessive tardiness can lead to academic difficulties for the student.

Truancy and the Law - C.U.T.S. Program

Your child's future is important to us and the Alhambra Elementary School District is very proud of our educational programs and of the achievement of our students. One of the most important habits a student can develop is that of good attendance. School attendance is not only a good habit; it is also required by state law. In order to encourage school attendance, the Alhambra Elementary School District partners with the Maricopa County Juvenile Court and participates in the Court Unified Truancy Suppression Program (C.U.T.S.). The principals and school staff will work closely with Maricopa County Juvenile Court to refer, cite and prosecute students who have excessive truant absences. A truant absence is any absence for which the school has not received a phone call or note from a parent or guardian to excuse the absence. This program is designed to assist the District in enforcing the mandatory school attendance laws.

Our goal is for every student to be in school, ready and willing to learn. If there is a problem that is interfering with your child's attendance, please contact your child's school principal so that the problem can be addressed in a timely manner and increase your child's chance for success.

SAFETY STUDENT/SCHOOL SAFETY

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

Student ID's

Starting this school year, your child will be receiving a student ID card (and a breakaway lanyard) which they will be required to wear at all times. This new layer of security will allow our staff to easily identify students and control access to school sites across our district.

Additionally:

- New ID cards will streamline lunch line procedures giving your child more time to enjoy a nutritious meal.
- Students who ride district buses will scan in and out of the bus allowing us to monitor when your child enters and exits the school bus.
- Students will use ID cards to check out books and to get tardy passes.
- Easy access to the Parent/Student Handbook via a QR code on the back.

If a card is lost a replacement will be issued at no cost, for now. Replacements will be printed at their school's front office. Keeping this in mind, please consider adding a few of the following routines to ensure your child does not misplace or lose their IDs:

- At the end of the school day, place their ID in their backpack.
- Add an ID check to their morning dress routine.
-

Thank you for your partnership and cooperation as we strive to ensure our schools continue to be safe and fun places where our students learn, grow, and thrive in this new school year.

Arrival and Dismissal

For safety's sake, students are not allowed on campus in the morning until staff supervision is provided. Call the office if you are unsure of the time. When classes are dismissed, students who do not ride the bus or walk home

must be picked up promptly. Unless students are in after-school programs, supervision after dismissal is not provided.

Bicycle and Safety

Students must obey traffic laws and should wear helmets when riding to and from school. Suspicious behavior observed along the way should be reported to a school administrator or police officer. Bicycles should be locked when parked at school. Alhambra Elementary School District is not responsible for loss, theft or damage.

Closed Campus/Visitors

Campuses of all schools in the Alhambra Elementary School District are considered to be closed campuses; that is, a student may not leave the school grounds during the hours school is in session. This includes lunch hours. Students shall not be permitted to leave campus until dismissal time except by a parent/guardian or person listed on the student's information profile signing them out through the school office. To protect the safety of students, all visitors to school campuses must report to the office to identify themselves and indicate the purpose of their presence on campus. Visitors must sign-in and obtain a visitor's badge, which must be worn while on campus. Upon departure, return the badge to the office and sign out.

Dress and Grooming

Dress and grooming standards promote school pride, self-esteem, the safety and welfare of students and staff, and the achievement of curriculum goals and educational objectives. Clothing, accessories and visible tattoos must not convey a message that:

- relates to tobacco, alcohol or illegal drugs
- appears sexually suggestive, vulgar, obscene or offensive
- advocates or promotes violence or terror
- expresses gang membership, affiliation or support
- causes a reasonable person to feel threatened, intimidated or harassed because of the person's race, color, national origin, religion, sex (including gender identity and sexual orientation) or disability

The district's minimum dress and grooming expectations are available in the school office and in [Policy JICA](#).

Drug Free School Zone

The mission of the Drug Free School Zone is to guarantee a safe environment on and around the school campus. This will be accomplished through enhanced enforcement and prosecution of drug, weapon and other criminal laws as well as through the use of drug and gang awareness programs. With cooperation between local law enforcement, school districts, prosecutors,

parents/guardians and the community-at-large, our children and their teachers will be afforded the fundamental right to a safe educational environment. Arizona law A.R.S.§13-3411 provides for stiffer penalties for those caught selling, using or possessing drugs within 1,000 feet of a school campus. Law enforcement authorities will be notified in any situation where a person is suspected of violating A.R.S.§13-3411.

Emergency Notification System

The Alhambra Elementary School District provides an automated parent notification system. This system alerts parents in emergency situations, if there's a change in the normal routine of the school day, or provides information for upcoming events. In the case of an emergency, parents/guardians will receive an automated phone call at home, at work, on a cell phone, by email, or by all four methods mentioned. To ensure that you are notified if there is an emergency at your child's school, the District needs current and accurate contact information. Please be sure to update this information by completing the Student Profile report provided each year. Also, if you move or change phone numbers, please notify the school and provide accurate contact information immediately.

[English School Safety Security Parents](#)

[Spanish School Safety Security Parents](#)

Equal Opportunity

Policy prohibits discrimination based on race, color, ethnicity, national origin, religion, sex (including gender identity and sexual orientation), disability or age, and provides equal access to the groups and after school activities. Under certain conditions, such discrimination can include harassment by students or staff if the conduct creates a hostile learning environment under the law. Lack of English language skills is not a barrier to admission and participation in district programs and activities. See Policies JB for details on discrimination, complaint procedures and resolutions. Students may report discrimination to teachers, counselors or school administrators.

Open Enrollment

The District has an open enrollment program as set forth in Arizona Revised Statute (A.R.S. 15-816) that allows students the ability to attend a school outside their attendance boundaries without paying tuition. The Governing Board Policy [JFB](#) provides the guidelines for the Open Enrollment process within the Alhambra Elementary School District. Open Enrollment acceptance is made on a rolling basis, and application is subject to annual review to determine whether a student continues to be eligible.

Policy JFB

The District has an open-enrollment program as set forth in A.R.S. [15-816](#) and A.R.S. [15-816.01](#) *et seq.* The open enrollment program described in this policy shall be placed on the District website and made available to the public on request.

No tuition shall be charged for open enrollment, except as authorized by applicable provisions of A.R.S. [15-764](#), [15-797](#), [15-823](#), [15-824](#), and [15-825](#).

School District policies shall include the information required by A.R.S. [15-816.01](#)(I) that is needed to request enrollment and that is consistent with guidance and state and federal law regarding pupil privacy and civil rights, and information regarding the provision of transportation or resources for transportation.

