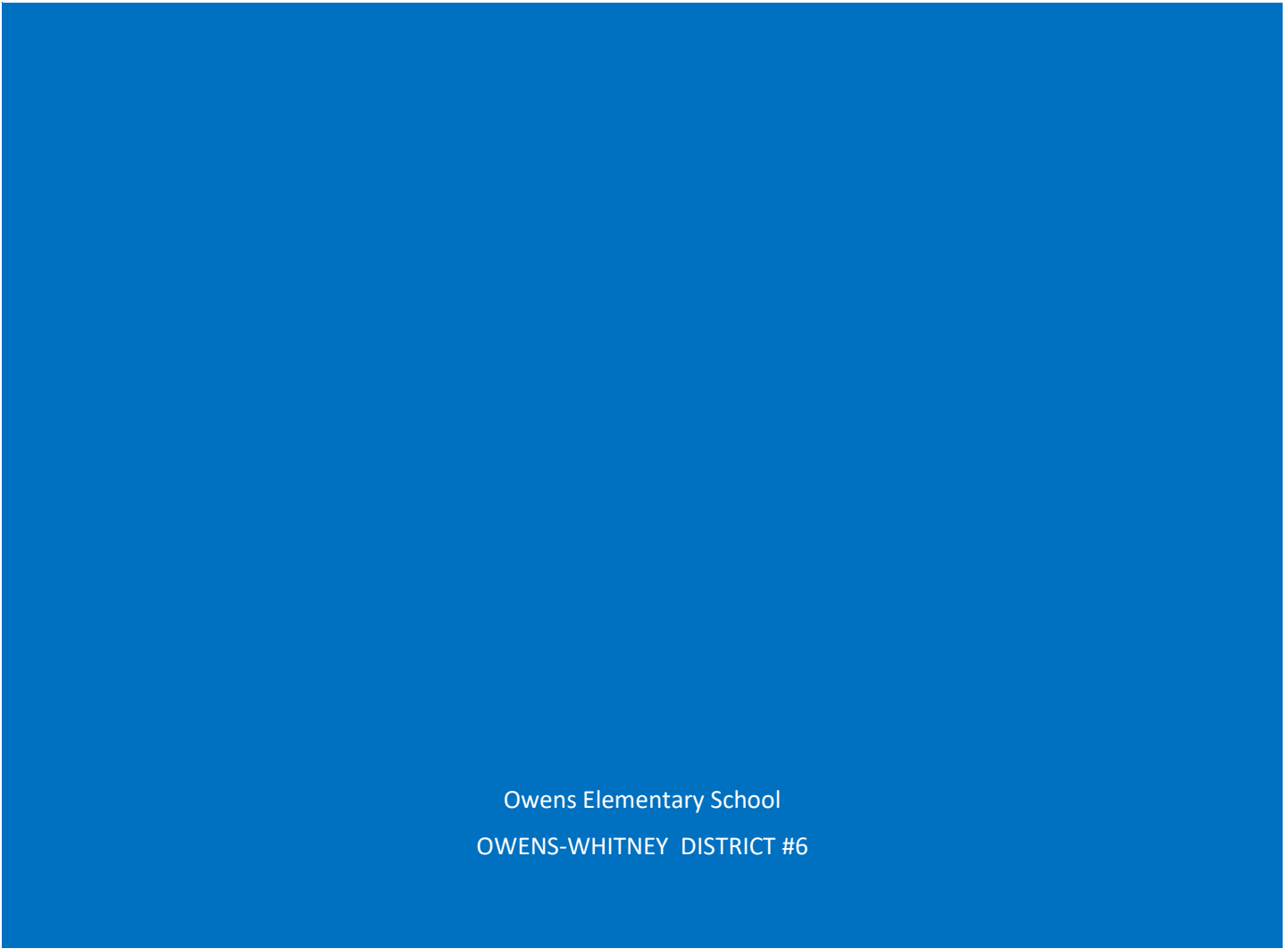




PARENT/STUDENT HANDBOOK

2025-2026



Owens Elementary School
OWENS-WHITNEY DISTRICT #6

TABLE OF CONTENTS

WELCOME TO OWENS-WHITNEY ELEMENTARY SCHOOL, ON THIS PARENT/STUDENT HANDBOOK YOU WILL FIND USEFUL INFORMATION FOR YOU AND YOUR CHILD.

Instructional Day Schedule	2
Attendance and tardy policy	3
Arizona school immunization requirements	4
Homeless Education Policy	5
Internet use agreement	6
Annual notification of rights under family educational rights and privacy act (FERPA)	7
State of Arizona Notification of release of pupil directory information	9
Notification of rights under the protection of pupil rights amendment (PPRA)	10
Notice of non-discrimination	11
Harassment, bullying, hazing and threats of harm	12
School programs	13
Move on when reading	14
Special education	15
Individualized Education Plan (IEP)	16
Governing board	17
Acknowledgment and verification of Student-Parent Handbook	18

SCHOOL DAY / BELL SCHEDULE/ INSTRUCTIONAL HOURS

2025 – 2026 School Year

Kindergarten – Monday-Thursday, 8:00 a.m. – 2:00 p.m.

Instructional Minutes = 330 min. / day

Instructional Hours @ 146 School Days = **803 Hours**

Kindergarten: State Minimum Hours = **356**

1st – 4th Grades – Monday-Thursday, 8 a.m. – 3:30 p.m.

Instructional Minutes = 420 min. / day

Instructional Hours @ 146 School Days = **1022 Hours**

1st – 3rd Grades: State Minimum Hours = **712**

5th – 8th Grades – Monday-Thursday, 8 a.m. – 3:30 p.m.

Instructional Minutes = 420 min. / day

Instructional Hours @ 146 School Days = **1022 Hours**

4th – 6th Grade: State Minimum Hours = **890**

7th – 8th Grade: State Minimum Hours = **1000**

ATTENDANCE AND TARDY POLICY

Dear Parent, Guardians:

One of the most valuable skills a student can learn comes in taking the responsibility of arriving at school every day on time. This skill can easily be accomplished and will transfer as a valuable asset for the future. One of the most important times of the school day is the morning. This is the time when important school news is announced, teachers define the plans for the day, and instructional goals are reviewed and set. The whole tone of a child's school day is set in the first part of the day. We ask for your support in helping your children learn habits that will help him/her be successful at school and throughout life.

SCHOOL SCHEDULE AND TARDY PROCEDURES:

- 7:45 a.m. Bell rings for breakfast. Owens Elementary DOES NOT currently provide breakfast. Please make sure your child eats before coming to school, or packed with their lunch.
- 8:00 a.m. Bell rings for class. All students should be in their classrooms or with their teachers proceeding to the class. Announcements will begin promptly, so instruction can commence immediately after.
- A student is considered tardy after 8:00 a.m., we appreciate the parent coming in to the office to sign in the time the student arrived.
- We keep track of student attendance. It is appreciated when the parent calls or sends note to notify the school in advance or by 9:00 am on the day of the absence. If that is not possible, We will make an attempt to contact the parent.
- Parent must send a note with the student upon returning to school, which states the dates and reasons for the absence.
- If a child is absent without the knowledge and permission of the parents, or if the absence violates state law and District procedure, it will be considered truancy.
- Daily attendance is mandated by law, and we feel confident in knowing you will support our efforts in helping your child achieve his/her very best in school. If you are unsure about the policy, please feel free to ask.

Truancy: It's a Crime

Excess absenteeism jeopardizes a student's success in school, and it is against the law! Absences are excused for illness, religious purposes, doctor appointment, bereavement, family emergencies, or district approved family vacation only if the school is notified prior to the absence and a written notice in the occasion the absence is medical.

Once again, thank you for your support. If you have any further questions, please contact our office.

Thank You!



Arizona School Immunization Requirements: Kindergarten - 12th Grade

- Students must have proof of all required immunizations, or a valid exemption, in order to attend school. Arizona law allows exemptions for medical reasons, lab evidence of immunity, and personal beliefs. Exemption forms are available from schools and at <http://www.azdhs.gov/phs/immun/back2school.htm>.
- Homeless students are allowed a 5-day grace period to submit proof of immunization records.
- The immunization record for each vaccine dose must include the complete date and the doctor or clinic name.
- The statutes and rules governing school immunization requirements are:
 - Arizona Revised Statutes §15-871-874; and Arizona Administrative Code, R9-6-701-708

Please check requirements for each child's age and grade level in the chart below.