The policies must be easily accessible from the home page on each school's website and be available in English and in Spanish or in any other language used by a majority of the populations served by the school or School District.

A school district shall update on each school's website the school's capacity and whether the school is currently accepting open enrollment students, by grade level, at least once every twelve (12) weeks unless there are no changes to report for the individual school.

If a school has any other separate capacity by specialized program, the information required pursuant to this subsection shall also be posted by specialized program.

Schools shall accept pupils throughout the school year as capacity allows. Pupils who are denied access due to capacity shall be informed that they are on a wait list and of the details regarding the process prescribed in A.R.S. [15-816.01](#)(E).

Pupils shall be selected as seats become available.

A school district shall enroll at any time any resident pupil who applies for enrollment to the school district.

A school district shall give enrollment preference to and reserve capacity for all of the following:

- A. Resident pupils.
- B. Pupils returning to the school from the prior year.
- C. Siblings of pupils already enrolled.

A school district may give enrollment preference to children who:

- A. Are in foster care.
- B. Meet the definition of unaccompanied youth prescribed in the McKinney-Vento Homeless Assistance Act (P.L. 100-77; 101 Stat. 482; 42 United States Code Section 11434a).
- C. Attend a school that is closing.

If a school remains open as part of a boundary change and capacity is available, students assigned to a new attendance area may stay enrolled in their current school.

A school district may give enrollment preference to and reserve capacity for all of the following:

- A. Pupils who are children of persons who are employed by or at a school in the School District.
- B. Resident transfer pupils and their siblings.
- C. Pupils who meet additional criteria established and published by the School District Governing Board.

If remaining capacity at a school, as determined by the School District Governing Board, is insufficient to enroll all pupils who submit a timely request, the school or

School District shall select pupils through an equitable selection process such as a lottery (but not limited to a lottery), except that preference shall be given to the siblings of a pupil selected through an equitable selection process such as a lottery. Except as provided in A.R.S. [15-816.01](#), a school that is operated by a school district may not limit admission based on any of the following:

- A. Ethnicity or race.
- B. National origin.
- C. Sex.
- D. Income level.
- E. Disability.
- F. Proficiency in the English language.
- G. Athletic ability.

Definitions

Resident transfer pupil means a resident pupil who is enrolled in or seeking enrollment in a school that is within the School District - but outside the attendance area - of the pupil's residence.

Nonresident pupil means a pupil who resides in this state and who is seeking enrollment in a school district other than the school district in which the pupil resides.

Enrollment Options

District resident pupils may enroll in another school district or in another school within this District. Resident transfer pupils and nonresident pupils may enroll in schools within this District, subject to the procedures that follow.

Information and Application

The Superintendent, or designee shall prepare a written information packet concerning the District's application process, standards for acceptance or rejection, and policies, regulations, and procedures for open enrollment. The packet will be made available to everyone who requests it.

The information packet shall include the enrollment application form and shall advise applicants that they must submit enrollment applications on or before May 1 of each year to be considered for enrollment during the following school year.

Capacity

The Superintendent, or designee, shall annually estimate how much excess capacity may exist to accept transfer pupils. The estimate of excess capacity shall be made for each school and grade level and shall take into consideration:

- A. District resident pupils in assigned school attendance areas, including those issued certificates of educational convenience and those required to be admitted by statute.
- B. The enrollment of eligible children of persons who are employed by the District.
- C. Resident transfer pupils who were enrolled in the school the previous year.
- D. Nonresident pupils who were enrolled in the school the previous year.

The Governing Board shall make the final determination of excess capacity and may require resident transfer pupils and/or nonresident pupils to be subject to the enrollment priorities and procedures found below. The excess-capacity estimates shall be made available to the public in September of each year.

Enrollment Priorities

If the Governing Board has determined that there is excess capacity to enroll additional pupils, such pupils shall be selected on the basis of designated priority categories from the pool of pupils:

- A. Who have properly completed and submitted applications; and
- B. Who meet admission standards.

Enrollment priorities and procedures for selection shall be in the order and in accordance with the following:

- A. Enrollment preference shall be given to resident transfer pupils who were enrolled in the school the previous year and any sibling who would be enrolled concurrently with such pupils. If capacity is not sufficient to enroll all of these pupils, they shall be selected through a random selection process adopted by regulation of the Superintendent, or designee.
- B. Enrollment preference shall be given to nonresident pupils who were enrolled in the school the previous year and any sibling who would be enrolled concurrently with such pupils. If capacity is not sufficient to enroll all of these pupils, they shall be selected through a random selection process adopted by regulation of the Superintendent, or designee.
- C. Enrollment preference shall be given to resident transfer pupils who were not enrolled in the school the previous year. If capacity is not sufficient to enroll all of these pupils, they shall be selected through a random selection process adopted by regulation of the Superintendent, or designee.
- D. Enrollment preference shall be given to nonresident pupils who were not enrolled in the school the previous year. If capacity is not sufficient to enroll all of these pupils, they shall be selected through a random selection process adopted by regulation of the Superintendent, or designee.

Admission Standards

A school district may refuse to admit any pupil who has been expelled from another educational institution or who is in the process of being expelled from another educational institution.

Notification

The District shall notify the emancipated pupil, parent, or legal guardian in writing by the last day of the school year whether the applicant has been accepted, placed on a waiting list pending the availability of capacity, or rejected. The District shall also notify the resident school district of an applicant's acceptance or placement on a waiting list. If the applicant is placed on a waiting list, the notification shall inform the emancipated pupil, parent, or legal guardian of the date when it will be determined whether there is capacity for additional enrollment in a school. If the pupil's application is rejected, the reason for the rejection shall be stated in the notification.

As provided by A.R.S. [15-816.07](#), the District and its employees are immune from civil liability for decisions relative to the acceptance or rejection of the enrollment of a nonresident student when the decisions are based on good faith application of this policy and the applicable statutory requirements and standards.

Transportation of Students Admitted Through Open Enrollment

A resident transfer student is eligible for District transportation on routes within the attendance boundaries of the school to which the student has been accepted for open enrollment transfer. It is the responsibility of the parents or guardians of the resident transfer student to have the student at a designated pickup point within the receiving school's transportation area.

Nonresident open enrollment students are eligible for District transportation from a designated pickup point on a bus route serving the attendance area of the

school to which the student has been admitted, or as may be otherwise determined by the District.