Age➔ Grade➔ Vaccine ↓	Under age 7	7 – 10 years	11 years and older
	Kindergarten/1 st /2 nd	2 nd through 5 th grade	6 th through 12 th grade
DTaP (Proof of DTP or DT counts toward DTaP requirement)	4-5* doses At least 1 dose at 4 years of age or older is required. *A 6th dose is required if 5 doses have been given before 4 years of age.	3 DTaP and/or Td doses are required if all doses were given <u>after</u> 12 months of age. Or 4 DTaP and/or Td doses are required if any of the doses were received <u>before</u> 12 months of age.	<u>1 Tdap dose is required for students 11 years and older.</u> Students who completed the primary series of tetanus/diphtheria doses must receive a Tdap when 5 years have passed since the student's last tetanus/diphtheria dose. Students who did not complete the primary series of tetanus/diphtheria doses before age 11 are required to receive a total of 3 doses, including 1 Tdap and 2 Td doses. Tdap doses given prior to age 11 meet the requirement. A Td booster is required 10 years after the Tdap dose.
Td		Tdap may be counted to meet the requirements above. Tdap is <u>not required</u> for 11 year olds until they enter 6 th grade.	
Tdap			
Meningococcal		<u>Not required</u> but may be counted as valid when given at this age.	1 dose is required.
Polio	3-4 doses 4 doses meet the requirement. 3 doses meet requirements if dose #3 was given at 4+ years of age. (Not required for students 18+ years of age.)		
MMR	2 doses A 3 rd dose will be required if dose #1 was given before more than 4 days before the 1 st birthday.		
Hepatitis B	3 doses A 4 th dose will be required if the third dose was given before 24 weeks of age.		
Varicella	1 dose is required if the 1 st dose was given before 13 years of age. 2 doses are required if the 1 st dose was given at 13 years of age or later. Students attending school or preschool in Arizona prior to 9/1/2011 with parental recall of chickenpox disease are allowed to continue attendance with parental recall of disease. Students enrolling for the first time after 09/01/2011 are required to present proof of varicella immunization or a valid exemption for medical reasons, laboratory evidence of immunity or personal beliefs. Parental recall of disease will not be accepted.		

Note: ADHS observes a 4-day grace period for vaccine ages and intervals, except for the space between two live vaccines such as Varicella and MMR, which must be given at least 28 days apart if they are not administered on the same day.

Homeless Education Policy

If your family lives in any of the following situations:

- In a shelter, motel, vehicle or campground
- On the street
- In an abandoned building, trailer or other inadequate accommodations
- Doubled up with friends or relatives because you cannot find or afford housing

Then, your preschool and school-aged children have certain rights or protections under the McKinney-Vento Homeless Education Act.

Your children have the right to:

- Go to school, no matter where you live or how long you have lived there. They must be given access to the same public education, including preschool education, provided to other children.
- Continue in the school they attended before you became homeless or the school they last attended, if that is your choice and it is feasible. If a school sends your child to a school other than the one you request, the school must provide you with a written explanation and offer you the right to appeal the decision.
- Receive transportation to the school they attended before your family became homeless or the school they last attended, if you or a guardian request such transportation.
- Attend a school and participate in school programs with children who are not homeless. Children cannot be separated from the regular school program because they are homeless.
- Enroll in school without giving a permanent address. Schools cannot require proof of residency that might prevent or delay school enrollment.
- Enroll and attend classes while the school arranges for the transfer of school and immunization records or any other documents required for enrollment.
- Enroll and attend classes in the school of your choice even while the school and you seek to resolve a dispute over enrolling your children.
- Receive the same special programs and services, if needed, as provided to all other children served in these programs.
- Receive transportation to school and school programs.

Local Contacts:

- Michael Ballard , Homeless Services Coordinator. (Phone Number) 928-765-2311
- , Homeless Liaison. (Phone Number)

State Coordinator:

- Frank Migali, State Coordinator for Homeless Education, AZ Dept. of Education, 602-542-4963

INTERNET USE AGREEMENT

Please read this document carefully. When signed, it becomes a binding agreement.

Terms and Conditions

Acceptable use. I will use the service to support personal educational objectives within the educational goals and objectives of the School District. Inappropriate use may result in cancellation of use of information services and/or appropriate disciplinary action. I will not submit, publish, display, or retrieve materials forbidden by statutes, laws, or District policies and regulations.

Personal responsibility. I will report any misuse of the information service to a parent, teacher, or the system administrator, as appropriate. I understand that many services and products are available for a fee and acknowledge the responsibility for any expenses incurred without District authorization.

Network etiquette. I am expected to abide by the generally acceptable rules of network etiquette. Therefore, I will:

- *Be polite and use appropriate language.* I will not send, or encourage others to send, abusive messages.
- *Respect privacy.* I will not reveal any home addresses or personal phone numbers.
- *Avoid disruptions.* I will not use the network in any way that would disrupt use of the system by others.
- *Observe these other considerations:*
 - Be brief;
 - Try to use correct spelling and make messages easy to understand;
 - Use short and descriptive titles for my articles;
 - Post only to known groups.

Services. The School District specifically denies any responsibility for the accuracy of information. While the District will make an effort to ensure access to proper materials, the user has the ultimate responsibility for how the electronic information service (EIS) is used and bears the risk of reliance on the information obtained.

I have read and agree to abide by the School District policy and regulations on appropriate use of the electronic information system as incorporated herein by reference. I understand that any violations of the above terms and conditions may result in disciplinary action and the revocation of my use of information services.

Student's Printed Name: _____

Grade: _____

Student's Signature: _____

Date: _____

As the parent or guardian of this student, I have read this agreement and understand it. I understand that it is impossible for the School District to restrict access to all controversial materials, and I will not hold the District responsible for materials acquired by use of the information services. I also agree to report any misuse of the information services to a School District administrator. Misuse may come in many forms but can be viewed as any messages sent or received that indicate or suggest pornography, unethical or illegal solicitations, racism, sexism, inappropriate language, or other issues described in this agreement.

I accept full responsibility for supervision if, and when, my child's use of the information services is not in a school setting. I hereby give my permission to have my child use electronic information services.

Parent/Guardian's Printed Name: _____

Parent/Guardian's Signature: _____ **Date:** _____

SPONSORING TEACHER

I have read this contract and agree to promote this agreement with the student. Because the student may use the network for individual work or in the context of another class, I cannot be held responsible for the student use of the network. As the sponsoring teacher, I agree to report any misuse of the information system to the District System Administrator. Misuse can come in any forms, but can be viewed as any message sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language and other issues described above.

Teachers Printed Name: _____ **Signature:** _____ **Date:** _____

ANNUAL NOTIFICATION OF RIGHTS UNDER FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)
FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS

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

1. The right to inspect and review the student's education records within 45 days after the day **Owens-Whitney Elementary School** receives a request for access.

Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask **Owens-Whitney Elementary School** to amend a record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

[Optional] Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36.(§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))



State of Arizona Department of Education

August 19, 2015

In accordance with A.R.S. §15-142 (Laws 2010, Chapter 302), Arizona school districts and charter schools are required to release pupil directory information, if the school district or charter school releases directory information, by October 31 of each year. The Arizona Department of Education is required to develop a model form to be provided to pupils to request that directory information not be provided pursuant to the Elementary and Secondary Education Act as reauthorized by the No Child Left Behind Act of 2001.

In accordance with federal law, if a school district or charter school makes directory information available for the purposes of informing students of available educational or occupational opportunities, the district or charter school must make the same information available to official military recruiters on the same basis, unless the student (if eligible), or the student's parent or guardian, requests that the information be withheld.

In cooperation with the Arizona School Boards Association (ASBA), the department has determined that a school district or charter school operator that has adopted a student directory information policy based on ASBA model policy document JR-R, and has made available to parents and students an opt-out form based on ASBA model form J-7082, is in compliance with A.R.S. §15-142. For those school districts and charter schools that have not, the attached form is available for your use in complying with statutory requirements.

Should you have any questions regarding this requirement, please contact Aiden Fleming, Deputy Director of Policy Development and Government Relations, at Aiden.Fleming@azed.gov, or contact ADE by phone at 602-542-5393.