The District *may* provide transportation for open enrollment nonresident students who meet the economic eligibility requirements established under the national school lunch and child nutrition acts for free or reduced price lunches: of not more than thirty (30) miles to and from:

1. the school of attendance, or
2. a pickup point on a regular District transportation route, or
3. for the total miles traveled each day to an adjacent district.

The District *shall* provide transportation for nonresident transfer students with disabilities whose individualized education program (IEP) specifies that transportation is necessary for fulfillment of the program:

of not more than thirty (30) miles to and from:

1. the school of attendance, or
2. a pickup point on a regular District transportation route, or
3. for the total miles traveled each day to an adjacent district.

Exception

Should there be excess capacity remaining for which no applications were submitted by the date established, the Superintendent, or designee, upon approval by the Board, shall authorize additional enrollment of nonresident pupils:

- A. Up to the determined capacity.
- B. On the basis of the order of the completed applications submitted after the notification date established in this policy.
- C. Without regard to enrollment preference.
- D. As long as admission standards are met.

News Media and District Coverage

Students may be interviewed, photographed or recorded by the news media or district employees for print, radio, television or online content. Please refer to page 43.

Custody

In cases where custody or visitation affects the school, the site shall follow the most recent court order on file with the school. It is the responsibility of the custodial parent or parents having joint custody to provide the school with the most recent court order. Restraining orders, court orders and injunctions can only be modified or rescinded by a court.

Reporting Child Abuse

By state law (A.R.S. 13-3620) school employees must report suspected cases of child abuse to the Arizona Department of Child Safety (DCS). Individuals required to report suspected abuse are protected by state law from civil or criminal liability.

CHILD NUTRITION AND SCHOOL MEALS

Children need healthy meals to learn. Alhambra Elementary School District offers healthy breakfast and lunch to students daily. School menus and nutrition information can be found online ([click here for our online menus](#)). We are pleased to offer free breakfast to all students daily through our Breakfast in the Classroom (BIC) Program.

Student lunch prices depend on your student's school. Please see below for more information on the specific lunch prices at your school.

Alhambra Traditional School, Catalina, Global Academy of Phoenix, Granada East, Granada West, James W. Rice, Madrid, Sevilla West, and Valencia: Lunch price is **\$2.75** to those without a **meal application** or who do not qualify for free/reduced meals. Families should complete a **Meal Application** as soon as possible to see if you qualify for free meals. Visit lingconnect.com and click on "Start Meal Application." For more information on meal applications, visit our Alhambra Child Nutrition website [HERE](#).

Alhambra Preschool Academy, Barcelona, Carol G. Peck, Cordova, Choice Learning Academy, Sevilla East, and Westwood: Lunch price is \$0.00 to all students, as these schools qualify for Community Eligibility Program (CEP). Families should complete an **Alternate Income Form** to support the continuation of free meals. For more information on alternate income forms, visit our Alhambra Child Nutrition website [HERE](#).

Both of these forms can be completed from any computer or mobile device. The data collected on these forms supports funding for student programs and services. Please complete your form as soon as possible to ensure your school continues to receive funding for these important programs!

Meal Accounts

Parents/guardians may add money to their student's meal account online at lingconnect.com. Funds can be used by students for lunch (if applicable at their school), extra milk, or second servings. You may also set up alerts for low balances and negative balances.

Meal prices

	Prices at: Alhambra Traditional School, Catalina, Global Academy of Phoenix, Granada East, Granada West, James W.	Prices at: Alhambra Preschool Academy, Barcelona, Carol G. Peck, Cordova, Choice Learning
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	Rice, Madrid, Sevilla West, Valencia	Academy, Sevilla East, Westwood
Student Breakfast	\$0.00	\$0.00
Student Free Lunch	\$0.00	\$0.00
Student Reduced Lunch	\$0.00*	\$0.00
Student Paid Lunch	\$2.75	\$0.00
Extra Milk	\$0.25	\$0.25
Student Second Breakfast	\$1.00	\$1.00
Student Second Lunch	\$2.75	\$2.75
Adult Breakfast	\$3.00	\$3.00
Adult Lunch	\$4.00	\$4.00

*Currently, Arizona Department of Education is providing additional funds to schools to cover the cost of meals for reduced price families. These funds may be discontinued during the school year, which would change the reduced lunch price to **\$0.40**.

Cafeteria Expectations

Students must follow the direction of the cafeteria staff, teachers, and teaching assistants. They are to use quiet voices, remain in their seats and not move around the cafeteria. Students are to leave their area in a clean condition, including the table, bench, and floor areas. Students are not to leave the cafeteria with food or beverages. Students are to dispose of trash in a proper manner.

Special Dietary Accommodations

The Child Nutrition Department has two Registered Dietitian Nutritionists (RDNs) on staff available to assist students with special medical needs that may require special dietary accommodations. A Medical Dietary Accommodation Form must be completed in [English](#) or [Spanish](#) by the student's guardian and licensed provider. Please visit our [Special Dietary Accommodations page](#) on our website for more information and access to the forms.

Foods Sold or Served on Campus

The Maricopa County Department of Environmental Services requires that food brought into the classroom for snacks and parties come from a commercial source. No homemade baked or prepared items are allowed. All

foods sold or served on campus during the school day (defined as midnight the night before to 30 minutes after the final bell) are required to meet the USDA Smart Snack Guidelines. This includes foods sold for school fundraisers. Specific nutrient standards and portion sizes must be followed. All items must be pre-approved through the school office.

Contact Us

The Child Nutrition Department can be reached at 602-336-2980 or childnutrition@alhambraesd.org.

HEALTH INFORMATION

The health office at each site is open thirty (30) minutes before school, during the school day and thirty (30) minutes after school. In the event of illness or accident, the student will be referred to the health office. When necessary, the health staff member will call the parent/guardian to discuss any health concerns. ***Parents/guardians who do not wish their child to use the school health office must schedule an in-person conference with school administration.*** In case of a health emergency, if parents/guardians cannot be reached, the school, acting in “loco parentis”, will do what is in the child’s best interest.

Health History and Emergency Contact Information

Please notify the school office immediately when there is a NEW health issue, or CHANGE to students’ emergency contact information. THIS IS FOR YOUR CHILD’S PROTECTION. **ALL** persons picking up a student will be asked for a picture ID and **MUST** be listed on the emergency contact information.

Chronic Illness

Any serious health problems such as diabetes, epilepsy, cardiac diseases, asthma, and severe allergies require school health care plans from licensed health care providers. These problems should be noted on the health history information form and discussed with the school nurse. We will develop a plan of care to ensure that staff understands and can assist with your student’s health needs.