1535 West Jefferson Street, Phoenix, Arizona 85007 • (602) 542-5393 • www.azed.gov



ADE Student Directory Information Release Form 2015

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

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

- *Receive notice and an opportunity to opt a student out of –*

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

- *Inspect*, upon request and before administration or use –

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under State law.

Owens-Whitney Elementary School District will develop and adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. **Owens-Whitney Elementary School District** will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. **Owens-Whitney Elementary School District** will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. **Owens-Whitney Elementary School District** will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

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

Parents who believe their rights have been violated may file a complaint with:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901 Phone: 1-800-USA-LEARN (1-800-872-5327)**

NOTICE OF NON-DISCRIMINATION

Students, their parents and employees of Owens-Whitney Elementary School District #6, are hereby notified the District does not discriminate and is required by Title VI, VII, Title IX, Section 504 and the Americans With Disabilities Act not to discriminate on the basis of race, color, national origin, sex, age or disability in admission or access to, educational programs or activities which receive Federal Funds, extending to employment in and admission to such programs and activities. The District further commits itself to take remedial action, if necessary, to eliminate any existing discriminations on the or to eliminate the effects of any past discriminations.

The compliance Officer for the OWENS-WHITNEY SCHOOL DISTRICT #6, Owens School is:

Bryan Bullington

Owens School

P.O. Box 38

Wikieup, AZ 85360

(928) 765-2311

Questions concerning compliance with chapter IX regulations should be directed to the above compliance officer.

HARRASMENT, BULLYING, HAZING AND THREATS OF HARM (GOVERNING BOARD POLICIES JICFA, JICK)

The Governing Board is committed to providing all students and staff with a safe school environment in which all members of the school community are treated with respect. Accordingly, students have the right to be free from any form of harassment, bullying, hazing or threat of harm. Students have the right and responsibility to report harassment, bullying, hazing or threat experiences, and to have that report processed by a knowledgeable staff member. Students found to be involved in these activities are subject to disciplinary consequences that may include warning, censure, suspension or expulsion from school, depending on the severity of the incidences and/or frequency of offenses. Counseling, mediation, community service and other programs where the student takes responsibility for the action may be used as alternative consequences.

- Harassment or bullying is conduct that interferes with or limits the ability of an individual to participate in or benefit from the district's programs or activities. The conduct includes, but is not limited to, oral, written, graphic, electronic or physical in nature.
- Bullying is any behavior that subjects a student to insults, taunts or challenges that are likely to intimidate or provoke a violent or disorderly response from a student being treated in this manner.
- Harassment categories include, but are not limited to, gender, race, religion, handicapping conditions or sexual orientation. Harassment or discrimination against individuals who are immigrants, who speak another language or speak with a foreign accent, is also a violation of this policy.
- Hazing is defined as any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student, and in which both of the following apply:
 - The act was committed in connection with an initiation into an affiliation with/or the maintenance of membership in any organization that is affiliated with the school;
 - The act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation. Organizations that violate the hazing policy may forfeit their right to conduct operations on the campus.
- Threats include any form of verbal or written statements or any other behavior that suggests that a person may do harm to another person or property. Students who threaten persons or property may be referred for expulsion or long-term suspension unless the responsible administrator and parent agree that the student will participate in programs such as mediation, community service, restitution, alternative education or other programs in which the student takes responsibility for the consequences of the threat.
- Threats against the life or health of another person are serious offenses and are subject to immediate removal from the school environment and investigation into the potential seriousness of the threat. Students who threaten the life of another student or adult may be subject to expulsion from school. In cases of threats perceived to be serious by the Threat Management Team, the parent has the option of a psychological evaluation conducted by a trained school psychologist to evaluate and explore possible contributing factors in a student's aggressive behavior.

Any staff member who gets directly involved in, knowingly permits, authorizes or condones any form of harassment, bullying, hazing or threats of harm is subject to disciplinary action by the administration or Governing Board, and may be reported to law enforcement.

If you are being harassed, intimidated, threatened, or bullied: Make your feelings clear; tell the person who is harassing, intimidating or bullying you to stop. A bully may think you support the harassing, intimidating or bullying if you do not speak up. If the harassing, intimidating or bullying continues after telling them to stop, report the activity to the teacher, counselor, or other adult.

If you see someone being harassed, intimidated, threatened, or bullied: Never join in the harassing, intimidating or bullying behaviors. Resist any peer pressure to take part in abusive behavior. Help the person being bullied get out of the situation safely, ask if it has happened before, and encourage them to report the harassment to the teacher, counselor, or other adult.

SCHOOL PROGRAMS

ENGLISH LANGUAGE LEARNER SERVICES

English Language Learner (ELL) services are provided for non-English and limited English proficient students. The program's goal is to help students to develop their academic English language proficiency. Students are selected based upon the results of the AZELLA test. The Arizona English Language Learner Assessment (AZELLA) is a standards-based assessment that meets both state and federal requirements to measure students' English language proficiency. AZELLA is used for both placement and reassessment purposes. Students who have been identified as second language learners on the Home Language Survey take the AZELLA placement test, and the students' proficiency scores determine appropriate placement for instruction. Students who have been placed into an English language learner program will also take the AZELLA reassessment once per year until they achieve proficiency. Students who have scored proficient on the AZELLA are then monitored for two years to help ensure success after their move into a mainstream classroom.

MOVE ON WHEN READING

Dear K-3 Grade Parents,

This letter is to provide you with information on Arizona's Move on When Reading law and the importance it places on your child's ability to read at or above grade level. The MOWR law will apply to this year's 2024-2025 third graders. Arizona Revised Statute § 15 - 701 states that if data on the third-grade statewide reading assessment is available at the end of the school year and demonstrates that a student scored "falls far below" the student shall not be promoted from the third grade. These students shall receive intensive reading instruction to ensure their advancement in achieving the goal of reading on grade level.

Effective remediation models address these essential language skills:

- Phonological awareness
- Blending, segmenting, manipulating individual sounds
- Phonics
- Spelling, decoding and word analysis
- Fluency
- Accuracy, automaticity and access meaning
- Vocabulary
- Common, academic and content specific
- Comprehension
- Listening and reading (including text structures)
- Written response
- Spelling, dictation and literary response

At-risk students will receive additional instruction from a skilled teacher who has knowledge and experience and who effectively uses data to inform instruction and monitor student progress. Students identified as at-risk will be required to attend afterschool, intersession, and/ or summer school to address any reading deficiencies. Together, parents and teachers will ensure student success in reading.

There are three exemptions from ARS §15-701. In accordance with the law, a school district governing board or the governing body of a charter school is allowed to promote a student who earns a score of "falls far below" on the third-grade statewide reading assessment only for the three following reasons:

- (i) A third-grade student is an English Language Learner or Limited English Proficient who has received less than two years of English instruction; or
- (ii) A third-grade student with disabilities has an individualized education plan (IEP), and the IEP-team, which includes the student's parent/guardian, agrees that promotion is appropriate; or
- (iii) A third-grade student is in the process of a special education referral or evaluation for placement in special education and/or students that have been diagnosed as having a significant reading impairment, including dyslexia. (Dyslexia is defined as, a brain-based learning difference that impairs a person's ability to read and spell that is independent of intelligence and that typically causes a person to read at levels lower than expected.)

This notification provides parents the opportunity to be aware of the law as well as its impact on students. If you have any questions regarding the reading law or your child's progress, please contact your child's teacher or school administrator.

SPECIAL EDUCATION

Individuals with Disabilities Education Act (IDEA), is a federal law that protects the rights of students with disabilities. In addition to the standard school records, for children with disabilities education records could include evaluation and testing materials, medical and health information, Individualized Education Programs and related notices and consents, progress reports, materials related to disciplinary actions and medication agreements. Such information is gathered from a number of sources, including the student's parents and staff of the school of attendance. Also, with parental permission, information may be gathered from additional pertinent sources, such as doctors and other health care providers. This information is collected to assure the child is identified, evaluated and provided a Free Appropriate Public Education in accordance with state and federal special education laws.

Each agency participating under Part B of IDEA must assure that at all stages of gathering, storing, retaining and disclosing education records to third parties that it complies with the federal confidentiality laws. In addition, the destruction of any education records of a child with a disability must be in accordance with IDEA regulatory requirements and will occur five years after the child has withdrawn from the district.