Communicable Disease/Illness

For the well-being of all students, parents are expected to contact the school nurse when their student has contracted a communicable disease. Health staff follow guidance regarding school attendance in the Arizona Department of Health Services' Infectious Disease flip chart, and collaborates with the Maricopa County Department of Public Health on care for students with reportable communicable diseases.

Because persons with fever are considered highly infectious, students sent home by the health office, with a fever, **MUST** be fever free for 24 hours* before returning to school, which means missing at least the next school day.

* This standard may change during outbreaks of communicable diseases.

Administering Medication

Whenever possible, medications should be administered in the home by a parent or guardian.

In order for medications to be administered at school, the following procedures must be followed:

- School Year Permission Form ([JLCD-EA](#)) **MUST** be completed, signed and submitted to health office.
- Medication must be dropped off to the school health office by parent/guardian.
- Medication must be in the prescription container as dispensed by the pharmacist, or unopened and labeled in English for over-the-counter medication.
- Written directions/instructions from the physician or pharmacist and states:
 - Name of the Patient
 - Dosage
 - Name of the Medication
 - Time and/or symptoms for which medication needs to be administered.
- School Health staff cannot receive/administer medication that has been prescribed and/or dispensed by providers from other countries.
- Non-FDA-approved medications and remedies will not be administered by health services staff

To protect student safety, school health staff do NOT administer opioids to students. Students taking opioids should stay home until their symptoms can be managed with non-narcotic pain medication.

Permission may be granted for students to carry their inhalers, diabetic supplies/insulin or epinephrine injectors during the school day if the form

Administering Medicines to Students/Consent and Release Policy ([JLCD-EB](#)) has been completed and is on file in the nurse's office. NOTE: Students who misuse medications or endanger others will not be allowed to carry their own medications.

In the case of a minor student, administration of medication shall only occur on the written request or authorization of a parent or legal guardian, **except for an emergency administration** pursuant to A.R.S. 15-157 (epinephrine) or A.R.S. 15-158 (Inhalers) or A.R.S. 15-341, subsection A, paragraph 43, (naloxone hydrochloride/any other opioid antagonist). AESD Policy [JLCD](#)

Immunizations

Arizona Revised Statute 15-872 requires immunization and a student's immunization record must be current and submitted prior to enrollment and attending a District school. A student shall not be allowed to attend without submitting documentary proof of compliance, or a signed and dated medical or personal beliefs exemption. Parents/Guardians must show proof of immunizations and children will not be permitted to attend classes until the immunization history has been provided, although a student may be enrolled provided that necessary immunizations have been initiated and a schedule has been established for completion of any other required immunizations. Please NOTE: students with medical or personal beliefs exemptions may be excluded from school for their safety during an outbreak of vaccine-preventable illness.

Pediculosis (Lice)

Pediculosis is defined as live lice or viable nits ($< 1/4$ " from scalp). Alhambra Elementary School District policy [JLC-R](#) states that students diagnosed with live head lice shall be excluded from school until treatment has been initiated in accordance with recommendations from the National Centers for Disease Control. Students may return to class after appropriate treatment has begun. Alhambra Elementary School District health staff makes every attempt to provide free treatment products and parent/guardian education to ensure students return to school the next day.

Health Screening

Students receive periodic hearing and vision screening per state mandate and in accordance with recommended guidelines. If any abnormalities are discovered as a result of the screening, parents/legal guardians will be notified, and recommendations made for further evaluation. Parents/guardians may choose not to have their child screened; please submit a written note to the nurse to opt out of screening. Please be sure to note pre-existing hearing or vision problems on your child's health history.

Referral to Health and Dental Care Services

Our school health staff will be happy to help you connect to health, dental, vision or hearing services if needed. Please see your school health staff if you need help obtaining care for your child. Remember: healthy kids learn better!

SAFE STUDENT TRANSPORTATION PROTOCOL

Bus riders are under the authority of the school administrator and the bus driver. Students must observe classroom rules and dress code standards while riding the bus at any time. Video cameras and sound may be used to monitor behavior. The intent of Alhambra Elementary School District is to utilize restorative practices and interventions that assist in correcting student behavior, prior to removing students from the school or bus. When a student commits a bus violation, the school and/or district administration will consult the Alhambra Elementary School District Student Management Guidelines as a means of assigning an appropriate intervention and/or disciplinary action. Per policy [EEAEC](#) - Student Conduct on School Buses: Students are required to conduct themselves on the bus, prior to boarding the bus, and subsequent to leaving the bus in a manner consistent with established standards for classroom behavior.

Transportation

Students that must cross major traffic intersections to attend their home school are eligible to ride the bus. Please contact your school office or the District transportation department to determine if you reside in an area eligible for bus transportation. Students on open enrollment are NOT eligible for district transportation to and from school.

Field Trips/Extracurricular Activities

Parent/Guardian signed permission slips are required for student participation on field trips. The bus rules apply to field trips and activities. A student who rides a bus to an activity must return on the bus unless authorized to do otherwise.

Waiting for the Bus

- Walk safely to your designated bus stop.
- Be at the bus stop five (5) minutes prior to the scheduled pick-up time in the morning. Buses wait two minutes after the scheduled pick-up time and then continue on route. Be on time to the bus in the afternoon. Buses depart seven (7) minutes after the dismissal bell.
- Stand a safe distance from the curb and street.
- Respect property in the neighborhood.
- Be kind and courteous to other bus passengers.
- Form a single file line as the bus approaches.

Boarding the Bus

- Students are permitted to ride only their assigned bus.
- Let the bus come to a complete stop before approaching. The bus will stop ten (10) feet prior to the student line.
- Board the bus swiftly and orderly, one passenger at a time.
- Always be safe and use the handrail when walking up the steps.
- Properly sit quickly and quietly in the next available seat.
- The danger zone is ten (10) feet around a school bus, never chase, run up to or after a bus in motion.

On the Bus Rules

- Obey the driver at all times.
- Always identify yourself when asked by the bus driver.
- Remain seated facing forward in your seat while the bus is in motion.
- Keep the aisle clear at all times.
- Keep the bus clean, free of debris and damage.
- Keep your hands, arms, feet, legs and head to yourself and inside the bus at all times.
- Talk in normal tones. The use of loud, abusive, or vulgar language is prohibited.
- Throwing any objects inside the bus, from the bus or at the bus is prohibited.
- Refrain from chewing, eating, or drinking (except water) inside the bus.
- All items carried by students (i.e. band equipment, athletic equipment, backpacks, etc.) must be under their control at all times, and must be carried in the lap between seats or properly secured in a vacant seat. These items cannot occupy needed seating space or be placed in the driver's compartment or in the stepwell.
- Unless being used for acceptable educational or entertainment purposes with a headset or on silent mode, all personal electronic devices must be turned off and out of sight.
- Due to FERPA laws, audio and/or video recording is not permitted by students on the bus. Additionally, viewing and/or sharing explicit or inappropriate material is not permitted.
- Use of perfumes, colognes, and body sprays are NOT permitted on the bus.
Additionally, Balloons (Helium/Latex) are NOT permitted.

Items Banned from Buses

State law prohibits the following items: weapons, explosive devices, fireworks, smoke or stink bombs, harmful chemicals, tobacco, alcohol, narcotic drugs, glass objects other than eyeglasses, skateboards, scooters, insects, reptiles and other animals, with the exception of service animals.

Bus Interventions/Restorative Practices

- RTP Questions
- Assigned Seating
- Bus Rider Reflection
- Bus Behavior Plan
- Student and/or Parent Conference

Progressive Discipline Measures: (follow the student discipline matrix)

The following progressive discipline measures will be taken for bus infractions:

1st Response: RTP Questions / Assigned Seat

2nd Response: Bus Rider Reflection

3rd Response: Bus Behavior Plan / Student and/or Parent Contact

Leaving the Bus and Crossing the Street

- Students may only exit at their assigned stop.
- Stay seated until the bus comes to a complete stop.
- Do not push or crowd others.
- Walk, don't run, down the steps.
- Walk ten (10) feet in front of the bus so that the bus driver can see you. Never cross behind the bus.
- Cross the street only when the bus driver has indicated that it is safe to cross.
- Keep looking to the right and left as you walk.
- Do not cross the street at an angle, the shortest distance across the street is straight across.
- Walk briskly across the street, but do not run.

Any changes to a student's assigned bus stop requires a parent's/legal guardian's written request, counter-signed by a school official. Kindergarten students may leave the bus with an older sibling. Kindergarten students without an older sibling will only be released to an authorized person 18 years or older. Identification may be requested to verify a person's authorization of custody. These expectations are taken from various regulatory sources including, federal laws and regulations, Arizona state laws and regulations, DPS regulations and Alhambra Elementary School District policies.

Community Link to Transportation Information

VISIT: infofinder.i.com

Our interactive map will provide you access to locate and view which school and bus stop your child is eligible to attend and utilize.

HAZING JICFA

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

There shall be no hazing, solicitation to engage in hazing, or aiding and abetting another who is engaged in hazing of any person enrolled, accepted for or promoted to enrollment, or intending to enroll or be promoted to District schools within twelve (12) calendar months. For purposes of this policy a person as specified above shall be considered a "student" until graduation, transfer, promotion or withdrawal from the District school.

"Hazing" means an act in violation of section §[13-1215](#) or [13-1216](#).

"Organization" means an athletic team, association, order, society, corps, cooperative, club, or similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.

It is no defense to a violation of this policy if the victim consented or acquiesced to hazing.

In accord with statute, violations of this policy do not include either of the following:

A. Customary athletic events, contests or competitions that are sponsored by an educational institution.

B. Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate extracurricular program, or a legitimate military training program.

All students, teachers and staff shall take reasonable measures within the scope of their individual authority to prevent violations of this policy.

Students and others may report hazing to any professional staff member.

Professional staff members must report the incident to the school administrator or next higher administrative supervisor, in writing, with such details as may have been provided. A failure by a staff member to timely inform the school administrator or next higher administrative supervisor of a hazing allegation or their observation of an incident of hazing may subject the staff member to disciplinary action in accord with District policies. The staff member shall preserve the confidentiality of those involved, disclosing the incident only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law. Any instance of reported or observed hazing which includes possible child abuse or violations of statutes known to the staff member shall be treated in accord with statutory requirements and be reported to a law enforcement agency.

To assure that students and staff are aware of its content and intent, a notice of this policy and procedure shall be posted conspicuously in each school building and shall be made a part of the rights and responsibilities section of the student handbook. Forms for submitting complaints are to be available to students and staff in the school offices.

Disposition of all reports/complaints shall be reported to the Superintendent, or designee. The Superintendent, or designee will determine if the policies of the District have been appropriately implemented and will make such reports and/or referrals to the Board as may be necessary.

All violations of this policy shall be treated in accord with the appropriate procedures and penalties provided for in District policies related to the conduct and discipline of students, staff, and others.

Reference Policy: [JICFA-EB](#)

STUDENT CONCERNS, COMPLAINTS, AND GRIEVANCES (To be displayed in school buildings and in student handbooks)

Reference policy: [JII](#) and [JII-EB](#)

The Superintendent is directed to establish procedures whereby students with sufficient concern may present a complaint or grievance regarding a violation of their constitutional rights, equal access to programs, discrimination, or personal safety provided that:

- A. The topic is not the subject of disciplinary or other proceedings under other policies and regulations of the District, and
- B. The procedure shall not apply to any matter for which the method of review is prescribed by law, or the Governing Board is without authority to act.

A complaint or grievance may be raised regarding one (1) or more of the following:

- A. Violation of the student's constitutional rights.
- B. Denial of an equal opportunity to participate in any program or activity for which the student qualifies not related to the student's individual capabilities.
- C. Discriminatory treatment on the basis of race, color, religion, sex, age, national origin, or disability.
- D. Concern for the student's personal safety.

Refer to Board Policy JICK for procedures applying to a complaint or grievance that alleges incidences of student violence, harassment, intimidation, or bullying.

The accusation must be made within thirty (30) calendar days of the time the student knew or should have known that there were grounds for the complaint or grievance. The initial complaint or grievance should be made using form [JII-EA](#); however, a verbal complaint or grievance may be made to any school staff member. The receiving staff member shall immediately inform an administrator of the complaint or grievance.

When the initial complaint or grievance is submitted in a manner other than on the prescribed form, the administrator shall obtain from the student the particulars of the accusation and complete form [JII-EA](#) immediately thereafter. The administrator shall especially note all student-provided particulars determined by the Superintendent to be necessary for the complaint or grievance to be investigated. Any question concerning whether a

complaint or grievance falls within this policy shall be determined by the Superintendent.

If the receiving school administrator is included in the allegation, the complaint or grievance shall be transmitted to the next higher administrative supervisor. Failure by the staff member to timely inform a school administrator or next higher administrative supervisor of a student's allegation may subject the staff member to disciplinary action. The staff member shall preserve the confidentiality of the subject, disclosing it only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law.

A student or student's parent or guardian may initiate the complaint process by completing Exhibit [JII-EA](#).

A complaint or grievance may be withdrawn at any time. Once withdrawn, the process cannot be reopened if the resubmission is longer than thirty (30) calendar days from the date of the occurrence of the alleged incident.

Retaliatory or intimidating acts against any student who has made a complaint under this policy and its corresponding regulations, or against a student who has testified, assisted or participated in any manner in an investigation relating to a complaint or grievance, are specifically prohibited and constitute grounds for a separate complaint.

To assure that students and staff are aware of its content and intent, a notice of this policy and procedure shall be posted conspicuously in each school building and shall be made a part of the rights and responsibilities section of the student handbook. Forms for submitting complaints are to be available to students, staff and parents or guardians in the school offices.

Disposition of all complaints or grievances shall be reported to the Superintendent and the compliance officer for discrimination if other than the Superintendent. The Superintendent will determine if the policies of the District have been appropriately implemented and will make such reports and/or referrals to the Board as may be necessary.

The Superintendent shall develop procedures for the maintenance and confidentiality of documentation related to the receipt of a student's complaint or grievance, findings of the investigation, and disposition of the matter. The documentation shall not be used to impose disciplinary action unless the appropriate school official has investigated and determined there was an actual occurrence of the alleged incident.

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

When District officials have a reasonable belief or an investigation reveals that a reported incident may constitute an unlawful act, law enforcement authorities will be informed.

Expectations for Student Success

It is the philosophy of Alhambra Elementary School District to be proactive in helping students develop character by partnering with families. Alhambra Elementary School District is committed to the 5 Social Emotional Learning (SEL) Competencies of:

1. **Self-awareness:** Know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”
2. **Self-management:** Effectively manage stress, control impulses, and motivate yourself to set and achieve goals.
3. **Social awareness:** Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures.
4. **Relationship skills:** Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiating conflict constructively, and seek and offer help when needed.
5. **Responsible decision-making:** Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms.

The behavior infractions guide below is a tool that will guide appropriate responses to behaviors while supporting the development of character in students. In alignment with the behavior infractions guide, staff can also assign interventions, giving students an opportunity to learn new skills and replacement behaviors. School administrators will consider factors affecting the whole child when using this guide and may assign responses to behaviors outside of the listed ranges of responses.

Maintaining a safe and orderly environment for students remains our priority. The list of behaviors below is not all-inclusive. A student committing an act of misconduct not listed is, nevertheless, subject to the discretionary authority of the school administrator or assistant superintendent. Any student who attempts to commit an act of misconduct or who knowingly assists another in committing an act of misconduct may be subject to disciplinary action.

Inappropriate conduct may also involve criminal violations of state or federal law. State law requires schools to report to police: (a) drug violations, (b) firearm possession, (c) sexual abuse and other forms of child abuse, and (d) other serious criminal or physical-threat incidents.

Please review these **Expectations for Success** with your children. Remind them to report any safety concerns to a teacher or school administrator.

Interventions

Behavior/Social Contract	Positive Behavior Contract is developed by student and admin or designee to identify desired changes in behavior or social interactions (provide example contract - similar to RTC contract, Check-in/Check-out).
Bus Rider Reflection	Student will complete a bus rider reflection, with the intention of re-educating and correcting student behavior on the bus. Staff member will process with the student after the reflection is completed.
Conference	<p>-Student Conference: Admin. or designee meets with student(s) to discuss infraction and restorative conversation (What happened? What led to the incident? How do you feel now? What do you need to be able to move forward? Would you have done anything differently in retrospect?)</p> <p>-Parent Conference: Admin or designee meets with parent & student to discuss infraction and restorative conversation.</p> <p>-Staff Conference: This can occur at various levels/times when appropriate. It may be appropriate for staff and student to meet to have restorative conversation with admin or designee support. It is important</p>

	to keep staff involved in order for process to be restorative.
Counseling Referral	Student is referred to school counselor, which could include: site-based individual support services, social emotional learning groups, or outside agency referral.
Detention	Student spends time in an alternate location in response to behavioral infraction.
Loss of Privilege	Logical consequence is used when student behavior does not meet pre-established expectations. The student loses the privilege of participating in an activity or using materials for a brief time, usually a class period or a day. What's taken away must be directly related to the misbehavior, and the teacher must make sure that the child truly understands and can live up to expectations.
Mentoring (Counselor, teacher, staff member)	Student is assigned a mentor on campus for regular scheduled meetings; mentors develop positive relationships with student and help guide them to make positive, adaptive choices.
Positive Behavior Reinforcement	Ongoing, positive feedback and attention for appropriate behavior (highly effective to prevent future behaviors if attention seeking is

	the function of the behavior). For example, staff member(s) provide intermittent, positive feedback in areas the student is displaying growth.
Referral to Teacher Assistance Team (TAT)	Further analyze student data and make determinations for next steps in providing strategies and supports for student success (for example: BIP, possible FBA Lite, Check-In/Check-Out, etc.) Suggested for students with repeated referrals.
Responsible Thinking Classroom	After teacher has gone through questioning process (What are you doing? What are you supposed to be doing? What's going to happen if you continue doing what you're doing?), student will go to RTC to complete reflection with RTC Assistant.
Restitution	Restitution gives students an opportunity to repair harm for their behavioral infraction. This could include actionable or monetary compensation.
Safe Spot in Classroom	A quiet area removed from other activity in the classroom supporting social emotional learning by allowing students to be aware of and manage their emotions.
School Support/School Community Service	Student is assigned a specific task or role to support the school community; to build a higher sense of self-esteem, self-worth, and an understanding of how everyone can help each other, through a global view.

Possession of Knives, Firearms or Other Dangerous Items

The Alhambra Elementary School District prohibits any person from possessing, storing, or using knives, firearms, explosive devices, and/or other dangerous instruments on school premises, on school buses, and at activities sponsored by the district and/or district schools. Any student who violates this policy is subject to disciplinary action, including long-term suspension or expulsion from the District. Building Administrators will determine the appropriate disciplinary action to take against a student who violates this policy by possessing, storing, or using a knife, firearm, explosive device, and/or other dangerous instrument. In determining the appropriate disciplinary action, Building Administrators will consider various factors, including, but not limited to, the age and developmental stage of the student, the nature of the violation, the type of weapon possessed, the student's disciplinary history, and whether the student used the knife, firearm, explosive device, and/or other dangerous instrument to harm or threaten harm toward another person.

Harassment, Bullying, Hazing and Threats of Harm (Governing Board Policies Reference Policy: JICK, JICFA, JII, and JICK-EB)

Students have the right to be free from any form of harassment, bullying, hazing and threats of harm. These behaviors in any form will not be tolerated. Harassment and bullying conduct include, but is not limited to, oral, written, graphic, electronic or physical in nature. Bullying/cyberbullying is any behavior that subjects a student to insults, taunts or challenges and limits the ability of an individual to participate in or benefit from the District's programs or activities. Harassment categories include but are not limited to, gender, race, religion, physical condition, economic status, personal appearance, cultural background or sexual orientation. Threats include any form of verbal or written statements or any other behavior that suggest that a person may do harm to any student, staff or the school. These are serious offenses and students who engage in behaviors of harassment, bullying, hazing or threats of harm are subject to disciplinary consequences that may include warning, suspension or expulsion from school, depending on the severity of the incidences and/or frequency of offenses.

STUDENT BULLYING / HARASSMENT / INTIMIDATION (To be displayed in school buildings and in student handbooks) Policy JICK

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

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

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

Definitions

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

- A. has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property,
- B. is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm,
- C. occurs when there is a real or perceived imbalance of power or strength, or
- D. may constitute a violation of law.

Bullying of a student or group of students can be manifested through written, verbal, physical, or emotional means and may occur in a variety of forms including, but not limited to

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

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

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

Intimidation: Intimidation is intentional behavior by a student or group of students that places another student or group of students in fear of harm of

person or property. Intimidation can be manifested emotionally or physically, either directly or indirectly, and by use of social media.

Prohibitions and Discipline

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

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

Reporting Incidents of Bullying/ Harassment/Intimidation

A student who is experiencing bullying, harassment, intimidation or believes another student is experiencing bullying, harassment, or intimidation is to report the situation to the principal or another school employee. A school employee who becomes aware of or suspects a student is being bullied, harassed or intimidated shall immediately notify the school administrator. School personnel shall maintain confidentiality of the reported information.

The initial notification of an alleged incident may be provided verbally. A detailed written description of the incident and any other relevant information must be provided on form(s) made available by the school and submitted to the principal within one (1) school day of the verbal report. Should the principal be the employee who observes, is informed of, or suspects a student is experiencing bullying the principal shall document the incident or concern in writing. Failure by an employee to report a suspected case of bullying may result in disciplinary action up to suspension without pay or dismissal pursuant to Board Policies [GCQF](#) and [GDQD](#).

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

At the time a student reports alleged bullying, harassment, or intimidation the principal shall provide to the student who has allegedly been bullied, harassed, or intimidated a written copy of student rights, protections and support services available to the student and shall notify the student's parent(s)/guardian(s) of the suspected incident of harassment, intimidation or bullying.

The principal shall investigate *all* reports of bullying, harassment, or intimidation. If the principal determines that bullying, harassment, or intimidation has occurred, discipline will be administered pursuant to Board Policies [JK](#), [JKD](#), and [JKE](#). Regardless of the outcome of the investigation the principal will meet with the involved students to review the findings of the investigation. Subject to the restrictions of the Family Educational Rights and Privacy Act (FERPA) set out in Policy [JR](#), the parent(s) or guardian(s) of the involved students shall also be informed of the findings of the investigation. Documentation related to reported bullying, harassment, or intimidation and subsequent investigation shall be maintained by the District for not less than six (6) years. In the event the District reports incidents to persons other than school officials or law enforcement all individually identifiable information shall be redacted. Restrictions established by FERPA on disclosure of personally identifiable student information must be observed at all times. The Superintendent shall establish procedures for the dissemination of information to students, parents and guardians. The information will include, but not be limited to, Governing Board policies, incident reporting, support services (proactive and reactive) and student's rights. The dissemination of this information shall

- A. occur during the first (1st) week of each school year,
- B. be provided to each incoming student during the school year at the time of the student's registration,
- C. be posted in each classroom and in common areas of the school, and
- D. be summarized in the student handbook and on the District website, and the Superintendent shall establish procedures for the dissemination of information to District employees including, but not limited to
 - A. Governing Board policy,
 - B. preventive measures,
 - C. incident reporting procedures,
 - D. available support services for students (both proactive and reactive), and
 - E. student rights.

Information will be provided to staff members at the beginning of each instructional year and on the first day of employment for new employees.

The Superintendent shall establish procedures designed to protect the health and safety of students who are physically harmed as the result of bullying, harassment, or intimidation. These will include, when appropriate, procedures for contacting emergency medical services, law enforcement agencies, or both. Knowingly submitting a false report under this policy shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.

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

AESD Student Discipline Matrix

This matrix is a tool designed to help administrators decide the most appropriate response to student behavior and when alternative means of correction should be considered.

Notes below apply to all violations:

1. Student/Admin conversation. (Student opportunity to share perspective & administration opportunity to connect and provide supportive direction.)
2. A minimum of written parent notification will occur for infractions receiving an outcome less than ISD; all other infractions will **require** in-person or verbal communication by the administrative team.
3. Administration may exercise discretion when determining consequences depending on **grade level, frequency, duration, and intensity**. (For Example, 1st-time offenses and 3rd-time offenses will have a progression of consequences)
4. If the infraction occurs on the bus, the school administrator will assign and communicate the consequences outlined in the matrix for that infraction in collaboration with transportation.
5. For **students with disabilities**, refer to the **Behavior and Discipline** section of the ESS Best Practices Handbook for further guidance and considerations on **the 10-day rule, manifestation determinations**, etc.
6. Department of Child Safety DCS report **MUST** be filed when the infliction of physical, sexual, or emotional abuse, neglect, exploitation, or abandonment has occurred.
7. An asterisk (*) indicates that a police report and/or DCS report **MAY** be filed. **AND** a referral to the counselor **MUST** be initiated.
8. A double asterisk (**) indicates that a police report **MUST** be filed **AND** a referral to the counselor **MUST** be initiated.
9. Key:
 - ISD: In School Detention (on home campus) **WITH Services**
 - OSS: Out of School Suspension **WITHOUT Services**
 - IIS: Intensive Intervention Support K-4 Students Only (ALC)
 - ALC: Alternative Learning Center 5-8 Students Only (ALC)
 -

This discipline matrix serves as the due process for behavioral standards in the Alhambra Elementary School District (AESD). The infractions and violations listed are aligned with Arizona Safe Schools, the Arizona State Reporting System, and AESD policies. Reasonable attempts are made to notify parents of all disciplinary referrals.

Reference: **AESD Student Discipline Matrix**
Surveys; Student Information; Parental Permission;
Informed Consent; and Definitions
(A.R.S. § 15-117)

SURVEYS: At the beginning of every school year, every school district shall obtain written informed consent from the parent of a pupil to participate in any survey. Notwithstanding any other law, each school district shall obtain consent from the parent of a pupil before administering any survey that is retained by a school district, or the department of education for longer than one year and that solicits personal information about the pupil. A parent of a pupil may at any time revoke consent for the pupil to participate in any survey. All surveys conducted shall be approved and authorized by the school district. The school district is subject to the penalties prescribed in subsection L of A.R.S. 15-117. A school district shall provide an alternative educational activity for any pupil whose parent does not consent for that pupil to participate in a survey conducted. *Alhambra Elementary School District Policy JRR – Student Surveys - Student surveys will be prepared, administered, retained, and communicated to parents and students in a manner consistent with state and federal laws. The requirements of the Arizona Revised Statutes shall be as specified in the relevant statutes and subsequent regulations. The District will comply with the provisions of the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), and the Protection of Pupil Rights Act (PPRA).*

STUDENT DIRECTORY INFORMATION: The District is required to obtain your written consent prior to releasing educational records or personally identifiable information concerning your student. Federal law provides a number of exceptions to this requirement, for example, when releasing information to other school and District officials, to the Arizona and United States Department of Education, to other schools where your student seeks to enroll, and for other exceptions provided by law. The District may also release “directory information” (specified below) concerning your student without your written consent, unless you have provided the District notice of your desire to opt-out of directory information.

NOTE: Your student’s home address, home telephone number, e-mail address, will ONLY be released as “directory information” under the following circumstances and to the following individuals and groups without your written consent: (1) notification of scholarship offers, and similar purposes; or (2) Alhambra Elementary School District-affiliated and approved groups or vendors [e.g. student groups and clubs (yearbook; student athletic teams; parent clubs; site council; parent-teacher groups, and the like. This information will not be considered “directory information” if being requested by an individual or group that does not conform to the requirements above (e.g. for-profit business that are not District-approved vendors, outside media groups, and the like). In those circumstances, your student’s home address, e-mail address, will not be released unless the District has obtained written consent provided by the parent/guardian.

STUDENT MEDIA RELEASE: Throughout the school year, students may be recognized or displayed in various District or School sponsored publications (print, electronic, film, video, audio, etc.) to promote AESD activities and achievements or to inform the community about school and District matters. The District may also prepare press releases for outside media groups to recognize students and their achievements or to inform the community about school and District matters. On rare occasions, the District may also authorize various non-District groups (including outside media or other *third parties*) to film, make other recordings, or conduct student interviews on District or school property during the school day. In these circumstances, a District or School administrator is present to supervise the activity, and when possible, parents will be notified in advance of any recording or interview. **PLEASE NOTE:** The District has no control over recordings made of your student outside of school or District property, at public events and activities, after school hours, or by unauthorized students or third parties.



4510 N. 37th Avenue Phoenix, AZ 85019 | 602-336-2920 | alhambraesd.org/handbook



Student/Parent Handbook Acknowledgement

This QR code serves as a link to the Alhambra Elementary School District (AESD) Student/Parent Handbook for the 2023-2024 school year. I acknowledge and understand it is my responsibility as the student's parent or guardian to make sure I and my child review and understand the expectations, requirements and my child's responsibility to comply with these expectations in all rules, policies, and procedures outlined within (i.e. technology use agreement, discipline matrix, etc).

By signing below, I acknowledge that I have taken the time to review the Student/Parent Handbook myself, and I have reviewed and discussed the Student/Parent Handbook with my child.

If you would like to request a physical copy of the AESD Student/Parent Handbook, please call (602) 336-2920 Ext. 7907.

Este código QR sirve como enlace al Manual del Estudiante/Padre del Distrito Escolar de Alhambra para el año escolar 2023-2024. Reconozco y entiendo que es mi responsabilidad como padre o tutor del estudiante asegurarme de que yo y mi hijo/a revisemos y comprendamos las expectativas, los requisitos y la responsabilidad de mi hijo de cumplir con estas expectativas. de todas las reglas, políticas y procedimientos descritos en el mismo (es decir, acuerdo de uso de tecnología, matriz de disciplina).

Al firmar a continuación, reconozco que me he tomado el tiempo para revisar el Manual del estudiante / padre yo mismo, y he revisado y discutido el Manual del estudiante / padre con mi hijo/a.

Si desea solicitar una copia física del Manual para padres y estudiantes del Distrito Escolar Primario de Alhambra, llame al (602) 336-2920 Ext. 7907.

- **I give permission** for my child to participate in any survey described in A.R.S. 15-117 subsection A and PPRA. Details can be found on page 43 of the handbook. *(Doy permiso para que mi hijo participe en cualquier encuesta descrita en A.R.S. 15-117 subsección A y PPRA. Los detalles se pueden encontrar en la página 43 del manual.)*
- **I DO NOT give permission** for my child to participate in any survey described in A.R.S 15-117 subsection A and PPRA. Details can be found on page 43 of the handbook. *(NO DOY permiso para que mi hijo participe en ninguna encuesta descrita en A.R.S 15-117 subsección A y PPRA. Los detalles se pueden encontrar en la página 43 del manual.)*
- **I give permission** for AESD and/or school-sponsored groups to use the information listed in the handbook under Student Media Release. *(Doy permiso para que AESD y / o grupos patrocinados por la escuela usen la información enumerada bajo el manual en el Comunicado de prensa estudiantil)*
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_____	_____	_____
Student's Name (<i>Nombre del estudiante</i>)	Grade (<i>Grado</i>)	Parent / Guardian Name (<i>Nombre del padre/tutor</i>)
_____	_____	
Parent /Guardian Signature (<i>Firma de padre/tutor</i>)	Date (<i>Fecha</i>)	

If the Alhambra Elementary School District does not receive a signed release form within three weeks of the start of school or enrollment, the District will assume that your permission is given to use the directory, survey & media information as described in the handbook. (Si el Distrito Escolar Primario de Alhambra no recibe un formulario de autorización firmado dentro de las tres semanas posteriores al inicio de la escuela o la inscripción, el Distrito asumirá que se otorga su permiso para usar el directorio, la encuesta y la información de los medios como se describe en el manual.)