For additional information or to file a complaint, you may call the federal government at (202) 260-3887 (voice) or 1-800-877-8339 (TDD) OR the Arizona Department of Education (ADE/ESS) at (602) 542-4013. Or you may contact:

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

Arizona Department of Education
Exceptional Student Services
1535 W. Jefferson, BIN 24
Phoenix, AZ 85007

This notice is available in English and Spanish on the ADE website at www.ade.az.gov/ess/resources under forms. For assistance in obtaining this notice in other languages, contact the ADE/ESS at the above phone/address

Federal and state law requires school districts, charter schools and other public education agencies to provide a free, appropriate public education to eligible children with disabilities. This free, appropriate public education refers to special education and related services described in an Individualized Education Program and provided to the child in the least restrictive environment. Children with disabilities, and their parents, are guaranteed certain educational rights, known as procedural safeguards, from birth to age 22. The law and its implementing regulations also provide methods to help you assure that your input is considered

Behavior management and discipline of students with disabilities:

Positive behavior management plans and procedures will be followed for students with special needs who exhibit behaviors that interfere with learning or present safety concerns to themselves or others. Administration, staff, parents, and students will be engaged in the development of these plans that will include evidence-based practices. The focus will be to provide a range of interventions to meet individual students' needs, to ensure safety, to maintain a positive school climate and to promote prompt communication with parents. If you do not understand special education services and what those services may offer your child, you should speak with the child's teacher, or school administrator where your child receives educational services, or the director of special education.

INDIVIDUALIZED EDUCATION PLAN (IEP)

If your child is having difficulty in school, please check with the teacher to determine what interventions have been tried to help your child succeed. If the interventions are unsuccessful, a referral for special education evaluation may be necessary.

You may contact the school administrator if you wish to make a referral personally. If special education disabilities are suspected, we are required to evaluate your child to identify and document whether your child has a disability that affects his or her learning and, if so, to determine what special education and related services are required, if any. The evaluation will be done only after a team has explained what they plan to do during the evaluation. The team will use tests and procedures selected specifically for your child. The evaluation will not include basic tests or procedures used routinely for all students within a class, grade or school. This evaluation will be conducted according to federal and state requirements and will include information you provide. Following the evaluation, we will provide you the complete results within 60 calendar days of your written consent.

If your child is found to be eligible for special education services, we request that you serve as part of a team to help us develop an Individualized Education Plan and identify the special education and related services your child needs. You may ask others to be present at the IEP meeting if you wish.

Parent rights and responsibilities:

- Student education records.
- Parents have the right to inspect and review all educational records, and all other rights guaranteed by the Family Educational Rights and Privacy Act.
- Destruction of education records. The district destroys all psychological and special education records on students three years after those students have been removed from special education, have been withdrawn from the district or have graduated.

Notifying the district prior to unilateral placement in a private special education school.

If you disagree with the district and consider enrolling your child in a private special education school, you must provide the district with written notice 10 business days before you enroll your child. The notice shall include a statement that you are rejecting the placement offered by the district, what your concerns are about the offered placement, and your intent to enroll your child in a private school at public expense.

GOVERNING BOARD

Regular meetings take place in the District Office.

School Board meetings are held on the first Tuesday of the month at 7:00 A.M. Occasionally, a holiday or other circumstance will alter this schedule. Meeting agendas are posted 24-hours in advance on the bulletin board located at the District Office and Local Post Office.

The public has an opportunity to address the Board at all open meetings to express opinions, raise questions or make comments regarding District services or procedures; if you would like to address the Board at an Open Meeting please request a Public Participation at a Board Meeting Form at the District Office prior to the 24-hour deadline.

Your Board Members are:

- Frank Dazzo- School Board President
- April Drane- Member
- Darla Lange- Member

PARENT HANDBOOK / STUDENT RIGHTS & RESPONSIBILITIES

Acknowledgements and Verification

Please read carefully and sign this form. Return to your child's school.

I have read the Parent/Student Handbook, and agree to abide by all terms and conditions set forth in this document. I understand if I violate the rules, my privileges can be terminated and I may face disciplinary and/or legal consequences.

Student Name: (Printed):

Student's Grade:

Student's Teacher:

Signature of Student:

Signature of Parent:

Date:
