

Fountain Hills Unified School District



Student & Parent Handbook of Policies, Procedures, Rights and Responsibilities

2025-2026

(Revised May 31, 2025)

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FOUNTAIN HILLS

UNIFIED SCHOOL DISTRICT

"We Achieve and Celebrate Educational Excellence!"

FOUNTAIN HILLS UNIFIED SCHOOL DISTRICT NO. 98

Governing Board

President	Dr. Richard Rutkowski
Vice President	Madicyn Reid
Member	Lillian Acker
Member	Kim Duckworth
Member	Bernie Hoenle
FMYN Representative	C.M. Albert Nelson

District Administration

Superintendent — Dr. Cain Jagodzinski
Executive Director of Finance & Support Services — Chris Hartmann
Executive Assistant to the Superintendent & Board — Krista Andreae
Director of Facilities — Juan Ramos
Director of Transportation — John Flynn
Director of Special Education — Leah Gleason
Human Resources Coordinator — Kailey Brown

District Principals

McDowell Mountain Elementary School	Valerie Reichler
Fountain Hills Middle School	Dr. Kim Weeldreyer
Fountain Hills High School	Barrie Muzbeck Pinto
Little Falcons Preschool (Director)	Denise Matus

District Mission Statement: We Achieve and Celebrate Educational Excellence

District Vision Statement:

Fountain Hills Unified School District (FHUSD) will be the best school district in the State of Arizona. This will be evident when all stakeholders create an environment where:

- All schools are labeled "A" by the State of Arizona.
- Schools are safe and vibrant places where there is an emphasis on student learning through doing.
- Students are challenged and excel according to their abilities and exit our school system prepared for their next level of learning.
- Teachers continually advance their practice using effective research-based professional strategies and direct access to student data warehouse.
- All staff seek continuous quality improvement and innovation in support of educational excellence for all regular education and special needs students.
- The community provides the resources to enable the district to continue its mission.

District and School Spirit
Mascot – **Falcons**
School Colors - Royal Blue & Silver

District website: www.fhschools.org

The Falcon Way

The values of the Falcon Way represent the way we conduct ourselves at all FHUSD school sites and events. These are the standards by which our actions are measured.

Accountability: To own your actions & accept responsibility

Discipline: To demonstrate self-control

Excellence: To rise above the standard; to go above and beyond what is expected

Integrity: To do the right thing (even when no one is looking); to act in a way that matches the moral code

Professionalism: To be a model for the standards of excellence upheld by our organization in front of other individuals or organizations

Respect: To treat others in a way that you would like to be treated by them; to accept one another's differences and treat everyone with dignity

Responsibility: To be conscious of and to act with the understanding that you are liable for another person, thing, or event

Fountain Hills Unified School District Expectations

- Uphold the values of the Falcon Way.
- Treat others with the same respect with which you are treated by the adults in this school.
- Your actions, dress, possessions, etc., may not cause a problem for anyone else.
- If your actions, dress, or possessions cause a problem for anyone else, you will be asked to solve the problem.
- If you cannot solve the problem, or choose not to, staff members will impose upon you an appropriate consequence. This consequence will depend upon the situation and the person or persons involved. Staff members will use their best judgment based upon the information they have at the time.
- If students and/or parents feel that the consequences are unfair, they may request a meeting with administration. In the event that this discussion provides additional information that sheds different light on the situation, or shows the consequences to be unfair, the consequences may be changed or eliminated to better fit the unique situation.

Parent and Student Acknowledgement

We have received, read and discussed the Fountain Hills Unified School District's handbook and are aware of the expectations and procedures that are explained in the handbook.

_____ Student Name

_____ Parent/Guardian Signature

_____ Student Signature

Annual Notifications

Handbook Modification Procedures During School Year

The policies and procedures of this handbook may be modified at any time as needed. Notification of changes will be made to students and/or parents/guardians verbally and/or in writing.

Student/Parent/Guardian Responsibilities

Students and parents/guardians are expected to read all information provided in this handbook. Lack of knowledge of this handbook, administrative policy, board policy, or state statute will not be a justifiable reason for someone making an inappropriate decision.

Parents' 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 five years after those students have been removed from special education, have been withdrawn from the district or have graduated.

Parents' Right to Know

- Under federal "Elementary and Secondary Education Act" provisions, all school districts are required to notify parents of children who attend a Title I school that they have the right to request and receive timely information on the professional qualifications of their children's classroom teachers. Specifically, upon request, districts must provide the following information:
- Whether the teacher has met state qualifying and licensing criteria for the grade levels and subject areas in which the teacher is teaching
- Whether the teacher is teaching under emergency or other provisional status
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, including the field of discipline of the certification or degree
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Non-Discrimination/Equal Opportunity (Policy AC ©)

The Board is committed to a policy of nondiscrimination in relation to race, color, religion, sex, age, national origin, and disability. This policy will prevail in all matters concerning staff members, students, the public, educational programs and services, and individuals with whom the Board does business.

Annual Public Notification of Non-discrimination

The Fountain Hills Unified School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

FHUSD Coordinator of Human Resources
16000 E. Palisades Blvd.,
Fountain Hills, AZ 85268
480-664-5017

For further information on notice of non-discrimination, visit <http://wd-crobcop01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

El Distrito Escolar Unificado de Fountain Hills no discrimina por motivos de raza, color, origen nacional, sexo, discapacidad o edad en sus programas y actividades. La siguiente persona ha sido designada para atender las consultas relativas a las políticas de no discriminación:

Director FHUSD de Recursos Humanos y Servicios Estudiantiles
16000 E. Palisades Blvd., Fountain Hills, AZ 85268 480-664-5017

Para más información sobre la notificación de la no discriminación, visite <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> para la dirección y número de teléfono de la oficina que sirve su área, o llame 1-800-421- 3481.

School Information

Little Falcons Preschool

OFFICE HOURS

8:00 a.m. - 4:00 p.m.

SCHOOL HOURS

Before School Care (Club Falcon): 7:00 a.m. - 8:30

a.m. AM Preschool: 8:30 a.m. - 11:15 a.m.

After School Care (Club Falcon): 3:30 p.m. - 6:00 p.m.

McDowell Mountain Elementary School

OFFICE HOURS

8:00a.m. to 4:15 p.m.

SCHOOL HOURS

8:45 a.m. – 3:15 p.m. (2:00 p.m. on early-release Wednesdays)

Fountain Hills Middle School

OFFICE HOURS

7:00 a.m. to 3:30 p.m.

SCHOOL HOURS

7:50 a.m. to 2:55 p.m. (1:15 p.m. on early release Wednesday)

Middle School Schedule		
Period of the Day	Time	Minutes
Common Prep	7:15-7:45	30
1st Period	7:50-9:00	70
2nd Period	9:05-10:04	59
3rd Period	10:09-11:08	59
Lunch	11:13-11:43	30
4th Period	11:48-12:47	59
5th Period	12:52-1:51	59
6th Period	1:56-2:55	59
Reteach	3:00-3:30	30

Early Release Middle School Schedule		
Period of the Day	Time	Minutes
Common Prep	7:15-7:45	30
1st Period	7:50-8:32	42
2nd Period	8:37-9:19	42
3rd Period	9:24-10:06	42
Lunch	10:11-10:41	30
4th Period	10:46-11:28	42
5th Period	11:33-12:17	42
6th Period	12:22-1:15	43

Fountain Hills High School
OFFICE HOURS
SCHOOL HOURS

7:00 a.m. to 3:30 p.m.
7:45 a.m. to 3:00 p.m. (1:20 p.m. on early release Wednesdays)

High School Schedule		
Period of the Day	Time	Minutes
Common Prep	7:10-7:40	30
0 Hour	6:45-7:40	55
1st Hour	7:45-8:55	70
2nd Hour	9:00-10:10	70
Advisory Hour	10:15-10:35	20
3rd Hour	10:40-11:50	70
Lunch	11:50-12:35	45
4th Hour	12:35-1:45	70
5th Hour	1:50-3:00	70
Reteach	3:05-3:35	30

Early Release High School Schedule		
Period of the Day	Time	Minutes
Common Prep	7:30-7:55	25
0 Hour	6:45-7:40	55
1st Hour	7:45-8:33	48
2nd Hour	8:38-9:26	48
Advisory Hour	9:31-9:51	20
3rd Hour	9:56-10:44	48
Lunch	10:49-11:34	45
4th Hour	11:39-12:27	48
5th Hour	12:32-1:20	48

School Calendar 2025-2026
An electronic copy of the calendar may be found on the district's website at www.fhschools.org.



FOUNTAIN HILLS
UNIFIED SCHOOL DISTRICT

FHUSD 2025-2026 Approved Calendar

Fall Term-60 days (ends 10/31), Winter Term-59 days (ends 2/13), Spring Term-61 days (ends 5/21)

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

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

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

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

	First Day of School		Last Day of Trimester
	Holiday/No School		Early Release Wednesday
	Parent Teacher Conferences		Half Day Release PK-12
	Teacher Work Day - No School		

Students Return
Wednesday Early Release
Labor Day/No School
Wednesday Early Release
Half Day Release (PK-12)
Fall Break/No School
Wednesday Early Release
PK-8 Parent Teacher Conferences
HS Fall Term Final Exams (Half Day Release PK-12)
End of Fall Term (Half Day Release PK-12)
Veteran's Day/No School
Wednesday Early Release
Thanksgiving Break/No School
Wednesday Early Release
Half Day Release (PK-12)
Winter Break/No School
Wednesday Early Release
MLK Day/No School
Wednesday Early Release
PK-8 Parent Teacher Conferences
HS Winter Term Final Exams (Half Day Release PK-12)
End of Winter Term (Half Day Release PK-12)
Presidents' Day Holiday/No School
Half Day Release PK-12
Wednesday Early Release
Spring Break/No School
Wednesday Early Release
District Recess/No School
Half Day Release (PK-12)
Wednesday Early Release
HS Spring Term Final Exams
Half Day Release (PK-12)
End of Spring Term - Last Student Day/Half Day (PK-12)
Graduation
Last Day for Teachers

July 31, 2025
August 6, 13, 20 & 27, 2025
September 1, 2025
September 10, 17 & 24, 2025
October 3, 2025
October 6-13, 2025
October 22, 2025
October 27-October 31, 2025
October 29-31, 2025
October 31, 2025
November 11, 2025
November 5 & 19, 2025
November 26-28, 2025
December 3 & 10, 2025
December 19, 2024
Dec 22, 2025-Jan 5, 2026
January 14 & 28, 2026
January 19, 2026
February 4 & 25, 2026
February 9-13, 2026
February 11, 12 & 13, 2026
February 13, 2026
February 16, 2026
March 6, 2026
March 25, 2026
March 9-16, 2026
April 8, 15 & 22, 2026
April 3, 2026
May 1, 2026
May 6 & 13, 2026
May 19, 20 & 21, 2026
May 19, 20 & 21, 2026
May 21, 2026
May 22, 2026
May 22, 2026

Parent Involvement and Information

The Fountain Hills Unified School District recognizes the importance of the professional staff, parents, students and other adults working together as a team to ensure that each student has the opportunity to learn in an educational environment that promotes excellence in learning. Each school has an invaluable community of students, staff, parents and other adults. Participation by the community is encouraged; for it takes a whole community to educate a child. When the community members are committed to a team approach, excellence in education is achieved.

In maintaining an appropriate environment, all persons connected with the school have a dual commitment: to promote the school mission and to recognize and protect the rights of others.

The professional staff, in teaching the district curriculum is expected:

- To cooperate and collaborate with students and parents to maximize student learning
- To ensure that student conduct is conducive to a quality educational program.
- To maintain an effective learning atmosphere.
- To help students achieve responsibility and self-discipline.
- To help students realize their full

potential. The parents are expected:

- To cooperate and work collaboratively with the school, support its policies and notify the school of any special circumstances which may affect the child's learning.

The students are expected:

- To cooperate and work collaboratively with staff and other students in the pursuit of learning.
- To abide by the policies of the school and district.
- To come prepared with all materials and homework necessary for participation in class.
- To behave in a way that enhances the learning process.

The team approach affords many opportunities for community involvement. The District encourages parent participation on:

- District committees involving policies and procedures.
- District planning—long and short range.
- Site-based councils (Parents and teachers working together to learn and improve the school).

Birthday/Miscellaneous Celebrations

Classroom treats/snacks are at the discretion of each teacher, please contact your child's teacher/school. Healthy treats/snacks are encouraged and must be store bought. No homemade treats are allowed. Water (clear and unflavored) is the only beverage permitted, with teacher permission, in the classrooms, in order to preserve the flooring and prevent unwanted insects, mice, etc.

Students will be notified of any deliveries of flowers, balloons, etc. These items will remain in the school office until the end of the day or at the teacher's discretion. Please note that glass jars or bottles may not be taken on the bus.

Contacting the School

The school office would appreciate messages for students only if they're considered extreme emergency cases – e.g. serious illness in the family, death in the family, an accident, transportation or supervision problems, etc. **Be sure to call BEFORE 1:00 and 2:00 on early-release Wednesdays** to allow time for the message to reach your child in a timely fashion.

If you would like to talk to your child's teacher, call either before classes begin or after school dismissal. Parents may call during class hours and leave a message on voicemail. You may also contact the school or your child's

teacher via email. The expectation is that staff return non-emergency messages/phone calls/emails within 24 hours. Please make any changes to after school pick-up plans with your child before they arrive at school. Messages for students are for emergencies only and will be given at the end of the school day.

Parents must schedule classroom visits and teacher conferences. Please contact your child's teacher by email or through the front office receptionist to schedule a specific date and time for an appointment.

Concerns, Complaints, Grievances

A parent/guardian or student is expected to confer directly with the staff member involved regarding concerns, complaints, or grievances **prior to** involving the staff member's immediate supervisor or initiating a formal complaint procedure. If a resolution to the concern, complaint, or grievance does not take place after this conversation, the parent/guardian or student then has the option of bringing the matter to the attention of the staff member's immediate supervisor or initiating a formal complaint. Formal complaint forms may be picked up in the administrative office.

Custody

In most cases, divorced parents continue to have rights, such as access to information, where their child(ren) is concerned. If you have a court order that limits the rights of one parent in matters such as custody or visitation, please bring a copy to the school office. Unless your court order is on file with us, we must provide equal rights and access to both parents. All information is highly confidential.

Custodial parents have inherent rights to student educational information. Step-parents, grandparents, etc., are considered third party and must be given permission to participate in conversations or retrieval of educational information. In order for permission to be given, custodial parents must complete and have notarized the Release of Educational Information Authorization to provide permission for school staff to communicate with a third party.

FHUSD Parent Teacher Organization (PTO)

We have an active PTO in our schools. Membership is open to all parents. We encourage you to take an active role in your child's school life, and become part of this worthy organization. Besides the board positions, there are several committees which would welcome your participation.

The PTO has been responsible for many excellent activities and additions to educational programs for classroom use. The Apex Fun Run, PTO Gala, and book fairs have been some of the special activities sponsored by the PTO. This year's board has some exciting ideas and welcomes your input and involvement. Please find out more at their [website](#).

FHUSD PTO Executive Board

Co-Presidents: TBD

Lost and Found

Please be sure that your child's clothing and other items brought to school are clearly marked with his/her name. A lost and found box is located near the office. Items that are not claimed within three months will be donated to a local charitable organization.

Move On When Reading/Retention

Per A.R.S. §15-701, a 3rd grade student who fails to meet the Move On When Reading (MOWR) cut score on

the Reading portion of the statewide exam will not be promoted to the 4th grade. While many focus on the retention element of the MOWR legislation, which impacts less than 3% of students in the state each year, its primary and greatest impact 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. The legislation is designed to equip schools and teachers to provide students with the specific assistance they need to become lifelong readers.

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.

Parent Communication

Please check with your child's teacher about regular communication with them through mediums such as phone calls, emails, classroom and grade level newsletters, and apps such as "Remind". On a districtwide level, we share information and events via the following:

Remind mass emails and/or texts. Remind also has a phone dialer feature that we use only for urgent information and emergencies.

School Facebook page: We frequently share photos and reports about the many wonderful events that happen at FHHS, FHMS, and MMES!

Falcon Focus email through Constant Contact: These are sent to all parents every other week from all three district schools. On alternate weeks, the FHUSD superintendent will send one.

Peachjar Flyers

Other notes and flyers

School and district website: www.fhschools.org

It is imperative that families update contact information regularly in Power School to ensure proper delivery of information. Visit the [District Website](#) and select the Powerschool button at the top of the page. Once you log in you will be able to update your information to ensure you receive all district communication.

Parent Requests for Messages and Deliveries

In an effort to reduce interruptions of instructional time, as well as promote responsibility and accountability with our students, FHUSD only allows lunches and/or water bottles, glasses, and medically required items to be dropped off at school for students. Forgotten items such as athletic equipment, homework, backpacks, projects or musical instruments may be dropped off at the front office for students, however classes will not be interrupted to notify students.

Non-school related deliveries for students are not accepted by our office. Students are not permitted to order food for delivery at school. Thank you for your cooperation in this effort to improve the educational environment for all of our students.

Parental Complaint Procedure regarding retention.

1. **The parent MUST confer with the staff member involved** concerning the complaint before initiating the following procedure. The employee will have five working days in which to reply to the complaint at each administrative level at which the matter is reviewed.

2. If not satisfied with the outcome of that conference, the parent may obtain a Public Concerns/ Complaint Form from the school office or the district website at www.fhusd.org. **(Informal communication between the parent and/or principal, and/or staff member is encouraged prior to step 3).**
3. The immediate supervisor provides the parent with a copy of the Public Concerns/Complaint Form prior to scheduling a meeting with the concerned parties. A summary of the conference and proposed resolution will be written by the supervisor and made available to the involved parties.
4. If the complaint is not resolved between the originator of the complaint and the employee, the complaint shall be reviewed by the employee's supervisor. Until the matter is resolved, it may be reviewed at each successive administrative level.

PowerSchool Student Information System

PowerSchool is a web-based student information system used to connect home and school. PowerSchool gives parents and students access to real-time information (like grades and attendance information) and provides a secure way to communicate with teachers from home. It is imperative to keep your family's information updated in Power School to ensure proper delivery of information. Visit the [PowerSchool](#) district web-site to create a parent account or check your students information.

Enrollment-Registration Procedures

How to create a parent account in PowerSchool

If you do not already have a PowerSchool account, you can set one up by doing the going to <https://fhusd.powerschool.com/public/home.html>

1. Click on the button labeled "Create Account."
2. Enter the parent/guardian account information. Each account must have a unique email address and user name.
3. Create a password of your choosing.
4. Enter your students name exactly as it is on their birth certificate – first, middle (if applicable,) last.
5. You must have an Access ID and Access Password for each student you'd like to add to your account. Contact your child's school if you don't know their Access ID and Access Password. Relationship refers to your relationship to the student.
6. Take note of the User Name and Password that you have just created, because you will need them to log in to the PowerSchool portal once you click on "Enter". We recommend that you keep your parent/guardian password private.
7. Login to <https://fhusd.powerschool.com/public/home.html> with the Username and Password to verify your created parent account.

If you have an account but have forgotten your username or password, click on the forgot username or Password and follow the prompts provided by PowerSchool. If you have questions, please call your school site's office between 8:00 AM and 4:00 PM, Monday - Friday. We recommend that you keep your parent/guardian password private.

Online enrollment for new or returning students

Fountain Hills Unified School District uses online forms through the PowerSchool Parent Portal to complete the enrollment process. In order to access the forms, you will need a PowerSchool Parent Account with all your students added to it. If you need assistance with creating a PowerSchool Account, please reference the "How to Create a Parent Account for PowerSchool" located above.

1. To get started login to your PowerSchool [Parent Portal](#).
 2. Once logged in, select a student from the tab along the top.
 3. Then click on the Forms tab on the left side of the page.
 4. Then click on enrollment tab and you will then see what forms you have for that student. Please note that you can only look at the set of forms under one student at a time.
- You will see forms required for enrollment. Forms may be grouped into categories. As you complete

forms, the status bar for that category will change from red to green. A red bar indicates you have not yet submitted the form. The above sample shows all forms have been submitted for that student in particular. It will turn green once you have completed and submitted it. Some forms are only able to be submitted one time per school year. If you have more than one student in the district, you will have to go to each student tab to view and submit forms for each of them. Depending on the form, it may not be applicable to all schools. When you are logged in, you will only see forms that are published for the appropriate schools. Submitting under one student, does NOT submit for all of your students. If a new form is added, you will be notified by your school. Please note that a form may also have a deadline and will then be unpublished on the expiration date from your page, even if it has not been filled out.

- To submit a Form Once the form is filled out, press the Submit button at the bottom of the page. Your form will be submitted and you will be directed to go to the next required form for the student you are logged in under. If the form submission was successful, a pop-up window will open thanking you for the submission. Some forms may be “Submit for Family” so choosing this option will allow you to choose which of your children you would like this submission to apply to. This is really useful for a form that is not student specific, such as Emergency Contacts. It should not be used on forms that have student specific fields, such as the student’s name or birth date. Using “Submit for Family” will change the name, for instance, for all the children for which you submit the form to the same name within the school/district records.
- Along with the Submit button is the Save button. Use the Save button if you do not yet want or are not yet able to send the form to the school/district but do not want to re-enter information already filled out. It is recommended that you save a form if you have to pause registration. Saved forms are saved locally on your computer. You can access the saved entry from your same user on the same browser. You will not be able to access the saved data from another device. A form with a saved entry will appear Empty in the form listing.

When to Save:

- You need to step away from the device you are using
- You do not have all the required information but have filled out some of the

information When to Submit:

- You are ready to send the form to the school/district Open Enrollment

The Fountain Hills Unified School District has an open enrollment policy consistent with Arizona state law. Annually the superintendent or designee, in consultation with building principals, determines which schools, grade levels, and programs have capacity to accept students from other districts. Parents may pick up open enrollment applications beginning October 1 of each school year. In order to be considered the application must be received by May 15. If space is still available after May 15, additional applicants may be considered on a first-come, first-served basis by the receiving school administrator.

Annual Proof of Residency

According to Arizona Law, all parents/guardians must complete an Arizona Residency Documentation Form (or Affidavit of Shared Residence if the parent/guardian does not maintain his/her own residence), which forms will be sent home with all students at the beginning of the school year. This form must be completed for each student enrolled and returned to school with a copy of one of the documents listed on the form.

Student Withdrawal Procedures

Parents/guardians are to contact the school office five (5) days, when possible, before a student is withdrawn so that records will be in order. It will be necessary for the parent/guardian to come to the school office to complete a withdrawal form and other checkout procedures. All school materials loaned to the student MUST be returned and school lunch accounts settled. When the student registers at his/her new school, we will send his/her permanent records to the school. Items that are lost or damaged should be paid for by parents prior to withdrawing.

Promotion and Retention

Students will normally progress from grade to grade. However, when facts indicate that retention is in the best interest of a student's academic progress, there needs to be close cooperation and communication between the parents and appropriate school personnel. Each child considered for retention will be given individual consideration and the decision regarding retention will be made only after careful review of all data related to the student's growth and development.

In accordance with state law, teachers make the decision for promotion or retention of students. ARS 15-701 also stipulates that a pupil not be promoted from the third grade if the pupil obtains a score on the reading portion of the Arizona instrument to measure standards test, or a successor test, that demonstrates that the pupil's reading falls far below the third grade level.

Decisions for kindergarten through eighth-grade students should be based on the following criteria:

- A student's academic achievement
- Attendance/discipline records
- Standardized and alternative assessment results and
- Any other information considered pertinent to the recommendation.

Measures of student achievement are defined as grades. A student successfully completes a course/ subject if she/he earns a "satisfactory" in grades K-2 and at least a grade of "D" in grades 3-8.

Per Governing Board Policy, if a parent or legal guardian chooses not to accept the teacher's (s') decision to promote or retain a student, the parent or legal guardian may file an official appeal. Only the Fountain Hills Unified School District Governing Board may overturn the teacher's decision. Should the board overturn the teacher's decision, the teacher is automatically released of all liability for actions done in good faith relating to the child's promotion or retention.

Reporting Child Abuse

According to state law, school employees cannot ignore possible child abuse. All school district employees are mandatory reporters. Suspected non- accidental injury, sexual molestation, abuse, and neglect must be reported to the Arizona Department of Child Safety (DCS). People who are required to report suspected abuse are protected by state legislation from civil or criminal liability. The District's reporting procedures usually involve a team. The school employee meets with the principal, nurse, and counselor or psychologist. The team may notify DCS in case of suspected abuse.

School and Student Property

Student lockers, desks, school textbooks and Chromebooks (technology) and library books are the property of the school district and remain, at all times, under the control of the district. However, students are expected to assume full responsibility for the security and safekeeping of their lockers, desks, books and other property and equipment. Inspections of lockers and desks may be conducted by school authorities at any time without a search warrant or student consent. This may include the use of canine searches of lockers.

- Personal items which are not considered necessary for the student's educational experience should be left at home, as the school cannot assume responsibility for these items.
- The use or possession of electronic devices which may interfere with the orderly operation of the school may be prohibited during the school day. Examples included but are not limited to mp3 players, tablets, cameras, pagers, cellular telephones, electronic games, laser pointers, etc.
- The use of school property after hours for skateboarding, rollerblading, bicycling or any other unsanctioned activity is prohibited.

Student Drop-off and Pick-up Procedures

The following guidelines will help ensure the safety of all members of the FHUSD community. Please discuss these guidelines and emphasize the safety factors with your children:

- Cross streets only at crosswalk corners on the way to and from school. Obey all traffic signs and crossing guard's directions immediately. Students are to walk while on campus.
- Bikes should be walked on and off the school grounds and placed into the bike racks and locked.
- Students need to arrive after 7:15 a.m. at FHHS, 8:15 a.m. at FHMS, and 8:25 a.m. at MMES. Supervision of students begins at these times.
- Students are expected to arrive at school on time. Tardy students cause disruption to the educational rights of other students. Excessive tardies can result in disciplinary action.
- Students involved in after school academic or athletic related activities must report to those locations upon dismissal and be supervised at all times by coaches or teachers, otherwise students are expected to leave campus immediately upon dismissal.

MMES Pick-Up & Drop-off Procedures

Morning Drop-Off: Students may be dropped off no earlier than 8:20 am unless they are registered for the Early Bird Care program which takes place from 7:00-8:20am. Drop off for Early Bird Care is next to the cafeteria. Parents are expected to park and walk their child into the cafeteria for Early Bird Care from 7:00-8:20am. After 8:20am, parents should circle around the building and drop their child off in the, "drop off," zone between the gym and playground area.

Afternoon Pick up: Picking up students at the end of the school day takes place outside the gymnasium in the access road between the gym and playground. Cars need to enter past the marquee and circle around the building to the pick up zone.

FHMS Pick-Up & Drop-Off Procedures

- Car riders are to be dropped off/picked up at the pull-through lane located on Golden Eagle Blvd. Parents are to notify the offices before the start of the school day if their student will be tardy.
- Students reporting more than 15 minutes after the start of a period will be marked absent.
- A parent/guardian will need to sign their child in at the front desk. An older sibling is allowed to sign their younger sibling in at the front desk as long as we have a note/phone message from the parent/guardian explaining the reason why the child is tardy/late to school.
- In the event you are late for pick-up, your child will be waiting in the library. You must sign your student out in the front office.
- High School students driving their middle school sibling(s) to school are required to park in the HS Student parking lot and must escort their sibling, through the High School campus, up to the Middle School gate located next to the Lecture Hall. At dismissal, older students must meet their siblings at the same gate and escort them to the student parking lot.

FHHS Drop-Off and Pick Up:

- If you are dropping off both Middle and High School students at the High School in the morning, Middle School Students need to enter at the "N" gate and follow the walkway on the north end of the High School Campus by the gym around to the Middle School entrance. High School students can enter by the gate right at parent drop-off. Supervision will be provided before and after school to ensure this procedure is being followed and for student safety.
- Parents/Guardians dropping their students off must enter in the parent drop off and pick up lane at the East end of the High School. Please pull forward in the pickup line in order to keep traffic moving while Entering, parking, and exiting only in designated areas.
- If you are unable to wait along the curb due to heavy traffic, please park your car in the visitor/back lot and walk to the sidewalk to meet your child to escort him/her to your vehicle.

Student Records (JR-EB)

Designation of Directory Information: During the school year, school staff members may compile non-confidential student directory information specified below.

According to state and federal law, the below-designated directory information may be publicly released to educational, occupational or military recruiting representatives without your permission. If the Governing Body permits the release of the below-designated information to persons or organizations who inform students of educational or occupational opportunities, by law, the school is required to provide the same access on the same basis to official military recruiting representatives for the purpose of informing students of educational and occupational opportunities available to them, unless you request in writing not to release the student's information without your prior written consent. If you do not opt out of releasing any and all of the below-designated information, then the school must provide military recruiters, upon request, directory information containing the student's names, addresses, and telephone listings.

If you do not want any or all of the below-designated information about your son/daughter to be released to any person or organization without your prior written consent, you must complete the PowerSchool document informing the school that you do not want your information stored as directory information. If the school does not receive this notification from you within the prescribed time, it will be assumed that your permission is given to release your son's/daughter's designated directory information.

Transfer of Student Records

Fountain Hills Public Schools will forward the educational records of a student to another school in which the student seeks or intends to enroll upon written request from said school.

Visitor and Volunteer Procedures

Parent/community support helps us succeed and are glad that so many visit and volunteer. Parents are encouraged to visit the schools. All visitors to any school must report to the school office upon arrival. For those who wish to visit a classroom during the school day, it is required per Governing Board Policy KI that the teacher and the principal be contacted in advance to arrange a day and time for such visit so as to avoid any conflicts with the school schedule.

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

No person may enter onto school premises, including visits or audits to a classroom or other school activity, without approval by the principal. Neither will any person be allowed to conduct or attempt to conduct any activity on school premises that has not had prior approval by the principal. (Policy KI-R)
All visitors must check in at the front office. All other outside doors and gates will be locked and visitors will only be allowed entry at the main entrance.

1. Please proceed to the window and one of our office staff will assist you. The office windows are bulletproof and the walls are ballistic-resistant. Staff will be able to hear you and there are teller trays for the passing of items.
2. Staff will ask for your name and purpose for visiting. They may ask for photo ID if they do not recognize you. If you are visiting your child's classroom, they will ask if the teacher is expecting you and call to check with the teacher if it is an appropriate time to send you over. You may be asked to set an appointment if you and the teacher need to meet and it is not a good time to visit the classroom.
3. If you are cleared to come in, you will sign the visitor's log, receive a visitor's badge, and be buzzed in to the single-entry door.
4. Special events will involve opening the multipurpose room doors to allow easy access and employing barriers as well as staff to prevent people from going to areas that are not being used. There may be sign-in and/or line-up procedures depending on the event.

Attendance

Student attendance and truancy is governed by [policy JH](#) (Student Absences and Excuses), [JHB](#) (Truancy), and the Arizona Revised Statutes 15-802, 15-803, and 15-901.

Attendance/Tardy Policy

Students must attend school each day unless parents or guardians have authorized the absence. Arizona State law (§15-8072. A, §15-803. (E)) requires every person who has custody of a child between the ages of six and sixteen years to make sure the child attends school for the full time school is in session unless unable to attend due to illness or another legitimate reason. Administration, faculty and staff encourage students to be at school on time every day. Student attendance closely matches student academic achievement. Students who are absent from school miss the introduction of new material, interactions with peers in discussions, activities and presentations. The attendance policy is intended to involve parents, to teach students responsibility and to provide for optimum instruction and academic accountability.

State law mandates that the school record reasons for all student absences. Therefore, when a student is absent, it will be necessary for the parent to call the school on or before the day of the absence in order to advise the school as to the reason for the absence. All absences not verified by parent or administrative authorization will remain unexcused.

Students absent for ten (10) consecutive school days will be withdrawn from the school and will need to be re-enrolled when they return to school. Students shall be withdrawn from the school effective the last day of attendance or reported excused absence, pursuant to A.R.S.15-901 (A).

Attendance Procedures

Parents/guardians are asked to call the school before 8:00 a.m. each morning the student is absent. If your child is absent and you do not call, we will call you. Parents/guardians calling the school will save us time as well as giving each of us the assurance that the student is accounted for and safe. Please ensure that we have accurate and up-to-date telephone numbers.

Elementary students should not arrive on campus before 7:30 AM. The playground is not supervised until that time.

Students who are eating breakfast at school may arrive in the cafeteria early.

Students are expected to be off school grounds 15 minutes after dismissal unless prior arrangements have been made through the Principal's Office.

Children arriving late to school will not be admitted to class until they have been signed in through the office by a parent or guardian. Parents/guardians are required to sign a student out if they leave prior to the end of the school day.

Please note that students will not be dismissed from class the last 15 minutes of the day. We appreciate your assistance in planning accordingly.

It is very important that parents notify the office to keep contact information current. Students will not be released to anyone not listed as an emergency contact.

All Fountain Hills Schools are closed campuses. All visitors report to the office first.

Pursuant to A.R.S. § 15-901(A)(1), excused absences are identified by the Department of Education. The

Department of Education defines an excused absence as an absence due to illness, doctor appointment, bereavement, family emergencies, and out-of-school suspensions. Excused absences due to out-of-school suspensions must not exceed 10% of the instructional days scheduled for the school year.

Attendance Management Plan

Students have 10 absences per semester. The process outlined below will be followed.

- After three (3) days of absences, contact will be made by the school to the family and student. (Contact can be a phone call or email seeking information for the absence.)
- After five (5) days of absences, an attendance letter will be mailed out to the family detailing the absences and possible next steps.
- After the ninth (9th) absence, an attendance contract will be prepared and parents and students will meet with administration to sign the contract.
- Violation of the attendance contract could mean loss of credit for classes (10 or more absences per semester), retention and truancy turned over to the Maricopa County CUTS Program.

Chronic Illness

The policy governing chronic illness exclusions and exemptions is Policy [JHD](#). The full policy plus required documentation for chronic illness can be found in the appendices.

Homebound

Students who are too ill to attend school regularly may meet the requirements for homebound instruction by a caring teacher. The application for homebound instruction can be found on the Student Services [webpage](#).

[Sample Attendance Letter](#)

[Sample Attendance Contract](#)

Student Information

Student Rights and Responsibilities

The appendices have a list of FHUSD Governing Board Policies focusing on students. Below are the policies with links to the descriptions:

- Student Rights and Responsibilities ([Policy JI](#))
- Student Rights and Responsibilities Regulation ([JI-R](#))
- Student Conduct ([Policy JIC](#)) Students are expected to obey all rules and regulations adopted by the Governing Board, and to obey any order given by a member of the faculty or staff relating to school activities.

Student Concerns, Complaints, and Grievances

Students may present a complaint or grievance but must follow the guidelines outlined in [Policy JII](#) and [JII-EB](#). Please use the links below to access the policies with timelines.

Student Discipline

The Fountain Hills Unified School District places high priority on providing each student with the opportunity to learn within a safe and stimulating environment. For this reason, the Governing Board accepts the responsibility for identifying those behaviors, which, if allowed to exist without restrictions and appropriate disciplinary action, would interfere with individual and group learning and, would interfere with the orderly conduct of our public schools. Furthermore, the Governing Board charges the staff with the responsibility for enforcing the rules of conduct, establishing consistency in their enforcement and maintaining an appropriate learning and behavioral environment.

Information concerning a student's disciplinary record will be held in the strictest confidence. Disciplinary

actions taken will be recorded in an administrative log, and all types of suspensions or expulsions will be recorded in a separate file for each student.

Our students are role models for other students and the community. Students are encouraged to follow the Falcon Way and meet the expectations of adults in the school community.

According to Arizona law (A.R.S. 15-341), the Governing Board also has the authority to discipline students for disorderly conduct on their way to and from school. The Governing Board gives this responsibility to the local school administration. The Governing Board also gives the school administration authority to discipline students for disorderly conduct and other offenses at school sponsored activities.

The following policies and procedures governing student discipline are located in the appendices as well as the definition of offenses in the [PBIS handbook](#):

Student Discipline ([Policy JK](#))

Student Discipline Regulation ([JK-R](#))

A student committing an act of misconduct not listed will, nevertheless, be subject to the discretionary authority of the School Administrator or Superintendent.

Student Behavior Management

Fountain Hills Unified School District places high priority on providing each student with the opportunity to learn within a safe and stimulating environment. For this reason, the Governing Board accepts the responsibility for identifying those behaviors, which, if allowed to exist without restrictions and appropriate disciplinary action, would interfere with individual and group learning and, would interfere with the orderly conduct of our public schools. Furthermore, the Governing Board charges the staff with the responsibility for enforcing the rules of conduct, establishing consistency in their enforcement and maintaining an appropriate learning and behavioral environment.

The Fountain Hills Unified School District No. 98 **disallows** corporal punishment ([Policy JKA](#)).

Arizona state laws and FHUSD Governing Board policies empower school administration with the task of maintaining a safe and orderly educational environment. The policies and procedures in this section apply to student conduct when the student is:

- on school grounds or at school-sponsored events.
- traveling to or from school-sponsored events.
- engaged in any activity that is in any manner school related or affects the operation of the school.
- Student Discipline ([Policy JK](#))

Rules and expectations in this section are designed to meet the following goals:

1. Maintain a safe and orderly school operation.
2. Maintain optimal learning opportunities for students. School facilities and classrooms must be free of behaviors that interfere with teaching and learning.
3. Help students develop skills and behaviors necessary for healthy social interaction, both present and future.
4. Help students learn how their decisions affect the quality of theirs and others' lives.

Policy JK and [Regulation JK-R](#) (located in the appendices) will apply to all students traveling to, attending, and returning from school, and while visiting another school or at a school-sanctioned activity and may include a wide range of penalties that may be imposed for violations. When suspension or expulsion is involved, notice, hearing, and appeal procedures shall conform to applicable legal requirements. Regulation JK-R outlines the

conduct that is subject to disciplinary action as well as the permissible penalties.

Positive Behavior Intervention Supports (PBIS)

PBIS is a team-based, systematic approach in teaching behavioral expectations throughout every school in our district. It is based on a proactive model that teaches the behaviors, reinforces and recognizes students who are able to model these behaviors and has systems in place to support students who have a difficult time or may present with more challenging behaviors. Using this research-based approach, we will see an increase in attendance, a more positive and calm environment, and a reduction in a number of behavioral disruptions.

Instead of using a patchwork of individual behavioral management plans, we have moved to a positive district-wide student management system that addresses the entire school, the classroom, areas outside the classroom (such as hallways, restrooms, offices, cafeteria, playground/school grounds etc.) FHUSD has a team that meets monthly. This team is responsible for ensuring there is a current action plan based on the previous year's behavior assessments, monitoring behavior data, and communicating to staff regarding MTBS implementation. Every person who works in the district is aware of the behavioral expectations and works to ensure students are consistently getting the same message, regardless of the setting they are in or the adult they come in contact with.

Teaching Positive Social Behaviors

Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. The PBIS framework helps to create and maintain a positive, safe, and effective learning environment that will increase academic achievement when implemented with fidelity. Appropriate behavior and social competence require direct teaching to students just like math and reading. When students are given positive, immediate feedback, they are more likely to continue the behaviors that elicit praise. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

Students will receive individualized support when needed and required to improve learning. Tier 1 support ensures that all students are taught the appropriate behavior. Monitoring and early intervention will take place regularly for all students. Tier 2 supports provides targeted support for students who are at-risk for developing more serious problem behaviors with the school level team to provide appropriate intervention. This could include group interventions, social skill groups, self-management strategies, and academic supports. Tier 3 support entails intensive individualized support for the few children that require it. The FHUSD PBIS Student handbook is located in the appendices.

Major and Minor Offenses

Through PBIS best practices, behavior is divided up into major offenses and minor offenses.

Students displaying minor offenses are provided guidance by the classroom teacher with collaboration with the students' parents. A minor offense is any one of the following behaviors: disrespect, disruption, horseplay, defiance, dress code issues, foul language, plagiarism, forgery, non-compliance/refusal to work, technology misuse, and excessive tardiness.

Students demonstrating major offense behaviors are referred to the office for follow-up and tend to be more severe in nature. As above, the classroom teacher will work with the student and parent to provide instruction on appropriate behavior. Should the student not make a better choice, an office referral is often needed. Major offenses of behavior are as follows: fighting/assault, harassment, threats/verbal abuse, defiance, theft, alcohol, drugs, tobacco, vaping, weapons, leaving class without permission, bus misconduct, bullying/intimidation, vandalism/arson, excessive tardiness.

Bus Safety and Student Behavior Management

The safety and welfare of student riders is to be the first consideration in all matters pertaining to transportation. Transportation in FHUSD is governed by [Policy EEAE-EA](#). The policy outlines the pick-up, riding, and drop off of students on a school bus.

FHUSD utilizes Positive Behavior Intervention Support (PBIS) strategies to assist in teaching children in safe behavior on the school bus regardless of whether it is to and from home, field trip, or athletic event. Policies, practices, and procedures follow all district policies related to transportation. The PBIS Student Handbook includes the Behavior Matrix with expectations for appropriate behavior to keep everyone safe.

Please find the policies in the appendices at the end of this document or click on the link:

Student Conduct ([Policy EEAE-R](#) ©)

Bus Safety Program ([Policy EEAE-EA](#) ©)

[PBIS Student Handbook](#)

Guest Teachers

Our guest teachers are providing an invaluable service and must be treated with respect and courtesy. Offenses committed by a student in a classroom supervised by a guest teacher will result in the appropriate consequence as determined by the classroom teacher and/or school administration.

Teacher and Staff Protections

Employees of a school are protected by state statute against threats and abuse from students and parents as described by Arizona Revised Statute 15-507. Threats, profanity, vulgarity, and aggressive language or behavior toward a staff member may result in suspension or expulsion. Students who do not respond to interventions and repeatedly interfere with the teacher's ability to communicate effectively with the other pupils in the class or with the ability of other pupils to learn, or the student's behavior is so disruptive or abusive that it seriously interferes with the learning or safety of others, may be temporarily removed from class. A teacher may refuse to readmit a student per A.R.S 15-841.

Arizona state laws and FHUSD Governing Board policies empower school administration with the task of maintaining a safe and orderly educational environment. The policies and procedures in this section apply to student conduct when the student is:

- on school grounds or at school-sponsored events.
- traveling to or from school-sponsored events.
- engaged in any activity that is in any manner school related or affects the operation of the school.

Detention

Detention may be assigned by any FHUSD staff member. Staff members notify a parent/guardian regarding the details involving detention assignments.

Student Suspensions and Expulsions

While FHUSD supports the tenants of PBIS, there may be instances where suspension and/or expulsion is necessary. The policies and regulations related to suspension and expulsion of students including students with special needs can be found in the appendices. Click on the link to view them.

Student Suspension ([Policy JKD](#))

Student Expulsion ([Policy JKE](#))

Student Dress

Student dress is governed by the following policies located in the appendices: Policy [JICA](#), JICA-RA, and JICA-RB.

School Property

Care of School Property by Students (Policy JICB)

Each student is expected to take pride in the physical appearance of the school. Teachers and students should be observant at all times to prevent damage or destruction of school property. Any marking or marring of school property should be reported to the office at once.

No student shall damage or deface any property belonging to the District. The type of discipline that may be imposed for damage to school property by students depends upon the circumstances. Students may be subject to suspension for willful damage or destruction of school property.

If any minors engage in conduct that results in damage to District property, the District may institute formal charges for the purpose of having the court order the minors, or their parents, to make full or partial restitution to the District in accordance with law.

Technology

Technology is governed by Governing Board [Policy IJNDB-R](#) (found in the appendices). The Technology Use Agreement and Technology Handbook can be found [here](#).

Cell Phones and Electronic Devices

Cell phones, games, and similar electronic devices must remain turned off and stored out of sight in all academic areas and during passing periods unless directed by staff to the contrary. The use of cell phones and electronic devices is permitted before school and after school **only**. Headphones/earbuds are to be stored out of sight. Violations will result in confiscation of the item.

A three-strike rule applies to cell phone and electronics devices:

1st Incident: Student picks up item in office at the end of the school

day 2nd Incident: Parent picks up item in office as soon as they can

3rd Incident: Student drops off and picks up item in office daily for the remainder of the year

****FHUSD is NOT responsible for personal items that are lost or stolen or damaged on campus or at school sponsored activities. Theft of such items may be referred to the Maricopa County Sheriff's office.**

Lockers

District-owned lockers are available for voluntary student use and are assigned during the registration process in the fall. Students must pay a \$5 locker fee to use a FHHS campus locker. The following guidelines apply to the use of lockers:

- Each locker on campus is equipped with a school-assigned combination lock. No other locks may be used on FHHS lockers. Locks other than school-assigned locks will be cut off and the contents of the locker will be confiscated and held in the administration office.
- Students are responsible for the lock, locker, and contents of the locker. FHHS and FHUSD will not assume any liability for any student property stored in lockers.
- The student assigned to a locker is responsible for any schoolbooks or equipment stolen or lost from that locker and must replace or purchase the items at current replacement cost.
- Lockers must be cleaned out and left in good working condition at the end of the year. Students are responsible for any graffiti, stickers, or damage done to the locker. **Students will be required to reimburse the school for any locker damage, clean up, repairs, or loss of lock.**
- Students may not change their assigned locker without administrative approval.
- Lockers may be searched by the administration at any time.

Grading Practices

Parents have the ability to view student grades on a weekly basis by logging into PowerSchool. Teachers' grades will be updated by midnight on Monday of each week. In the case of a Monday holiday, grades will be updated by Tuesday of each week.

Fountain Hills Virtual Academy K-12

The Fountain Hills Unified School District offers students the option of taking a course where access to materials and communication with the instructor and other students is primarily accomplished online through Fountain Hills Virtual Academy, our K-12 online school. Fountain Hills Virtual Academy courses are taught by FHUSD teachers and are aligned to the Arizona College and Career Ready standards. Fountain Hills Virtual Academy is an approved Arizona Online Instruction provider through the Arizona State Board of Education and is fully accredited as an extension of the school district. If you'd like to enroll your child in the FH Virtual Academy, please contact the school counselor. They can help you with course selection and enrollment. You can locate the FHVA handbook [here](#).

Gifted and Talented Programming

[Arizona Revised Statute §15-779](#) defines gifted education as “appropriate academic course offerings and services that are required to provide an educational program that is an integral part of the regular school day and that is commensurate with the academic abilities and potential of a gifted pupil. Additionally, it defines gifted pupil as “a child who is of lawful school age, who due to superior intellect or advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs appropriate gifted education services, to achieve at levels commensurate with the child's intellect and ability.

Gifted versus High-Achieving students

In school, a “high achiever” would be a student who gets high marks and good grades. They do the work that is required and do it well. They tend to be well-organized, with good time-management skills, which is why they turn in neat and tidy work on time. They also tend to be well-behaved, adjusting well to the classroom environment and participating enthusiastically in classroom discussions.

Being gifted denotes intellectual ability, a trait that may or may not translate into high academic performance. Giftedness (also called talented and gifted or TAG) is primarily determined through testing, which is often conducted by school districts. There are a variety of ability areas that may be assessed, including general intellect, creativity, leadership abilities, and specific subjects, such as math.

Note: It is possible for a student to be both gifted and talented.

Gifted Characteristics	High Achieving Characteristics
● Inquisitive: has compelling questions ● Curious ● Selectively mentally engaged ● Generates complex, abstract ideas ● Needs 1-3 repetitions to master topics ● Critical of self ● May not be motivated by grades ● May initiate projects and extensions of assignments ● Enjoys self-directed learning	● Remembers answers ● Interested ● Attentive ● Generates advanced ideas ● Needs 6-8 repetitions to master topics ● Completes assignments on time ● Enjoys school often ● Pleased with their own learning

● Shows an aptitude in music, visual arts, & motion/movement	● Motivated by earning high grades ● Learns with ease
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How can I tell if my child is gifted?

While all gifted students are different, there are some research-based indicators of giftedness. [The National Association for Gifted Children website](#) has information explaining the [different traits and characteristics of gifted children](#).

How does FHUSD determine who is classified as “Gifted” versus “High-Achieving”?

Students will take the Naglieri Nonverbal Ability Test (NNAT3). This test assigns a percentile value to each student’s ability to learn. Students in 2nd-7th grade may be tested as a group and based on requests or recommendations made by teachers and/or parents. Students who score in the 97% percentile or higher will be identified as gifted.

What is the Naglieri Nonverbal Ability Test (NNAT3)?

The Naglieri Nonverbal Ability Test (NNAT3) is a group-administered aptitude test commonly used to qualify students for their school’s gifted and talented program. The test measures nonverbal reasoning and general problem-solving abilities such as pattern completion, analogy, serial reasoning, and spatial visualization. The NNAT3 measures ability using diagrams and in a way that does not require verbal skills.

Why did FHUSD elected to use the NNAT3 test?

The NNAT3 requires minimal motor requirements and is ideal for use with examinees from culturally and linguistically diverse backgrounds, the deaf and hard of hearing, and those with low or high ability. NNAT3 is especially appropriate to use for identification of gifted students, especially those from diverse backgrounds. It uses progressive matrices, which are fair for all examinees, those with hearing impairments, and those with impaired color vision. The NNAT3 is ideal for children who do not speak English as their first language as the test requires no reading, writing, or speaking (examinees just point to the answer they believe is correct).

Are there any resources to help me understand and support my gifted child?

Check out the resources page for information about web sites, books, and organizations about gifted children. Additionally, the Gifted and Talented teacher for your school has resources to share about gifted children.

My child was tested in another district. Do those scores count?

Scores from other districts are screened by FHUSD. If the test scores were results from a state approved assessment, the scores are analyzed with the district criteria which determines appropriate service. When your child enrolls in FHUSD, either contact your child’s school principal or contact the ESS Coordinator for guidance in this process.

My child was in the gifted program at his/her old school. Will they be in the gifted program in FHUSD?

Each district provides services differently for their gifted students. Because of this, the eligibility of students enrolled in gifted programs in different districts will be handled on a case-by-case basis. When enrolling in a

Fountain Hills school, make sure to contact your former school/district and ask them to send your child's test scores to FHUSD's ESS Coordinator.

My child did not meet the eligibility requirements the first time they tested. Can he/she be retested? When can he/she retest?

The need for retesting should be examined by both parents and teachers. A student's past performance on a qualification test or their observed work in the classroom might indicate that retesting is warranted. The first step would be to consult your child's classroom teacher. It is always important to gather data, which indicates the need for gifted testing whether it is the first time testing or a retest. If a retest is deemed appropriate, the retest cannot take place sooner than two calendar years from the previous testing occurrence.

What if my child is absent and unable to take the NNAT3 test?

Each student is provided two opportunities to take the NNAT3 test. If they are absent from both testing sessions they can be screened during the next screening event. For additional information, talk to your site's principal.

Can a student study or prepare for this test?

You can't study for ability tests like the NNAT3 test. Whereas most tests administered in school assess what you know, the NAT3 test assesses how you think. The best preparation is to make sure your child has eaten a healthy breakfast and had the opportunity for a restful sleep.

If I opt for my child to not take the test, can they test for gifted eligibility in the future?

Absolutely. There are three gifted testing sessions each year, and you can refer your child for testing at any time. They can be screened during the next screening event. Contact the principal on your campus or your child's classroom teacher for more information.

My child was identified as gifted. What are the next steps?

Your child scored high enough to be identified as gifted and/or talented. Your child will automatically receive differentiated instruction within the classroom setting as determined by his/her teacher(s). Differentiation may take place through an accelerated learning pace, higher text Lexile levels, and/or project-based learning. The classroom teacher can also arrange for advanced Math/ELA placement. If appropriate, based on standardized test scores and student performance.

Teachers will continue receiving professional development and support to best serve your child. Qualifying students will follow the district cluster model wherein a small group is integrated into mixed-ability classrooms rather than being split up into different classrooms.

How does FHUSD serve Gifted/Talented students?

Curriculum planning in each grade level is specific to the age/ability level in that grade, but our schools work with a "top down" approach, meaning that each grade level provides "scaffolding" for individual students to grow and do their best to prepare for the next grade level. Below is a sample of what to expect for Gifted/Talented students:

- K-3rd Grade: Differentiated instruction for all gifted/talented students within their classroom
- 4th & 5th Grade: Departmentalized specialists differentiate as needed with Math acceleration available
- 6th-8th Grade: Departmentalized specialists differentiate as needed with Math acceleration available
- 9th-12th Grade: Students may choose between Honors, Advanced Placement (AP), AP Capstone, and Dual Enrollment courses.

What is a Cluster Model?

In the Cluster Grouping Model, gifted students are clustered into mixed-ability classrooms at each grade level. The teacher is trained in understanding, planning for, and instructing gifted students. Gifted Specialists assist cluster teachers with scheduling, provide professional development in gifted education, and facilitate the planning and implementation of differentiated curriculum. In this model, gifted students receive differentiated curriculum and instruction in all content areas on a daily basis. The cluster model is a preferred grouping style for smaller schools like Fountain Hills because there are generally a limited number of gifted/talented students to fill an entire classroom.

Classroom make-up is carefully structured with two main goals in mind: 1.) to ensure that there is a balance throughout the grade level and 2.) to reduce the learning range found in any given classroom. This system provides opportunities for teachers to more readily respond to the needs of all students.

Gifted teachers plan appropriately challenging instruction for gifted students. This may involve acceleration, enrichment, and various extended learning opportunities through learning in the content areas targeted to develop the following skills:

1. Logical Thinking
2. Reasoning Skills
3. Critical and Creative Thinking
4. Problem-Solving

Gifted students receive instruction that is differentiated in content, process, product, learning environment and assessment:

- Content — Complex, abstract ideas presented in a variety of disciplines, including interdisciplinary curriculum
- Process — Higher-level thinking through Bloom's Taxonomy and the Multiple Intelligences
- Products — Alternative methods of demonstrating mastery with a range of complexity
- Learning environment — Student-centered, flexible grouping based on readiness, interests, and abilities
- Assessment — Pre-assessment and testing out-of-grade level curriculum What does it mean to place gifted/talented students in cluster groups?

Students in the top 5% of the grade level population are placed into groups of 4-6 students. These clusters are placed with a teacher who has specialized training and knowledge in gifted/talented instruction. The other students in that class are of mixed abilities. If there are more than six gifted/talented students, two or more clusters may be formed.

What specific skills are needed by cluster teachers?

It's necessary for teachers of all exceptional children to have special training. Teachers of gifted students must know how to and will be provided professional development to:

- recognize and nurture "gifted" behaviors
- understand the social-emotional needs of gifted youngsters
- allow students to demonstrate previous mastery of concepts
- provide opportunities for faster pacing of new material
- incorporate students' passionate interests into their independent studies
- facilitate sophisticated research investigations
- provide flexible grouping opportunities for the entire

class Gifted Education Organizations

[The National Association of Gifted Children \(NAGC\)](#) promotes policies to respond to the diverse needs of gifted children. Visit the [NACG web resources page](#) to find information regarding giftedness.

[The Arizona Association for Gifted and Talented \(AAGT\)](#) is a state-based organization that provides information and guidance for parents, teachers, administrators, counselors, and legislators to develop and support gifted education in Arizona.

[Supporting the Emotional Needs of the Gifted \(SENG\)](#) focuses on providing parents and teachers the information to best support gifted children. The site has a wealth of information including webinars and publications.

Website Resources

[Hoagies' Gifted Education Page](#) has a wealth of useful resources, links, and information for parents, teachers, children, and counselors.

[KidSource.com](#) provides a list of articles about gifted education. While the site is no longer being updated, the information is often still relevant.

[MENSA for Kids website](#) has a section dedicated to parent and teacher resources.

Field Trips

Students may have the opportunity to participate in field trips during the school day. Permission slips are required for all field trips. Handwritten notes will not be accepted. Students will be required to submit a permission slip as well as the behavior agreement for grades 4-12. Out of town/overnight field or athletic trips require additional documentation. You may find the documents required in the appendices.

Homework

Homework is intended to serve three essential functions at the elementary level:

- To reinforce skills and concepts being taught at school.
- To develop student responsibility and learning independence.
- To involve parents/guardians in children's education.
- Formal homework will be assigned on an as needed basis. Students are encouraged to read at home as often as possible.

Students should expect to be assigned homework as a regular part of their course requirements. These assignments may average approximately 30 minutes per class per day. Students enrolling in more academically challenging courses should expect to exceed this average. **In addition to homework, students are expected to study course content on a regular basis.**

Homework Policy

Generally, total homework should be equal to approximately 10 minutes' times their grade level on a weeknight.

- 6th grade should expect about 60 minutes' total time to complete homework,
- 7th grade should expect 70 minutes, and
- 8th grade should expect about 80 minutes.
- In addition, students should plan on reading chapter books or novels 20 minutes each night.

Parents should contact the teacher if homework exceeds these guidelines.

- Homework assignments will not be assigned on weekends or extended school breaks.
- Homework assignments and expectations recognize individual student differences, abilities,

achievement levels and needs.

- Homework is not restricted to written assignments; students should study and/or review notes and text daily.
- Homework will not include new learning.

Honors classes have their own homework expectations which typically exceed the 10-minute rule.

Conferences

Parent/teacher conferences may be scheduled through the school office at any point during the year. Formal conferences will be held for Kindergarten through grade 8 in October and March. Kindergarten through grade 8 students will be released early from school on those dates.

Off Campus Policy

Only junior and senior students are allowed off campus during lunch or during the regular schedule of the academic day. High school students should consult the high school's specific handbook for further guidance regarding the district's off campus policy. Off-Campus Privilege Fountain Hills High School offers junior and senior level students the opportunity to earn off-campus lunch privileges. In order to earn off-campus lunch privileges, a student must be in good academic standing (not behind on credits or failing classes), and avoid discipline and attendance issues. Students who do not meet these requirements will have the opportunity to earn their pass throughout the school year, with an opportunity to apply at the end of each quarter. Once a student has met all the requirements, they will be issued a pass.

Parents must fill out and submit a **notarized** off-campus application form before their child may be granted off-campus lunch privileges. The form may be picked up at the receptionist area in the high school administration building or on the school's website.

School-issued student identification cards will signify off-campus privileges. Students must show their picture ID card to staff to verify off-campus privileges and receive permission to leave campus. Students will not be allowed to leave campus for off-campus lunch without their school-issued student identification card in their possession.

Students with off-campus privileges are expected to observe all school, district, town, and state regulations while off campus.

Athletics and Activities

Athletic/Extracurricular Participation

In the Fountain Hills athletic program, the health and welfare of the athlete is the most important concern. Every effort will be made to assure a healthy environment and safe training conditions for athletes. Before athletes may participate in any aspect of school sports they must be academically eligible, must have proof of an annual physical exam on record and must have an **Informed Consent** form signed by their parent or guardian on file.

The athlete's parent and the athlete must attend an informed consent meeting or conference prior to the athlete's participation. The meeting will be conducted by the coach of the sport or the athletic director and will contain information about the type of activity and risks involved in participation in the specific sport. The required forms for athletic/extracurricular activities travel can be found in the [appendices](#).

Extra-Curricular Eligibility

All students in grades 6-12 must pass all classes in which they are enrolled in order to participate in extra-curricular activities. Eligibility will be determined on a semester grading period for high school and a quarterly grading period for middle school. All students losing their eligibility at the quarter will be monitored every two weeks.

After School and Evening Activities

While attending school or evening activities students will be expected to follow all school rules and regulations, including the dress code. **A student must be in attendance at school all day to participate in after-school and evening activities.** Suspended students (off campus) may not attend evening or after-school activities. **Students should leave campus immediately after school is out.** Only students under the supervision of a teacher should be on campus.

Dances

The school will sponsor dances/parties during the year. Attendance at the dance is considered a privilege which will be denied for inappropriate school behavior. Students are expected to follow all school rules. Once students enter the event, they may not leave until they are going home. Students must be present in 4 academic classes the day of the dance/party in order to attend.

Food Service

General Cafeteria Questions

How does the cafeteria keep up with students? Our cafeteria has a computerized tracking system. Each student has an account set up that is identified by their district-assigned identification number. Parents are encouraged to deposit money in the student's account on a regular basis. The account is set up like a debit account.

How do I put money on my child's account? Money may be entered into the student's account by going to the link <https://fountainhillsusd.revtrak.net/> and selecting Meal Payments. You will need the student school ID number that you can get from our front office staff in order to set up a username and password. (If you already had an account set up from last year, it is still active for the new school year.) You can set up more than one student by just adding their name or pin number.

How will I know when the account is out of money? There is an automated phone system (SwiftK12) that will notify you of a low balance under \$5.00 or a negative balance.

What is a combo meal? A combo meal is a meal that consists of the designated entrée, two side dishes, and milk. The combo meal is the meal that the government recognizes as a reimbursable meal. This meal is how FHUSD receives funding from the government for the Nutrition Service Department.

How much does a combo meal cost? \$3.75 for a student lunch, \$2.50 for a student breakfast and \$0.55 for milk only.

Elementary and Middle School

Elementary and middle schools are on the Federal Type A lunch and breakfast program. A free and reduced-price lunch program is available. Applications are available and distributed to all students at the beginning of school. Pre-paid lunch cards or cash may be used daily to purchase lunches. Parents may make payments in advance on line. The middle school offers ala carte and salad bar selections in addition to the regular lunch menu.

High School

The high school lunchroom offers daily lunch specials, hot and cold sandwiches, salad bars, mobile snack carts and various snack menus. Free lunches are available with applications obtained in the school office.

Collection of Meal Charges

The Board shall permit students to incur **reasonable** charges for insufficient funds, and parents/guardians shall be contacted for payment.

Students must keep their lunch account PIN number confidential. Cafeteria accounts are not allowed to accrue

negative balances. Students with accrued negative balances may be denied making further credit purchases until the account is brought current. Eighth grade students with outstanding balances at the year's end may not participate in the promotion ceremony.

The District shall inform students and parents/guardians in writing of the district's policy regarding lunch accounts. The notice shall be provided to all households at the time they begin participating in the food services program. Money can be added to student accounts electronically through the district's website under [Pay Fees](#).

Students must keep all food items within the eating area, clean up after themselves, dispose of trash, and follow the other rules posted in the cafeteria. Our school is a closed campus during lunch and all other times. Free and reduced lunch applications are available online and must be renewed annually. Applications are available in [English](#) and [Spanish](#).

Food in Classrooms

According to the Maricopa County Department of Environmental Services, **food brought into the classroom for snacks and parties must come from a commercial source and cannot be homemade.** Items should be individually wrapped to avoid bare hand contact with the food. If the items are not individually wrapped, such as cookies or cupcakes from a bakery, an adult wearing disposable gloves must serve the food.

Health Services Information

Each school has the full time services of a school nurse, who provides routine and emergency first aid care, periodic health screenings, health education, and planning for special needs students. Please notify the school nurse if your child has special health needs.

The Governing Board policy the FHUSD utilizes is Policy JL and focuses on nutrition, physical activity, and parent involvement.

Health Office Locations and Phone Numbers:

MMES: Main Office, 480-664-5201

FHMS: Main Lobby, 480-664-5402

FHHS: Room G-101, 480-664-5501

Parent Notification of Communicable Diseases

For the well-being of all students, parents are expected to contact the school nurse when their children have contracted a communicable disease. Please notify the school nurse if your child has a communicable disease such as COVID-19, strep, mono, chicken pox, etc.

Immunizations

A.R.S. 15-872 requires that every student complete an immunization history at the time of enrollment. Subject to the exemptions as provided by law, **immunization** against diphtheria, tetanus, pertussis, poliomyelitis, rubella (measles), mumps, rubella (German measles), hepatitis B, and haemophilus influenza b (Hib) is required for attendance of any student in any District school. A student's **immunization** record must be submitted prior to attendance, although a student may be conditionally enrolled provided that necessary **immunizations** have been initiated and a schedule has been established for completion of the required **immunizations**. **A student shall not be allowed to attend school without submitting documentary proof of compliance to the school administrator unless the student is exempted from immunization.** On enrollment, the school administrator shall suspend that student if the administrator does not have documentary proof of compliance and the student is not exempted from **immunization**. A student who fails to comply with the **immunization** schedule shall be suspended from school attendance until documentary proof of compliance is provided to the school administrator, except that a homeless student shall not be suspended from attendance until the fifth (5th) calendar day after enrollment.

Pediculosis (lice)

Head lice are a fairly common problem in school-age children. We follow the recommendations of the Center for Disease Control (CDC), American Academy of Pediatrics (AAP), and the National Association of School Nurses (NASN) for the management of head lice.

If a case of lice is suspected, that child will be checked in the health office. In the event that live lice are found, that child will be sent home and parents will be given guidance for prompt, proper treatment. A letter will be sent home in that classroom informing parents that there is a case of head lice in the classroom and to check their children at home. When the child has been treated, he/she will be rechecked in the health office before returning to the classroom. If the child returns to school and lice or nits are still present, school officials will return the student to the custody of the parent or guardian until proof of initiated treatment can be provided.

Administrators, school nurses and staff may screen students who have no previous infestation, symptomatic students, and in special cases may randomly screen classrooms with higher reported cases.

COVID-19 Guidelines for Parents

The monitoring of COVID-19 for our children starts in the home. We want our schools to remain open and students learning in the classroom with their teachers and peers. Parents, you can assist us in battling the spread of COVID-19 in FHUSD schools in the following ways:

- Please keep your children home should they present with any COVID-like symptoms or they have been exposed to someone with COVID-19. Awards for perfect attendance will not be given this school year. We will work with whatever accommodations that are needed due to absences.
- Please check your child for the following symptoms daily:
 - Fever of 100.4 or higher or chills;
 - Shortness of breath or difficulty breathing;
 - Muscle aches;
 - Sore throat;
 - Headache;
 - Fatigue;
 - Congestion or runny nose;
 - Cough;
 - Vomiting;
 - Diarrhea;
 - New loss of taste or smell
- If you have questions about your child's symptoms, please contact your primary care provider.
- Help children learn the value of washing their hands with soap and water and using hand sanitizer especially after covering their cough and sneezes.
- Students and staff will not be required to wear masks, however based on the current public health situation, masks are encouraged for everyone's safety. Mask wearing is still acceptable should you choose to have your student wear one at school.
- Students and staff are not required to receive the COVID-19 vaccination to enroll in school or to work in the schools.

Medications

Students are not allowed to have any prescribed or over-the-counter medications in their possession at any time while on campus or at any school-related activity. The only exception would be if a student has a breathing disorder or anaphylaxis, refer to *"Breathing Disorders and Anaphylaxis Medications."* Students in possession of any medication will be referred to administration. If your child requires medication during school hours contact the health office. We have no stock medications on any school campus.

Dispensing Medication

Students may not carry or self-administer medication (including over-the-counter drugs) or dietary supplements unless an Individualized Health Care Plan has been developed and signed by the parent/guardian, school nurse and principal. All prescription medications must be in the original pharmacy container, labeled with the child's name, prescription number, name of medication, dosage and number of times a day to be administered. Non-prescription medications must also be in the original container with information as to the date(s), time(s) and amount(s) to be given completed on an appropriate medication administration request form. All medications must be supplied by the parent(s)/ guardian(s) and will be kept in the school health office. Nursing personnel, or other school-designated personnel, have the authority to administer medications, both prescription and non-prescription, to minor students only with written permission from the parent(s) or legal guardian(s).

Breathing Disorders and Anaphylaxis Medications

Per Arizona State HB2229/SB 1309, allows students while at school and school sponsored activities to possess and self-administer prescription medication for breathing disorders and/or anaphylaxis by the student who has been prescribed the medication by a licensed health care provider. Please contact the health office if your child must carry medication for a breathing disorder or anaphylaxis.

Medication on Field Trips

Per Arizona State Law (A.R.S. 32-1901) the Health Office cannot transfer medication to an envelope or another container. The Health Office must have a separate prescription labeled bottle for each prescription medication taken on a field trip. If the Health Office does not have a separate prescription-labeled bottle the medication cannot be taken on the field trip.

Latex Restrictions

FHUSD promotes a latex-free environment. No latex products are allowed on school campuses. Specifically, no Latex balloons will be allowed.

Health Concerns

Parent/guardians **please** contact the Health Office regarding any physical/health concerns that may occur during the physical school year.

Emergency Card - PINK

Each year the parent/guardian is required to complete a separate (PINK) emergency card for each child in the school district. If your child is ill and needs to go home, parents/guardians must pick up or arrange for their child to be picked up from school within one hour from initial notification. This will be completed during the online registration and enrollment process.

In the event of an accident or illness when authorization for medical treatment cannot be obtained from the Parent/Guardian it is understood that they have given permission and assumes full responsibility for the school Health Office and or school administrator to call for emergency medical assistance, including ambulance services. The Parent/Guardian is financially responsible for ambulance and other health care expenses which may occur as a result of illness or injury to their child.

Physical Education Excuses

If a student has a physical reason for not being able to participate in P.E. class, the parent/guardian must write a note explaining the illness or condition and request a P.E. excuse. The student must bring the note to the Health Office at the beginning of the school day. If the child is not able to participate in P.E. for longer than five (5) days, the Health Office must receive a physician's note stating the reason why the student is not able to participate. The Health Office must have a physician's note stating the student has been released from the physician's care and is able to return to P.E. classes.

For any student to be excused from physical education activities, the following process must be used:

For a temporary excuse of three days or less, the parent must submit a note to the nurse before the student attends class. The note must specify the illness or injury. The health aide will complete the appropriate form for

the student to give to the physical education teacher to verify the excuse.

For long-term excuses of more than three days, the parent is required to obtain a written statement from the student's physician describing the health problem and the length of time to be excused from active physical education participation. When a medical excuse from physical education creates an absence from active participation exceeding a total of 20 days in a semester, the requirement for physical education will be waived if the parent/guardian so requests. The principal will arrange for an appropriate alternative program. No grade penalty will be applied. The waiver in high school applies to one or two semesters, depending on the extent of the medical restriction.

Hearing and Vision Screening

Students will be screened for hearing and vision by Arizona State guidelines. If the parent/guardian does not want his/her child screened, a letter must be submitted annually, at the beginning of the school year, to the Health Office.

When to Stay Home

Good attendance is vital, but not when it may jeopardize your child or the health of others. If your child becomes ill at school, you will be notified. The school nurse/health aide is not permitted to diagnose any condition or illness. If a student is prescribed an Antibiotic they must be on them for 24 hours before returning to school. Students must be fever free for 24 hours without any medications before returning to school. 911 will be called for any student experiencing a medical emergency.

Insurance

The district does not carry insurance for students' medical or dental costs if they are injured during school activities, including before and after school. Parents are responsible for their child's insurance. In an emergency, the school may call paramedics who may decide whether an ambulance needs to be called. These services are the financial responsibility of the parents. (Governing Board Policy JLA) Legal Ref: A.R.S. 15-384, A.G.O. 186-095. Free or low cost health insurance is available for qualifying families at: Kids Care 1-855-HEA-PLUS (1-855-432-7587).

Chronic Health Conditions

Contact the Health Assistant immediately if your child has been diagnosed with a chronic health condition. Information regarding FHUSD protocols/procedures necessary to ensure a healthy and safe environment for your child during the school day will be provided.

Safety

School personnel will be responsible for children while on the school grounds only between the hours of 7:30 a.m. to 2:25 p.m. on regular school days. Times other than these are the parents'/guardians' responsibility. Students who participate in the before or after school programs are supervised by the employees of the Department of Community Services. You may call 458-7922 for information about these programs.

Students may ride their bicycles to school but not on the playground and sidewalks. Any student who rides a bicycle to school must provide a lock to secure it as the school is not responsible for stolen bicycles. No Skateboards, Roller blades, or Tennis Shoes with Roller blades tucked away will be allowed on school grounds.

Emergency Response Plan

The safety and security of our students is our highest priority. Our school and the school district regularly plan and practice to ensure we are prepared for emergencies. This section of our handbook will inform you of some of the procedures we will follow to protect our students during an emergency.

Each school in the Fountain Hills Unified School District has an emergency response plan to respond to

unforeseen events. The plans include responses to a variety of scenarios along with lock-down and evacuation procedures. In addition, each plan is updated annually by the school emergency response team and followed up with training for staff members.

- **What happens during an emergency?** During an emergency, school administrators will secure the campus in what is called a **lockdown**. Classroom doors are locked, gates to the campus are closed and locked, and no one is permitted to enter or exit the campus until school administrators give the all-clear signal. If there is immediate danger, administrators will call an **emergency lockdown** and teachers will stop lessons, close window blinds, turn off lights, and direct students to the most secure area of the classroom or building. School personnel work closely with public safety officials during emergencies.
- **Students may be kept on campus.** In the event of immediate danger to health and safety on or in proximity to campus, public safety officials may direct the school to keep students on campus, even after school hours, until the all-clear signal is given.
- If such an emergency occurs, students will be released only to an adult who has been identified as a parent, guardian or emergency contact on your student's Emergency Card. It is important that you complete this card at the beginning of every school year and update it as needed.
- The school district is prepared to provide food, water, and the medications listed on your child's 2020- 2021 Medication Record to your child if we are directed to hold students on campus.
- **Students may be relocated off campus.** An emergency situation may require students to be relocated to a location different from their home school. The Fountain Hills Community Center serves as the primary and Christ's Church of Fountain Hills as the secondary relocation sites for all schools. Updated information by telephone dialer, email, and text messaging will apprise parents of the relocation site.

What to do if your child is kept on campus during an emergency:

- To keep phone lines free for emergency use, do not call the school. Information will be provided on the web at the school website <http://fountainhillsschools.org>, by telephone dialers, email, and/or text message, and through the news media. This will include information on when and where to pick up your student.
- If you speak with your student on a cell phone, remind them of the importance of following the directions of their teachers and public safety officials.
- We strongly encourage you to check and update your student's Emergency Card and School Year Medication Record with a list of authorized contacts, health conditions, and medications needed.
- Please contact the school TOSA or principal if you have any questions or concerns about our emergency plans or procedures.

Vehicles and Parking Lot

Students who drive to school and wish to park in the student parking lot must obtain a school-issued parking permit. The following guidelines will apply to student vehicles and the student parking lot:

- Student vehicles parked on campus must display a valid parking permit. Permits are \$100.00 for the entire year or
- \$50.00 if purchased after January 1. Parking fees will not be pro-rated in any other way. (NOTE: Students who have received two or more parking citations in the first semester will not be eligible to purchase a one-semester permit.)
- Students must register their vehicle, license plate number, make and model, and driver's license number when obtaining a parking permit.
- Parking permits must be displayed on the vehicle in accordance with current-year security staff directions. Improperly displayed permits are not considered valid permits and a citation will be issued.
- Students must park in designated student parking spaces.
- Students are not allowed to park in the District Office parking lot.
- FHUSD does not assume any liability for damage to, or theft of vehicles and their contents while in District parking lots.

- Vehicles will be cited for parking lot violations. Parking citations will result in consequences.
- Car-pooling spaces are available, and FHHS encourages students to assist in promoting clean air through car-pooling as much as possible. Students must register for car pool spaces in the security office. Car pool spaces are available on a first- come, first-served basis.

Text-A-Tip/P-3 Application

P3 Tips is 100% anonymous (Formerly Text-A-Tip). P3 Tips is a mobile phone app that allows people to report crimes anonymously. FHHS in cooperation with the FH Coalition and Maricopa County Sheriff's Office of Fountain Hills have created an opportunity for students and staff to report concerns they witness on and off campus. MCSO monitors and implements the incoming tips. We ask that you embrace this new smart phone app and report anything suspicious or illegal.

Downloading and Installing P3

Search for P3 Tips in Google Play or Apple App Store

Install P3 and then select open

Enter your own four digit pass code and sign in

Select Location – United States – Arizona – Fountain Hills – Maricopa County Sheriff's Office

You're ready to submit a tip!

***FOR EMERGENCIES DIAL 911**

**** It is illegal to text false tips.**

Student Identification: (FHHS)

Students are required to carry and/or wear a current-year, school-issued student identification card with them at all times while in attendance at school or any school-related activity on or off campus. Separate ID cards are issued to indicate closed-campus, open-campus, early release, and EVIT status. One identification card is supplied free of charge to each student upon enrollment each year. If a student loses his/her ID card, he/she is responsible to purchase a replacement in the administration office for \$5. Failure to carry a student ID card will result in disciplinary action. Failure to identify oneself to school administration, security, teachers, para-professionals, or classified staff will result in disciplinary action. ***Students will not be able to leave campus for lunch if they fail to show their ID card.***

Surveillance Cameras and Security System

Surveillance cameras and alarm systems are operated on campus. Cameras are capable of surveying various areas of the campus to maintain appropriate safety and behavior at all times. Alarm systems are armed at appropriate times and will alert local law enforcement of campus intrusions.

Search and Seizure

Order, safety and security are essential to a productive learning environment. When the learning environment is threatened by the presence of contraband, school officials have a responsibility and the authority to search for and obtain the contraband from students or non-students if there is reasonable suspicion that the student possess such contraband. An administrator, or designee, may search students, lockers, vehicles, and/or their personal belongings when there is a reasonable suspicion that a search will yield some form of contraband.

Automobiles may be searched with student consent or as a result of a school official observing items which provide a reasonable suspicion of illegal or unauthorized property inside the vehicle.

Student lockers, desks and school textbooks and library books are the property of the school district and remain, at all times, under the control of the district. However, students are expected to assume full responsibility for the security and safekeeping of their lockers, desks, books and other property and equipment. Inspections of lockers and desks may be conducted by school authorities at any time without a search warrant or student consent. This may include the use of canine searches of lockers.

Campus Access

All gates are locked during the school day. All parent and community members who wish to be on campus before, during, and after school, must sign-in and wear a visitor badge while on campus.

Student Interrogations, Searches, and Arrests (Policy JIH)

Interviews: School officials may question students regarding matters incident to school without limitation. The parent will be contacted if a student interviewed is then subject to discipline for a serious offense. A student may decline at any time to be interviewed by the School Resource Officer (SRO) or another peace officer.

Interviews - CHILD PROTECTIVE SERVICES WORKERS

Interviews by Child Protective Services workers who are investigating abuse/neglect may be conducted at district schools. The parent of a student who is the subject of an investigation, or a sibling of the subject, need not be given notice of such interviews. School officials may be present at the interview only if it is necessary to the investigation.

Interviews - LAW ENFORCEMENT OFFICERS

In cases where students are interviewed for criminal investigations by law enforcement officers, the building administrator shall make reasonable efforts to notify the student's parent of the interview, unless the law enforcement officer deems that notification would interfere with a criminal investigation.

If the law enforcement officer refuses to allow notification prior to the student interview, either the officer or a representative of the district will notify the student's parent within a reasonable time after the interview. A school official may be present during the interview, unless directed otherwise by the law enforcement officer. If a school representative was denied the right to be present during the interview, this fact shall be made known to the student's parent.

If a student is arrested or taken into temporary custody on district property during the school day, the school no longer has jurisdiction over the student. The building administrator shall request the officer to notify the parents of the arrest or shall make reasonable efforts to notify the parent when a student is arrested or when a student is taken into temporary custody and identify the law enforcement agency involved.

Fire/Disaster Drills

Fire/disaster drills are held regularly to develop safety practices that will help all to move quickly and orderly to the assigned places during an emergency. Teachers review these procedures with students at the beginning and throughout the school year.

Notification of Pesticide

It is the policy of the governing board that students, parents/guardians, and staff be notified before pesticides are used at district schools in accordance with A.R.S. §15-152 and guidelines issued by the Arizona State Board of Education. The purpose of this policy and following procedures is to facilitate communication between schools, parents/guardians and the community regarding pesticide application.

Certified applicators employed and/or contracted by the Fountain Hills Unified School District will provide principals (or other designated personnel) with a 72-hour advance notice and a written pre-application notification.

Pest Control

The support services division will notify any school 72 hours before using any pesticide (or herbicide). Notifications will include school office, front door postings, school newsletters and public address announcements.

Prohibited Activities

The following policies govern prohibited activities on school property:

Drug and Alcohol Use by Students (Policy JICH) and includes guidelines on the use of medical marijuana.

Hazing (Policy JICFA)

Secret Societies/Gang Activity (Policy JICF)

Student Bullying, Harassment, and Intimidation (Policy JICK) to include Cyberbullying.

Student Bullying, Harassment, and Intimidation (POLICY JICK-R) includes reporting a claim, investigations, and retaliation.

Tobacco Use by Students (Policy JICG)

Weapons in School (Policy JICI)

Fountain Hills Unified School District #98 does not discriminate on the basis of race, color, national origin, sex, age, religion, genetic information or disability in admission or access to, or treatment or employment in, its educational programs or activities.

Alleged child abuse or abandonment of a student.

If a child protective services worker or peace officer enters the campus requesting to interview a student attending the school, the school administrator shall be notified. Access to interview shall be granted when the child to be interviewed is the subject of or is the sibling of or is living with the child who is the subject of an abuse or abandonment investigation. The personnel of the District shall cooperate with the investigating child protective services worker or peace officer. If a student is taken into temporary custody in accordance with A.R.S. 8-821, the child protective services worker or peace officer may be reminded to notify the student's parent of the custody, pursuant to A.R.S. 8-823. The child protective services worker or peace officer shall be requested to establish proper identification and complete and sign a "Form for Signature of Interviewing Officer." Six (6) hours following the relinquishment of custody by the school, school personnel may respond to inquiries about the temporary custody of the child and may, if considered necessary, call the parent.

Abuse or abandonment is not alleged. No issue of student population safety is presented. If a peace officer enters the campus requesting to interview a student attending the school on an issue other than upon request of the school or for abuse or abandonment, the school administrator shall be notified. If the officer directs that parents are not to be contacted because the interview is related to criminal activity of the parent(s)/guardian, the school official shall comply with the request. Unless these circumstances exist the parent will be contacted and will be asked if they wish the student to be interviewed. If the parent consents the parent will be requested to be present or to authorize the interview in their absence within the school day of the request. Where an attempt was made and the parent(s) could not be reached or did not consent within the school day of the request, the peace officer will then be requested to contact the parent(s) and make arrangements to question the student at another time and place.

Safety of the student population is of concern. When a peace officer is present on the campus to interview students at the request of school authorities due to concerns for the safety of the students in the school population, parent contact shall only be made if a student is taken into custody or following the determination that the student may be subject to discipline for a serious offense. The SRO, present at the request of the school for the continued maintenance of safety and order, may interview students as necessary regarding school related issues as determined by school officials and parents will be contacted if the student is to be taken into custody or if the student is subject to discipline for a serious offense.

Staff members are to report any suspected crime against a person or property that is a serious offense, involves a deadly weapon or dangerous instrument or that could pose a threat of death or serious injury and any conduct that poses a threat of death or serious physical injury to employees, students or others on school property. All such reports shall be documented and communicated to the Superintendent who shall be responsible for reporting to local law enforcement. Conduct that is considered to be bullying, harassment or intimidation shall be addressed according to Policy JICK as required in A.R.S. 15-341(A)(36).

The District is to notify the parent or guardian of each student who is involved in a suspected crime or any conduct that is described above, subject to the requirements of federal law.

Searches

School officials have the right to search and seize property, including school property temporarily assigned to students, when there is reason to believe that some material or matter detrimental to health, safety, and welfare of the student(s) exists. Disrobing of a student is overly intrusive for purposes of most student searches and is improper without express concurrence from School District counsel.

Items provided by the District for storage (e.g., lockers, desks) or personal items are provided as a convenience to the student but remain the property of the school and are subject to its control and supervision. Students have no reasonable expectancy of privacy, and lockers, desks, storage areas, et cetera, may be inspected at any time with or without reason, or with or without notice, by school personnel.

Arrest

When a peace officer enters a campus providing a warrant or subpoena or expressing an intent to take a student into custody, the office staff shall request the peace officer establish proper identification, complete, and sign a form for signature of an arresting officer or interviewing officer. The school staff shall cooperate with the officer in locating the child within the school. School officials may respond to parental inquiries about the arrest or may, if necessary, explain the relinquishment of custody by the school and the location of the student, if known, upon contact by the parent.

Removal of Students from School-Sponsored Activities (Policy JKDA)

The principal of a school may remove a student from a school-sponsored activity if the principal determines that the student has violated a provision of the student discipline policies, rules, and/or regulations or if the principal determines that such removal is in the best interest of the activity or in the best interest of the school as a whole. Please see the complete Policy at the above link.

Special Education Services

FHUSD Special Education Policies and Procedures

The policies and procedures governing Special Education can be found [here](#).

Child Find

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. Fountain Hills Unified School District will ensure that all children with disabilities within the boundaries of Fountain Hills Unified School District, including children with disabilities who are homeless or wards of the State, and children with disabilities attending private schools or home schools, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, and evaluated. If you want a copy of the procedural safeguards, please call the district's Special Education Department. Phone: 480-664-5018.

If your child is having difficulty in school, please check with the teacher, school counselor or building principal to determine what interventions have been tried to help your child succeed. The building Student Study Team (SST) process has been established as the primary support to teachers and students. If the interventions are unsuccessful, a referral for special education Review of Existing Data meeting will be held. This is to establish the need for a special education evaluation. You may make a written request for consideration of a special education evaluation to the building principal, school psychologist or director of special education.

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. The evaluation will be done only after we have your written permission and we have explained what we plan to do during the evaluation. We will use tests and procedures selected specifically for your child. The evaluation will not include basic tests or procedures used routinely for all students with- in 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 and in need of services, we request that you serve as part of a team to help us develop an Individual Education Program 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.

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 a 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.

More Information

If you do not understand special education and what it may offer your child, you should speak with the child's teacher, school psychologist or school administrator where your child receives educational services, or the director of special education. Parent Information Network Specialists, a support group sponsored by the Arizona Department of Education, can also help you to better understand the procedure. Phone 480-654-1559. The Exceptional Student Services Division of the Arizona Department of Education is also available to assist you.

Phone 602-364-4000.

Student Services

English Language Learners (ELL)

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

McKinney Vento Homeless Information Laws and Statutes

The Stewart B. McKinney-Vento Homeless Student Assistance Act protects the rights of all homeless students. The Act describes a homeless student as one who:

- Lives in a car, park, or other substandard arrangement
- Lives in a shelter
- Lives doubled up with other persons due to financial hardship
- Lives with another person due to the death or incarceration of a parent
- Lives as a youth on their own due to abandonment or runaway status

Students categorized as homeless/transitional according to the Stewart B. McKinney-Vento Homeless Student Assistance Act participate in this program.

The director of instructional support, through referrals made by district employees, community members, city agency employees, or self-referrals, identifies students. The director of instructional support assists in immediately enrolling these students in school, identifying and providing assistance to meet their academic and non-academic needs, and ensuring that barriers to education are eliminated.

The coordinator for FHUSD is Jennifer Hamilton. Please contact her for assistance in obtaining services and educational benefits.

Title I Information

FHUSD qualifies for Title I funding for Targeted Assistance Programs in grades K-5.

Title I School-Wide and Title I Targeted Assistance Programs

Parents may request information on the professional qualifications of your child's teacher. The information must state if:

- The teacher meets State qualifications / licensure requirements
- The teacher is teaching under an Emergency Teaching Certificate

- . The teacher has a baccalaureate degree,
- . The child receives services from a paraprofessional and
- . The qualifications of the paraprofessional

Compensatory Education (Title I)

The Superintendent shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

Parents and pupils of private schools who are eligible for services as residents within the District shall be provided services on an equitable basis in accordance with 20 U.S.C. 6320 of the Elementary and Secondary Education Act.

Title I Parental Involvement

The District maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts.

District-Level Parental Involvement Compact. The Superintendent shall develop a District-Level Parental Involvement Compact according to Title I requirements. The District-Level Parental Involvement Compact shall contain:

- The District's expectations for parental involvement;
- Specific strategies for effective parent involvement activities to improve student academic achievement and school performance; and
- Other provisions as required by federal law.
- The Superintendent shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.
- *School-Level Parental Involvement Compact.* Each school principal shall develop a School-Level Parental Involvement Compact according to Title I requirements. This School-Level Parental Involvement Compact shall contain:
 - A process for continually involving parents/guardians in its development and implementation;
 - How parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement;
 - The means by which the school and parents/guardians build and develop a partnership to help children achieve the state's high standards; and
 - Other provisions as required by federal law.

Each school principal shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

*(Further information regarding Title I parental involvement can be found on the school websites)

Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act, Title II

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, Title II, prohibits discrimination against persons with a disability in any program receiving Federal financial assistance. The Section 504/Title II defines a person with a disability as anyone who:

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

In order to fulfill its obligation under Section 504/Title II, the Fountain Hills Public Schools Unified District No. 98 recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability will knowingly be permitted in any programs and practices in the school system.

The school district has specific responsibilities under Section 504/Title II which include the responsibility to identify, evaluate and if the child is determined to be eligible under Section 504/Title II, to afford access to appropriate educational services.

If the parent or guardian disagrees with the determination made by the professional staff of the school district, he or she has a right to a hearing with an impartial hearing officer.

If there are any questions, please feel free to contact your principal or Jennifer Hamilton, Exceptional Student Services Coordinator, Section 504/Title III Coordinator for the district at 480-664-5000.

Notification of Rights under FERPA for Elementary and Secondary Institutions
United States Federal Code
Fountain Hills Unified School District
Notification of the Family Educational Rights and Privacy Act (FERPA)

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

The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

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

The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate.

Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

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

One exception, which permits disclosure without consent, is disclosure to school official with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses educational records without consent to officials of another school district in which a student seeks or intends to enroll. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office

U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202-4605

FHUSD Title I District Compact

District will:

Support the schools' efforts by-

- Providing meaningful activities for parent/community involvement
- Focusing on individual student academic achievement and personal growth
- Providing equity in opportunities, facilities, programs, and resources for all
- Offering professional growth programs for staff and parents to provide them with the skills, strategies, and resources to meet the needs of all children
- Supporting Title I requirement to get families involved in all aspects of district decision making activities
- Providing schools with student achievement data in a timely fashion
- Giving staff and teachers the training to work effectively in partnership with families
- Communicating with compact partners

Parents/Guardians will:

Support the school's efforts by-

- Becoming actively involved in their child's education
- Helping their children with homework, reading at home, and supporting learning
- Motivating their children to attend school on a regular basis
- Participating in parent education classes and workshops

Community members will:

Support the schools' efforts by-

- Remaining informed about the academic standards and performance of our schools
- Participating in mentoring programs for students
- Collaborating to provide various extra-curricular activities/appropriate services for FHUSD youth
- Supporting FHUSD efforts in meeting the needs of all students

Parent's Right to Know Letter – Title I

July 1, 2023

Dear Parent/Guardian:

McDowell Mountain Elementary and Fountain Hills Middle School receive Federal Title I funds to assist students in meeting state achievement standards. This letter lets you know about your right to request information about the qualifications of classroom staff working with your child and about student assessments given during the school year.

Title I schools must meet federal regulations related to teacher qualifications as defined in the ESEA (Elementary and Secondary Education Act). These regulations allow you to learn more about your child's teachers' training and credentials. At any time, you may ask:

- If the teacher meets state qualifications and certification requirements for the grade level and subject, he/she is teaching.
- If the teacher has received an emergency or conditional certificate through which state qualifications were waived.
- What undergraduate or graduate degrees the teacher holds, and major(s) or area(s) of concentration.
- Whether your child receives help from a paraprofessional, and if so, his/her qualifications.

Every Student Succeeds Act (ESSA) which was signed into law in December 2015 and reauthorizes the ESEA, contains additional parent right to know request options, such as

- o Information on policies regarding student participation in assessments and procedures for opting out
- o Information on required assessments including:
 - o Subject matter tested
 - o Purpose of the test
 - o Source of the requirement (if applicable)
 - o Amount of time it takes students to complete the test
 - o Time and format of distributing results

Any and/or all of the information above can be requested from your principal, Jeff Markle or Shelly Jenkins.

Fountain Hills Unified School District staff are fully committed to helping your child develop the knowledge and skills needed to succeed in school and beyond. We appreciate your support and partnership as we work to provide the best education for your child.

Sincerely,

Dr. Cain Jagodzinski

Move on When Reading Parent Letter

July 1, 2023

Dear K-3 Parents & Guardians,

In Fountain Hills Unified School District, our focus is 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 Star Literacy. 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 the next grade-level benchmark and students who need more instruction in order to be on-track.

For students who need more than the Tier 1 (core) instruction, a deeper diagnostic assessment is given as soon as possible. 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.

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.

Arizona's Move on When Reading (MOWR) legislation places great importance on this process beginning in kindergarten to ensure all students remain on track to be reading on grade level by the end of 3rd grade. Arizona Revised Statute §15-701 states that if a student scores below the cut score on the reading portion of the 3rd grade statewide exam, he/she will not be promoted to the 4th grade until the student makes sufficient progress in reading proficiency. It is understood that each child is unique, therefore exemptions have been established for students to be promoted to 4th grade. Those exemptions are available at www.azed.gov/mowr.

A variety of factors, in and outside of school, can influence a child's educational path and progress. It is important for parents to share in the educational journey, through constant communication and involvement. We encourage you to continue to highlight and celebrate your child's strengths and share difficulties if they occur. Please reach out to us if you have any questions and we look forward to a successful school year.

Sincerely,

Dr. Cain Jagodzinski

Parent Letter regarding Dyslexia Screening

July 1, 2023

Dear K-3 Parents & Guardians,

In Fountain Hills Unified School District, our focus is 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 **STAR Arizona Literacy Assessment**. 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 the next grade-level benchmark and students who need more instruction in order to be on-track.

For students who need more than the Tier 1 (core) instruction, a deeper diagnostic assessment is given as soon as possible. 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.

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.

Arizona's Move on When Reading (MOWR) legislation places great importance on this process beginning in kindergarten to ensure all students remain on track to be reading on grade level by the end of 3rd grade. Arizona Revised Statute §15-701 states that if a student scores below the cut score on the reading portion of the 3rd grade statewide exam, he/she will not be promoted to the 4th grade until the student makes sufficient progress in reading proficiency. It is understood that each child is unique, therefore exemptions have been established for students to be promoted to 4th grade. Those exemptions are available at www.azed.gov/mowr.

A variety of factors, in and outside of school, can influence a child's educational path and progress. It is important for parents to share in the educational journey, through constant communication and involvement. We encourage you to continue to highlight and celebrate your child's strengths and share difficulties if they occur. Please reach out to us if you have any questions and we look forward to a successful school year.

Sincerely,

Dr. Cain Jagodzinski

Asbestos Notification

Attention: Parent/Guardian of Students in the Fountain Hills Unified School District

Under the federal regulations for asbestos-containing materials in schools (40 CFR Part 763), each local educational agency must develop an asbestos management plan for school buildings under its authority.

In July of 1988, an asbestos inspection was performed at the school your child attends by Scott, Allard & Bohannon, Inc., Environmental and Chemical Consultants. Any friable material that posed a threat to students or staff has been removed or contained, all other asbestos has been identified, and appropriate staff members have been trained in dealing with the remaining asbestos.

A comprehensive Asbestos Management Plan for each school has been developed, filed with the Arizona Department of Environmental Quality and is on file in the school office and at the district office.

You are welcome to review the plan if you so desire. Please contact your building principal.

Additional Handbooks

Arizona Department of Education Parental Rights Handbook

Last Updated: September 10, 2020

Background

In the 2020 Arizona Legislative Session, the Legislature passed Senate Bill (SB) 1061 ([Laws 2020, Chapter 64](#)) which the Governor signed on June 5, 2020. SB 1061 established ARS § 15-which requires the Arizona Department of Education (Department) to establish and post a statutory handbook of parental rights. Additionally, each school district and charter school must prominently post a link to the statutory handbook of parental rights on a publicly accessible portion of their website. Per [A.R.S. § 15-249.16](#), the handbook of parental rights must contain the following statutes:

Title 1, Chapter 6

[Section 1-601](#)

[Section 1-602](#)

Title 15, Chapter 1

[Section 15-102](#)

[Section 15-110](#)

[Section 15-113](#)

[Section 15-117](#)

Title 15, Chapter 3

[Section 15-351](#)

Title 15, Chapter 7

[Section 15-721](#)

[Section 15-722](#)

[Section 15-730](#)

This document contains the required statutes per SB 1061 and fulfills the Department's role in developing and posting the parental rights handbook pursuant to A.R.S. § 15-249.16. In addition to posting on the Department's website, this document will be distributed to each public school for posting.

Statutory Language

A.R.S. § 1-601 – Parents' rights protected

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

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

A.R.S. § 1-602 – Parents' bill of rights; definition

any political subdivision of this state, any other governmental entity or any other institution, including:

- The right to direct the education of the minor child.
- All rights of parents identified in title 15, including the right to access and review all records relating to the minor child.
- The right to direct the upbringing of the minor child.
- The right to direct the moral or religious training of the minor child.
- The right to make health care decisions for the minor child, including rights pursuant to sections 15-873, 36-2271 and 36-2272, unless otherwise prohibited by law.
- The right to access and review all medical records of the minor child unless otherwise prohibited by law or the parent is the subject of an investigation of a crime committed against the minor child and a law enforcement official requests that the information not be released.
- The right to consent in writing before a biometric scan of the minor child is made pursuant to section 15- 109.
- The right to consent in writing before any record of the minor child's blood or deoxyribonucleic acid is created, stored or shared, except as required by section 36-694, or before any genetic testing is conducted on the minor child pursuant to section 12-2803 unless authorized pursuant to section 13-610 or a court order.

The right to consent in writing before the state or any of its political subdivisions makes a video or voice recording of the minor child, unless the video or voice recording is made during or as a part of a court proceeding, by law enforcement officers during or as part of a law enforcement investigation, during or as part of an interview in a criminal or child safety services investigation or to be used solely for any of the following:

- Safety demonstrations, including the maintenance of order and discipline in the common areas of a school or on pupil transportation vehicles.
- A purpose related to a legitimate academic or extracurricular activity.
- A purpose related to regular classroom instruction.
- Security or surveillance of buildings or grounds.
- A photo identification card.

The right to be notified promptly if an employee of this state, any political subdivision of this state, any other governmental entity or any other institution suspects that a criminal offense has been committed against the minor child by someone other than a parent, unless the incident has first been reported to law enforcement and notification of the parent would impede a law enforcement or child safety services investigation. This paragraph does not create any new obligation for school districts and charter schools to report misconduct between students at school, such as fighting or aggressive play, that is routinely addressed as a student disciplinary matter by the school.

The right to obtain information about a child safety services investigation involving the parent pursuant to section 8-807.

This section does not authorize or allow a parent to engage in conduct that is unlawful or to abuse or neglect a child in violation of the laws of this state. This section does not prohibit courts, law enforcement officers or employees of a government agency responsible for child welfare from acting in their official capacity within the scope of their authority. This section does not prohibit a court from issuing an order that is otherwise permitted by law.

Any attempt to encourage or coerce a minor child to withhold information from the child's parent shall be grounds for discipline of an employee of this state, any political subdivision of this state or any other governmental entity, except for law enforcement personnel.

Unless those rights have been legally waived or legally terminated, parents have inalienable rights that are more comprehensive than those listed in this section. This chapter does not prescribe all rights of parents. Unless otherwise required by law, the rights of parents of minor children shall not be limited or denied.

For the purposes of this section, "parent" means the natural or adoptive parent or legal guardian of a minor child.

A.R.S. § 13-3019 - Surreptitious photographing, videotaping, filming or digitally recording or viewing; exemptions; classification; definitions

A. It is unlawful for any person to knowingly photograph, videotape, film, digitally record or by any other means secretly view, with or without a device, another person without that person's consent under either of the following circumstances:

1. In a restroom, bathroom, locker room, bedroom or other location where the person has a reasonable expectation of privacy and the person is urinating, defecating, dressing, undressing, nude or involved in sexual intercourse or sexual contact.

2. In a manner that directly or indirectly captures or allows the viewing of the person's genitalia, buttock or female breast, whether clothed or unclothed, that is not otherwise visible to the public.

B. It is unlawful to disclose, display, distribute or publish a photograph, videotape, film or digital recording made in violation of subsection A of this section without the consent or knowledge of the person depicted.

C. This section does not apply to:

1. Photographing, videotaping, filming or digitally recording for security purposes if notice of the use of photographing, videotaping, filming or digital recording equipment is clearly posted in the location and the location is one in which the person has a reasonable expectation of privacy.

2. Photographing, videotaping, filming or digitally recording by correctional officials for security reasons or in connection with the investigation of alleged misconduct of persons on the premises of a jail or prison.

3. Photographing, videotaping, filming or digitally recording by law enforcement officers pursuant to an investigation, which is otherwise lawful.

4. The use of a child monitoring device as defined in section 13-3001.

D. A violation of subsection A or B of this section is a class 5 felony.

E. Notwithstanding subsection D of this section, a violation of subsection A or B of this section that does not involve the use of a device is a class 6 felony, except that a second or subsequent violation of subsection A or B of this section that does not involve the use of a device is a class 5 felony.

F. Notwithstanding subsection D of this section, a violation of subsection B of this section is a class 4 felony if the person depicted is recognizable.

G. For the purposes of this section, "sexual contact" and "sexual intercourse" have the same meanings prescribed in section 13-1401.

A.R.S. § 15-102 – Parental involvement in the school; definition

The governing board, in consultation with parents, teachers and administrators, shall develop and adopt a policy to promote the involvement of parents and guardians of children enrolled in the schools within the school district, including:

A plan for parent participation in the schools that is designed to improve parent and teacher cooperation in such areas as homework, attendance and discipline. The plan shall provide for the administration of a parent-teacher satisfaction survey.

including the source of any supplemental educational materials.

Procedures by which parents who object to any learning material or activity on the basis that it is harmful may withdraw their children from the activity or from the class or program in which the material is used. Objection to a learning material or activity on the basis that it is harmful includes objection to a material or activity because it questions beliefs or practices in sex, morality or religion.

If a school The right to receive a school report card pursuant to section 15-746.

- The attendance requirements prescribed in sections 15-802, 15-803 and 15- 821.
- The right to public review of courses of study and textbooks pursuant to sections 15-721 and 15-722.
- The right to be excused from school attendance for religious purposes pursuant to section 15-806.
- Policies related to parental involvement pursuant to this section.
- The right to seek membership on school councils pursuant to section 15-351.
- Information about the student accountability information system as prescribed in section 15-1041.
- The right to access the failing schools tutoring fund pursuant to section 15-241.

The policy adopted by the governing board pursuant to this section may also include the following components:

- A plan by which parents will be made aware of the district's parental involvement policy and this section, including:
- Rights under the family educational rights and privacy act of 1974 (20 United States Code section 1232g) relating to access to children's official records.
- The parent's right to inspect the school district policies and curriculum.
- Efforts to encourage the development of parenting skills.
- The communication to parents of techniques designed to assist the child's learning experience in the home.
- Efforts to encourage access to community and support services for children and families.
- The promotion of communication between the school and parents concerning school programs and the academic progress of the parents' children.
- Identifying opportunities for parents to participate in and support classroom instruction at the school.
- Efforts to support, with appropriate training, parents as shared decision-makers and to encourage membership on school councils.
- The recognition of the diversity of parents and the development of guidelines that promote widespread parental participation and involvement in the school at various levels.
- The development of preparation programs and specialized courses for certificated employees and administrators that promote parental involvement.
- The development of strategies and programmatic structures at schools to encourage and enable parents to participate actively in their children's education.
- The governing board may adopt a policy to provide to parents the information required by this section in an electronic form.

A parent shall submit a written request for information pursuant to this section during regular business hours to either the school principal at the school site or the superintendent of the school district at the office of the school district. Within ten days after receiving the request for information, the school principal or the superintendent of the school district shall either deliver the requested information to the parent or submit to the parent a written explanation of the reasons for the denial of

ool district offers any sex education curricula pursuant to section 15-711 or 15- 716 or pursuant to any rules adopted by the state board of education, procedures to prohibit a school district from providing sex education instruction to a pupil unless the pupil's parent provides written permission for the child to participate in the sex education curricula.

Procedures by which parents will be notified in advance of and given the opportunity to withdraw their children from any instruction or presentations regarding sexuality in courses other than formal sex education curricula.

Procedures by which parents may learn about the nature and purpose of clubs and activities that are part of the school curriculum, extracurricular clubs and activities that have been approved by the school.

Procedures by which parents may learn about parental rights and responsibilities under the laws of this state, including the following:

- The right to opt into a sex education curriculum if one is provided by the school district.
- Open enrollment rights pursuant to section 15-816.01.
- The right to opt out of assignments pursuant to this section.
- The right to opt out of immunizations pursuant to section 15-873.
- The promotion requirements prescribed in section 15-701.
- The minimum course of study and competency requirements for graduation from high school prescribed in section 15-701.01.
- The right to opt out of instruction on the acquired immune deficiency syndrome pursuant to section 15- 716.
- The right to review test results pursuant to section 15-743.
- The right to participate in gifted programs pursuant to section 15-779.01.
- The right to access instructional materials pursuant to section 15-730.

the requested information. If the request for information is denied or the parent does not receive the requested information within fifteen days after submitting the request for information, the parent may submit a written request for the information to the school district governing board, which shall formally consider the request at the next scheduled public meeting of the governing board if the request can be properly noticed on the agenda. If the request cannot be properly noticed on the agenda, the governing board shall formally consider the request at the next subsequent public meeting of the governing board.

For the purposes of this section, "parent" means the natural or adoptive parent or legal guardian of a minor child.

A.R.S. § 15-110 – Rights of students at public educational institutions; limitations; definition

A public educational institution shall not discriminate against students or parents on the basis of a religious viewpoint or religious expression.

If an assignment requires a student's viewpoint to be expressed in coursework, artwork or other written or oral assignments, a public educational institution shall not penalize or reward a student on the basis of religious content or a religious viewpoint. In such an assignment, a student's academic work that expresses a religious viewpoint shall be evaluated based on ordinary academic standards of substance and relevance to the course curriculum or requirements of the coursework or assignment.

Students in public educational institutions may pray or engage in religious activities or religious expression before, during and after the school day in the same manner and to the same extent that students may engage in nonreligious activities or expression.

Students in public educational institutions may wear clothing, accessories and jewelry that display religious messages or religious symbols in the same manner and to the same extent that other types of clothing, accessories and jewelry that display messages or symbols are permitted.

This section shall not be construed to authorize this state or any of its political subdivisions to do either of the following:

- Require any person to participate in prayer or in any other religious activity.
- Violate the constitutional rights of any person.

This section shall not be construed to limit the authority of any public educational institution to do any of the following:

- Maintain order and discipline on the campus of the public educational institution in a content and viewpoint neutral manner.
- Protect the safety of students, employees and visitors of the public educational institution.
- Adopt and enforce policies and procedures regarding student speech at school provided that the policies and procedures do not violate the rights of students as guaranteed by the United States and Arizona constitutions and laws.

- Adopt and enforce policies and procedures that prohibit students from wearing any type of clothing, accessories and jewelry that is worn with the intent to convey affiliation with a criminal street gang as defined in section 13-105.

A student or a student's parent shall not initiate legal action to enforce this section unless the student or the student's parent has done the following:

- The student or the student's parent shall submit a complaint in writing with the specific facts of the alleged violation to the principal of the school. The principal shall investigate the complaint and respond in writing, including a description of any action taken to resolve the complaint, within fifteen days of receiving the written complaint.
- If the action taken by the principal of the school does not resolve the complaint of the student or the student's parent, the student or the student's parent shall submit a complaint in writing with the specific facts of the alleged violation to the superintendent or designated administrator. The superintendent or designated administrator shall investigate the complaint and respond in writing, including a description of any action taken to resolve the complaint, within twenty-five days of receiving the written complaint.
- If the action taken by the superintendent or designated administrator does not resolve the complaint of the student or the student's parent, the student or the student's parent may pursue legal action to enforce this section.

For the purposes of this section, "public educational institution" means any of the following:

- A school district, including its schools.
- A charter school.
- An accommodation school.
- The Arizona state schools for the deaf and the blind.

A.R.S. § 15-113 – Rights of parents; public educational institutions; definitions

A parent of a student in a public educational institution has the right to review learning materials and activities in advance. A parent who objects to any learning material or activity on the basis that the material or activity is harmful may request to withdraw that student from the activity or from the class or program in which the material is used and request an alternative assignment.

A charter school may require parents to waive the right to object to learning materials or activities pursuant to subsection A as a condition of enrollment if the charter school provides a complete list of books and materials to be used each school year before the student enrolls. If the charter school introduces books or materials that were not disclosed prior to enrollment, the parent retains the right to object to those materials pursuant to subsection A.

A charter school may require that any request to review learning materials or activities or to withdraw the student from learning materials or activities pursuant to subsection A be made in writing.

A public educational institution shall obtain signed, written consent from a student's parent or

guardian before using video, audio or electronic materials that may be inappropriate for the age of the student.

For the purposes of this section:

- "Objects to any learning material or activity on the basis that it is harmful" means objections to a material or activity because of sexual content, violent content, or profane or vulgar language.
- "Public educational institution" means any of the following:
 - A school district, including its schools.
 - A charter school.
 - An accommodation school.
 - The Arizona state schools for the deaf and the blind.

A.R.S. § 15-117 – Surveys; pupil information; parental permission and informed consent; exceptions; penalties; definitions

Notwithstanding any other law, each school district and charter school shall obtain written informed consent from the parent of a pupil before administering any survey that is retained by a school district, a charter school or the department of education for longer than one year and that solicits personal information about the pupil regarding any of the following:

- Critical appraisals of another person with whom a pupil has a close relationship.
- Gun or ammunition ownership.
- Illegal, antisocial or self-incriminating behavior.
- Income or other financial information.
- Legally recognized privileged or analogous relationships, such as relationships with a lawyer, physician or member of the clergy.
- Medical history or medical information.
- Mental health history or mental health information.
- Political affiliations, opinions or beliefs.
- Pupil biometric information.
- The quality of home interpersonal relationships.
- Religious practices, affiliations or beliefs.
- Self-sufficiency as it pertains to emergency, disaster and essential services interruption planning.
- Sexual behavior or attitudes.
- Voting history.

At the beginning of every school year, every school district and charter school shall obtain written informed consent from the parent of a pupil to participate in any survey pursuant to subsection A of this section for the entire year. A parent of a pupil may at any time revoke consent for the pupil to participate in any survey pursuant to subsection A of this section. For any pupil who is at least

eighteen years of age, the permission or consent that would otherwise be required from the pupil's parent pursuant to this section is required only from the pupil. All surveys conducted pursuant to subsection A of this section shall be approved and authorized by the school district or charter school. The school district or charter school is subject to the penalties prescribed in subsection L of this section. A teacher or other school employee may not administer any survey pursuant to subsection A of this section without written authorization from the school district or charter school.

This section applies to all surveys conducted pursuant to subsection A of this section:

- Regardless of the stated purpose of the survey.
- Regardless of the quantity or percentage of questions that solicit data pursuant to subsection A of this section.
- Including written or digital surveys.

This section does not apply to:

- Mental health screening pursuant to section 15-104 or the identification of or programming for children with disabilities or gifted pupils pursuant to chapter 7, articles 4 and 4.1 of this title.
- Class instruction, discussion or assignments on subjects within the purview of the course.
- Private schools.
- Any nationally recognized college entrance exam that a student chooses to take regardless if the administration of the exam takes place on public school property.
- Any survey conducted that contains questions soliciting information pursuant to subsection A of this section if the survey does not require a student's name or any other personally identifiable information.
- Any survey conducted or implemented by the Arizona criminal justice commission.
- Any method of surveying a student that is conducted because a person has a reasonable belief that a minor is or has been a victim of abuse pursuant to section 13-3620.

A penalty may not be imposed on a pupil or the parent of a pupil who does not participate in any survey conducted pursuant to subsection A of this section. Participation in any survey pursuant to subsection A of this section is not required:

- To demonstrate that a pupil has met competency requirements for any grade level, course or subject.
- For a pupil to qualify for placement into any grade level, course or subject.
- For a pupil to be promoted to the next grade.
- For a pupil to receive credit for any course or as part of a letter grade for any course.
- For a pupil to graduate from high school.
- For a pupil to obtain a high school equivalency diploma.

A school district or charter school shall provide an alternative educational activity for any pupil whose parent does not consent for that pupil to participate in a survey conducted pursuant to

subsection A of this section.

Any pupil whose parent does not give written informed consent for that pupil to participate in any survey pursuant to subsection A of this section and who attends the alternative educational activity pursuant to this section shall be counted toward daily attendance and average daily membership for the school pursuant to section 15-901 and may not be counted absent from school.

Responses to any survey pursuant to subsection A of this section may not be included:

- As part of a school academic performance indicator pursuant to section 15-241, or as part of any other similar school rating system.
- In the education learning and accountability system pursuant to section 15-249, or in any other similar system.
- In the student accountability information system pursuant to section 15-756.10 or 15-1041, or in any other similar system.
- A penalty may not be imposed on and a reward may not be granted to a teacher, administrator, other school employee, school district, school or charter school based on the pupil participation rate in any survey conducted pursuant to subsection A of this section.

On request, a charter school or school district shall provide any available information in a timely manner to the parent of a pupil regarding a survey administered pursuant to subsection A of this section including:

- The name of the survey.
- The date or dates on which the survey will be administered.
- The method or methods of administering the survey.
- The amount of time required to administer the survey.
- The type of information collected by the survey.
- The reasons for administering the survey.

A parent of a pupil that has a reasonable belief that a school district or charter school has violated this section may file a complaint with the attorney general or the county attorney for the county in which an alleged violation of this section occurred. The attorney general or the county attorney for the county in which an alleged violation of this section occurred may initiate a suit in the superior court in the county in which the school district or charter school is located for the purpose of complying with this section. After receiving written notice of an alleged failure to comply with this section, a school district or charter school that determines that a violation has occurred is not subject to a penalty or cause of action under this section if the school district or charter school cures the violation. For the purposes of this subsection, "cure" means to destroy any information gathered in violation of this section and to provide written instruction to the individual circulating the survey, to be kept on file for one year after receipt of the written notice of the alleged failure to comply.

For each violation of this section, the court may impose a civil penalty not to exceed five hundred dollars. The school district or charter school determined to be out of compliance with this section shall be responsible for the payment of all penalties.

An attorney acting on behalf of a public school may request a legal opinion of the county attorney

or attorney general as to whether the public school would violate this section.

All penalties collected by the court for a suit initiated in superior court by the attorney general shall be paid to the office of the attorney general for the use and reimbursement of costs of prosecution pursuant to this section. All penalties collected by the court for a suit initiated in superior court by a county attorney shall be paid to the county treasurer of the county in which the court is held for the use and reimbursement of costs of prosecution pursuant to this section.

For the purposes of this section:

- "Parent" has the same meaning prescribed in section 15-101, except that parent does not mean this state if the pupil is a ward of the state.
- "Survey" means:
 - When used as a noun, an instrument that investigates the attitudes, behaviors, beliefs, experiences, opinions or thoughts of a pupil or group of pupils.
 - When used as a verb, to use an instrument to investigate the attitudes, behaviors, beliefs, experiences, opinions or thoughts of a pupil or group of pupils.

A.R.S. § 15-351 – School councils; duties; membership

The purpose of this section is to ensure that individuals who are affected by the outcome of a decision at the school site share in the decision making process.

Each school shall establish a school council. A governing board may delegate to a school council the responsibility to develop a curriculum and may delegate any additional powers that are reasonably necessary to accomplish decentralization. The school council shall take into consideration the ethnic composition of the local community and, except as provided in section 15-352, shall consist of the following members:

- Parents or guardians of pupils enrolled in the school. A parent or guardian who is employed by the school district may serve as a member of the school council if the parent or guardian is not employed at the same school where the parent or guardian's child is enrolled.
- Teachers.
- Noncertified employees.
- Community members.
- Pupils, if the school is a high school.
- The principal of the school.

Each group specified in subsection B of this section shall select its school council appointees and shall submit the names of its respective representatives to the principal. The initial representatives shall be selected at public meetings held at the school site, and, thereafter, representatives shall be selected by their groups in the manner determined by the school council. Schools shall give notice of the public meeting where the initial representatives of the groups shall be selected, clearly stating its purpose, time and place. The notice shall be posted in at least three different locations at the school site and in the community and shall be given to pupils for delivery to their parents or

guardians.

The governing board shall determine the initial number of school council members. Thereafter, the school council shall determine the number. The number of teachers and parents or guardians of pupils enrolled at the school shall be equal. Teachers and parents or guardians of pupils enrolled at the school shall constitute a majority of the school council members.

The school council shall adopt written guidelines that specify the number of school council members and the methods for the selection of school council members.

The principal shall serve as chairman of the school council unless another person is elected by a majority of the school council members.

A.R.S. § 15-721 – Common schools; course of study; textbooks; definition

The governing board shall approve for common schools the course of study, the basic textbook for each course and all units recommended for credit under each general subject title prior to implementation of the course.

If any course does not include a basic textbook, the governing board shall approve all supplemental books used in the course prior to approval of the course. If any course includes a basic textbook and uses supplemental books, the governing board may approve all supplemental books and teaching aids, including instructional computer software, that are used in the course prior to approval of the course.

If the course includes a basic textbook and uses supplemental books that have not been approved by the governing board at the time of approval of the course, a teacher may use the supplemental books at any time during the school year. Use of the supplemental books shall be brought to the attention of the governing board during the school year in which they are added for ratification.

Notwithstanding any other law, subsections B and C do not apply to supplemental books used in courses or programs instituted pursuant to article 4 of this chapter.

The governing board shall:

- Enforce the course of study and select all textbooks used in the common schools and purchase the textbooks from the publishers. District school funds may be budgeted and expended by the governing board for teaching aids, including instructional computer software. For courses that do not require that each student have a textbook other than for classroom instruction, the school district need only purchase one textbook for each student in the largest group that would be receiving classroom instruction at any one time.
- Require that all meetings of committees authorized for the purposes of textbook review and selection be open to the public as prescribed in title 38, chapter 3, article 3.1.
- Make available at the school district office for review by the public, for a period of sixty days prior to formal selection of textbooks, a copy of each textbook that is being considered for selection.

For the purposes of this section, "textbook" means printed instructional materials or digital content, or both, and related printed or non printed instructional materials, that are written and published primarily for use in school instruction and that are required by a state educational agency or a local educational agency for use by pupils in the classroom, including materials that require the availability of electronic equipment in order to be used as a learning resource.

A.R.S. § 15-722 – High schools; course of study; textbooks; definition

The governing board shall approve for high schools the course of study and all units that are recommended for credit under each general subject title before implementing the course.

The governing board shall approve for high schools the basic textbook for each course and may purchase the textbooks from the publishers if approved by the governing board. Before the approval of any basic textbook for high schools, the governing board shall do all of the following:

- Provide information on the school district's website, if the school district maintains a website, on the basic textbooks that are proposed for approval.
- Require that all meetings of committees authorized for the purposes of textbook review and selection be open to the public pursuant to title 38, chapter 3, article 3.1.
- Provide an opportunity for public comment for at least sixty days. Public comment may include written comments, oral comments and comments submitted through e-mail.
- Make available at the school district office for review by the public, for a period of at least sixty days prior to the formal selection of the textbooks, a copy of each textbook that is being considered for selection.
- If any course does not include a basic textbook, the governing board shall approve all supplemental books that are used in the course before usage.
- If any course includes a basic textbook and uses supplemental books or instructional computer software, the governing board may approve all supplemental books and instructional computer software that are used in the course before usage.
- If the course includes a basic textbook and uses supplemental books that have not been approved by the governing board at the time of approval of the course, a teacher may use the supplemental books at any time during the school year. Use of the supplemental books shall be brought to the attention of the governing board during the school year in which they are added for ratification.
- The governing board shall prescribe up to five textbooks for each course and the teacher, with the consent of the governing board, may use any one of the prescribed textbooks for the purposes of the teacher's course.

For the purposes of this section, "textbook" means printed instructional materials or digital content, or both, and related printed or non-printed instructional materials, that are written and published primarily for use in school instruction and that are required by a state educational agency or a local educational agency for use by pupils in the classroom, including materials that require the availability of electronic equipment in order to be used as a learning resource.

A.R.S. § 15-730 – Access to instructional material by parents and guardians

On written request, school personnel designated by the governing board shall permit parents or guardians access to instructional materials currently used by or being considered for use by the school district by making available at least one copy of the instructional material for review by the parents or guardians. Parents or guardians may take printed textbooks, printed supplementary books and printed subject matter materials from the school district premises for a period of not more than forty-eight hours. Parents or guardians may review all other materials, including films, only on the school district premises for a period of not more than forty-eight hours. Parents or guardians may review all other materials, including films, only on the school district premises.

FHUSD Student Handbook for Chromebooks and Device Use

Fountain Hills Schools Technology Mission: The Fountain Hills Schools Information Technology aims to provide reliable, efficient, current and accessible technology in a consistent manner to maximize educational opportunities and communication for all students, teachers and staff. By fulfilling our mission in a timely, caring, and professional manner, we will build a technological foundation for learning and fostering administrative productivity.

Fountain Hills Schools Technology Vision: The Fountain Hills Schools Information Technology vision is to integrate technology for maximum student engagement, collaboration, learning, and inclusivity within our communities.

Privileges and Responsibilities

The use of Fountain Hills Unified School District computer, telecommunication and network resources is a privilege, not a right, and may be revoked at any time. Violations of this privilege may result in disciplinary action under the guidelines and through the authority of the Governing Board and its policies.

Services

The Fountain Hills Unified School District reserves the right to monitor the use of district computer, telecommunications and network resources. In particular, electronic mail or direct electronic communication is not private and may be read and monitored by school personnel. Should it become necessary, files may be deleted.

The Fountain Hills Unified School District is not responsible for any service interruptions, changes or consequences resulting from system use, even if these arise from circumstances under the control of the district.

The Fountain Hills Unified School District may make rules, as needed, for the operation of the system.

Digital Etiquette and Digital Privacy

Unless specifically authorized by school administration, the following guidelines should be followed when photographing, creating video, and/or posting to social media any FHUSD student or staff member. Parents, protect the privacy rights of children when photographing/recording your own child's school experience. Although you may be comfortable posting, emailing and sharing photos or video of your child, other parents may not feel the same. Additionally, the posting of the

photograph of a child under court protection may put that child's safety at risk. Students, protect the privacy rights of your fellow students and staff by photographing/recording others with consent.

Use of digital devices and social media during the school day must be approved by your teacher or administration. Parents and students protect the privacy of others by:

- framing your photo/video in such a way as to exclude others.
- shoot classroom photos or videos from behind so that faces are not visible.
- crop photos to exclude others before posting them online or otherwise sharing them.

Electronic Devices (A.R.S. 13-3019)

Arizona Revised Statute 13-3019 addresses the unlawful use of electronic devices that includes using a recording device in a locker room, bathroom, or taking inappropriate photos of self or others.

Electronic devices often interfere with the orderly operation of the school and may cause a disruption to the learning environment. School rules may prohibit such items as cell phones, iPods, audio/ video devices, electronic games or any other electronic devices. The school is not responsible when these items are lost or stolen.

Unless previously authorized by the school's administration or designee, students are not to use personal electronic devices for the purpose of recording conversations, taking pictures or video footage of others at school, on the bus or at school-related activities/events.

- **SCOPE:** Electronic devices have become a common means of communication and information access in today's society. However, these devices have the potential of disrupting the orderly operation of the school.
- **DEFINITION:** Electronic Device means privately owned wireless and/or portable electronic handheld equipment that include, but are not limited to: existing and emerging mobile communication systems and smart technologies (cell phones, smartphones, I-pads, i- Pods, MP3 players, video games, walkie-talkies, pagers, watches, etc.).
- **Possession and Use:** Students may bring cell phones in their backpacks to be used to contact parents before or after school only with teacher/administrator permission. They must be powered off and out of sight. Use of electronic communication devices is not allowed on any other portion of the school campus at any time, including school-sponsored activities, unless an emergency situation as defined by school staff exists or permission has been granted by the administration for a specific curricular purpose.
- **Prohibitions:** Electronic devices shall not be used in a way that threatens, humiliates, harasses, or intimidates school-related individuals, including students, employees, and visitors.
- **Confiscation:** If a student violates this policy, his/her electronic device may be confiscated. When an employee confiscates an electronic device, it will be turned into the administrator. The electronic device will be released to the student's parent or guardian after the student has complied with any other disciplinary consequence that is imposed.

Schools are not responsible for loss or theft of any electronic device.

Annual Receipt of Your Chromebook and Check-In: Receiving Your Chromebook

Chromebooks will be distributed in the fall to students who attended the Parent/Student Chromebook orientation. Parents and students must attend a yearly Chromebook Orientation. Before receiving a Chromebook, students and parents must complete and return the Chromebook Insurance Coverage Form.

Chromebook Check-In

Chromebooks will be returned during the final week of school during student checkout so they can be examined for serviceability. If a student transfers out of the Fountain Hills Unified School District during the school year, their Chromebook will be returned at that time.

Return Policies

Individual school Chromebooks and accessories must be returned to the designated school location at the end of each school year. Students who withdraw, complete graduation coursework early, or terminate enrollment at Fountain Hills Unified School District for any other reason must return their Chromebook on the date of termination. If a student fails to return the Chromebook at the end of the school year or upon termination of enrollment, that student will be subject to fines (replacement cost of the Chromebook), criminal prosecution and/or civil liability. Failure to return the Chromebook will also result in a theft report being filed with the Maricopa County Sheriff's Department and may delay access to public school records.

The student will be responsible for any damage to the Chromebook, consistent with the District's Chromebook Responsible Use Policy, Procedures and Guidelines (this document) and must return the device and accessories in satisfactory condition. The student will be charged a fee, detailed on page 5, for any needed repairs, not to exceed the replacement cost of the Chromebook.

Students leaving FHUSD for more than 20 consecutive school days must return the device prior to leaving. After the 20th day the Chromebook and associated student accounts will be deactivated and unusable.

Chromebook Identification

Chromebooks are tagged and inventoried by the district. Any attempt to modify, hide and/or remove FHUSD identification tags will be subject to disciplinary action.

Taking Care of Your Chromebook

Students are responsible for the general care of the Chromebook they have been issued by the District. Chromebooks that are broken or fail to work properly must be taken to the designated school location for equipment evaluation/review.

Carrying Chromebooks

Care must be taken when placing the Chromebook into backpacks, folders and/or workbooks to avoid placing pressure and/or weight on the Chromebook screen. Never carry a Chromebook by the screen.

Screen Care

The Chromebook screens can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen.

- Do not lean on the top of the Chromebook when it is open or closed.
- No objects should be placed on the keyboard.
- Do not place anything near the Chromebook that could put pressure on the screen

- Do not place anything in the carrying case that will press against the cover.
- Clean the screen with a soft, dry cloth or anti-static cloth. Use of harsh chemicals WILL damage the screen.
- Do not “bump” or “drop” the Chromebook against lockers, walls, car doors, floors, etc., as it could possibly break the screen.

Storing Your Chromebook

When students are not using their Chromebooks, they should be stored in a secure place or kept in the student’s possession. Nothing should be placed on top of the Chromebook when it is stored. Students are required to take their Chromebooks home every day after school, regardless of whether or not they are needed. Chromebooks should never be stored in a vehicle at any time due to the possibility of theft.

Do NOT leave your Chromebook in a place that is experiencing extreme heat or cold conditions (i.e. car in summer or winter). Extreme heat will damage the unit itself and extreme cold will cause severe screen damage.

Chromebooks Left in Unsecured Areas

Under no circumstances should Chromebooks be left unsecured. Any Chromebook left unsecured is in danger of being stolen or damaged. If a Chromebook is found in an unsecured area, it will be taken to the office. Violations may result in loss of Chromebook privileges and/or other privileges.

Chromebook Use During Extracurricular Activities

Students are responsible for their district devices both in and out of school, including extracurricular events. Costs associated with a lost, stolen or damaged devices as stated in this Agreement also apply to extracurricular events. It is **not** the responsibility of the coach, bus driver, etc. to protect and/or store the device during extracurricular activities.

Stickers Not Permitted On Chromebooks

FHUSD will charge \$10 per Chromebook for removal of stickers / decals or their residue.

Using Your Chromebook at School

Chromebooks are intended for use at school each day and as such students are responsible for bringing their Chromebook to all classes unless informed otherwise by the classroom teacher. In addition to teacher expectations for Chromebook use, school messages, announcements, calendars, schedules, and other district resources may be accessed using the Chromebook.

STUDENTS MUST COME TO SCHOOL DAILY WITH A FULLY CHARGED CHROMEBOOK

Chromebooks Left at Home

If students leave their Chromebook at home, they are responsible for getting course work completed as if they had their Chromebook present. Students must call home to have their Chromebook brought to school by a parent. If a parent cannot be reached and a loaner is available, they may check one out from the library or designated school area. If a student **repeatedly** (two or more times as determined by any teacher) leaves their Chromebook at home, they may lose their take-home privileges and be required to leave their Chromebook at school and “check it out” from the library or designated school area. Violations will be handled by the classroom teacher or school administrators with repeat violators subject to additional disciplinary action.

Chromebook Repair

Any mechanical or physical problems with the Chromebook should be immediately reported.

Loaner Chromebooks may be issued to students when they leave their Chromebook for repair. Please note, loaner Chromebooks are subject to availability but the district will make every attempt to reduce downtime for students.

Charging Your Chromebook's Battery

Chromebooks must be brought to school each day fully charged. If forgotten, students must call home to have their Chromebook brought to school by a parent. If a student **repeatedly** (two or more times as determined by any teacher) brings their device uncharged, they may lose their take-home privileges and be required to "check out" their Chromebook and charger from the library or designated school area. Violations will be handled by the classroom teacher or school administrators with repeat violators subject to additional disciplinary action.

Only charge your Chromebook with the FHUSD provided charger.

Screensavers and Backgrounds

Inappropriate media may not be used as a screensaver or background photo on district Chromebooks. Installed images of guns, weapons, pornographic materials, inappropriate language, alcohol, drugs, tobacco, gang-related symbols or other material deemed inappropriate will result in disciplinary action.

Sound, Music, Games or Programs

Use of apps/games, music and/or sound must be approved by the classroom teacher and be for educational purposes only. Taking pictures or recording (audio or visual) teachers and/or students without their explicit consent is strictly prohibited.

Printing

Printing is not supported from district Chromebooks. If printing at school is required for an assignment it needs to be completed in a classroom, lab, library, home, or other location from a regular PC or laptop connected to a printer.

Internet Access Off Campus

Internet access ***is filtered*** when using FHUSD Chromebooks off-campus in compliance with district policies and CIPA. Students are allowed to access other wireless networks when they are off campus.

Managing Your Files & Saving Your Work

Saving Your Work

Students will save work in their District provided cloud-based or network storage drives. It is recommended that students store files in their Google Drive where files are available at any time from any device. It is the student's responsibility to ensure that work is not lost due to mechanical failure or accidental deletion. Chromebook malfunctions are not an acceptable excuse for late or incomplete assignments.

Network Connectivity

Fountain Hills Unified School District makes no guarantee that the network will be up and running 100% of the time. In the case that the network is down, the district will not be responsible for lost or missing data.

Software on Chromebooks

Originally Installed Software

The software/apps originally installed by Fountain Hills Unified School District must remain on the Chromebook on all times.

Additional Software

The use of the student's school provided Chromebook is for educational purposes only. Fountain Hills Unified School District will synchronize the Chromebooks so that they contain the necessary apps for schoolwork. Additional classroom-appropriate apps may be installed but again, only if approved and only for educational purposes. At no time are students to access software/websites for personal use (gaming, social media, messaging, etc.) and/or gain.

Inspection

Students may be selected at random to provide their Chromebook for inspection. This may include an inspection of all materials saved on or accessed by the Chromebook as well as the physical condition of the Chromebook (i.e. ID tags, barcodes, and/or additional stickers/marks on the outside of the device).

Software Updates

Updated versions of licensed software/apps will be deployed via the I.T. Department. Updates may occasionally require a system restart.

Appropriate Use

The purpose of this document is to augment existing USE OF TECHNOLOGY RESOURCES IN INSTRUCTION and details guidelines and expectations for the responsible use of technology for students at the Fountain Hills Unified School District (FHUSD) in order to provide a safe, appropriate and effective learning environment for all. As members of the FHUSD community students are required to follow the district's policies, procedures and guidelines.

System Security

- Students must protect access to their own devices through the use of passwords and privacy settings at all times.
- Students will log on to the network only as themselves.
- Students are responsible for their individual accounts and will take all reasonable precautions to prevent others from being able to use their accounts and should never share account information with others.
- Students will immediately notify a faculty or staff member if they have identified a possible security problem.
- Any electronic devices brought on the FHUSD campus are subject to search without notice.
- Students will refrain from using any device or software that masks the use of the school resources. This includes, but is not limited to, anonymizers and any application or hardware device that circumvents network security, logging or tracking procedures.
Failure to comply will result in loss of computer/network privileges and possible disciplinary action.

Intellectual Property and Privacy

- Students may not copy or transfer any copyrighted material(s) to or from computers on the Fountain Hills Unified School District network without the permission of the technology staff.
- Students may not plagiarize words or phrases found in books, on the Internet, or on other online resources.
- Students must respect the rights of copyright owners, including those who have created music, images, video, software, etc.
- If a student encounters an inappropriate image, site or video online, he/she will immediately minimize the screen and inform a teacher.
- Students should have no expectation of privacy when using online resources since materials are owned by the site and can be redistributed without an author's permission. Students should check each site's privacy and security policies carefully before posting or adding content that may be viewed by others presently or in the future.

Inappropriate Language and Harassment

- Students must not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening or disrespectful language on any and all uses of devices at Fountain Hills Unified School District, whether in public or private messages.
- Students must not post information that could cause danger or disruption or engage in personal attacks, including prejudicial or discriminatory attacks.
- Students should be respectful and polite in all online communication when using the district network. This includes, but is not limited to, email, chat, instant-messaging, texting, gaming and social networking sites.
- Students must not share, forward or post a message, image or video sent without the permission of the person who sent the message.
- Students must not post private or false information about another person.

Student Acknowledgement and Agreement

- Students continuously represent the Fountain Hills Unified School District whenever and wherever they use district computing resources. Student's actions could reflect on the district in all online communication.
- Students will be held responsible for any online behavior or content that connects them to the district or implicates the district in their behavior.
- If students knowingly enable others to violate these rules, students may lose their access to FHUSD computer resources that include their device, district network, email, or internet access.
- The district has software and systems in place that monitor and record all activities and traffic on the district computing resources. Students should expect only limited privacy in the contents of all personal files on the district network.

Tampering with the district technology tools or another person's work is unacceptable, and students could lose all rights to use computers and/or personal devices at school, including their user accounts and network

Technology Use Agreement

USE OF TECHNOLOGY RESOURCES IN INSTRUCTION

Appropriate use of Electronic Devices

The District may provide technology devices to qualified students, teachers, and other personnel who attend or who are employed by the District. Technology devices can include laptops, iPads and/or tablets. The use of the devices shall be in support of education, research, and the educational goals of the District. To assure that the device is used in an appropriate manner and for the educational purposes intended, the District will require anyone who uses the device to follow its guidelines and procedures for appropriate use. Anyone who misuses, abuses, or chooses not to follow the device guidelines and procedures may be subject to disciplinary and/or legal action.

Fountain Hills Unified School District (FHUSD) is pleased to offer student technology equipment checkout program. The following form must be completed and agreed to by the parent/guardian or staff member prior to the release of the equipment.

Acknowledgement

I agree to the following:

- I will not download any software on any technology equipment's hard drive without permission from my child's teacher (including games, music, video, etc.)/ No software will be downloaded or installed on the laptop except printer drivers and Internet Service Provider software.
- I understand this equipment (including accessories) is property of the District and must be returned in the same condition it was issued to me.
- **I will be financially responsible for equipment that is lost, stolen or damaged.** I understand there may be charges to my family if the laptop and/or technology provided is damaged, lost or stolen.
- I will not leave the technology equipment in an unsecured area (in an unlocked vehicle, for example).
- I will use the equipment only for educational purposes, will be responsible for the proper use of this equipment, and will not allow any other student or person to use the equipment.
- I will abide by all of the District's technology policies or guidelines.
- I understand that all information stored on equipment carries no expectation of privacy and is property of the District. The District reserves the right to inspect and search any and all property for the purpose of determining whether any policy has been violated, or when an inspection and investigation is necessary for purposes of promoting safety or compliance with state and federal laws.
- I will immediately report theft or damage of any kind to my child's school.
- I will return the technology equipment and all accessories before the end of the school year or before my child withdraws from school.

Students and staff may bring their own device (BYOD). The policy regulation for BYOD can be found at IJNDB-R Use of Technology Resources in Instruction. The policy is included at the end of this document for your review.

Device Protection Insurance Enrollment Information and Policy Duration

Students assigned a district device are responsible for all damage whether intentional or accidental. Responsibility for repair caused by a malfunction or maintenance issue will be determined by the Fountain Hills Unified School District's I. T. Department.

The Chromebook Insurance Coverage Program is ***optional*** and provides an inexpensive solution for parents to reduce the financial burden if an accident or theft occurs.

Parents/guardians may decline to participate in the Chromebook Insurance Coverage Program, but will be fully responsible for any associated cost for malfunction, breakage, damage or theft. Policies run from first day of a given school year until the first day of August before the next school year based on the board adopted school year calendar. For graduating Seniors and non-returning students, the Policy Duration ends on the last day of school. If a student drops from the school, the policy terminates the day of last attendance. Policies purchased at any time after the first day of school will terminate August 1 before the next school year based on the board adopted school year calendar. The Chromebook Insurance Coverage Program is non-refundable. Students receiving a device after February 1st of each calendar year will be eligible for prorated coverage.

Prior to receiving a Chromebook, the following must be completed:

- Complete the Fountain Hills Unified School District Chromebook Insurance Coverage Program enrollment form to select a plan or decline coverage (see last page).
- If coverage is selected, pay the \$32 annual program fee in full.

Annual Cost of Insurance: Full Cost - \$32 Reduced Lunch - \$20 Free Lunch - \$10	Damage Deductible: 1 st Incident - \$0 deductible 2 nd Incident - \$25 deductible 3 rd Incident – Full cost of repairs	Stolen Deductible: 1 st Incident - \$50 deductible 2 nd Incident - \$100 deductible 3 rd Incident – Full cost of repairs	Not Covered: Cords Chargers Intentional Damage Loss without copy of Police Report
Examples of Costs: Hinge Replacement: \$100 plus \$40 labor Lower Case: \$50.00 plus \$40 labor Screen Replacement: \$250 plus \$40 labor Water Damage: \$132 Keyboard replacement: \$100 plus \$40 labor (individual keys cannot be replaced) Replacement charger: \$25 Lost/Stolen: \$200-• \$300 depending on age of		Examples of Costs: Stolen: \$200/\$320 depending upon age of device. A police report is required to file a stolen property claim.	Replacement: Power supply (charger) \$25

device.		
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Covered: Accidental damage, fire, flood, or disaster		
• Maximum of two incidents in any combination (damage/stolen) are covered per year. • If the lost or stolen Chromebook is later recovered in working condition, the fine will be refunded. • If a student leaves the District, but does not return the Chromebook, they will be fined for the full replacement cost, and standard rules for the restriction of student records and transcripts will apply. Law enforcement may be involved for the purpose of recovering district property. • If you choose not to enroll in the Fountain Hills Unified School District Chromebook Coverage Program, you will be financially responsible for the full cost for the repair or replacement of the Chromebook.		

FHUSD CHROMEBOOKS WITHOUT INSURANCE COVERAGE

Without insurance coverage, parents/guardians will be held fully responsible for any cost associated with malfunction, breakage, damage, loss or theft of district-issued Chromebooks.

To decline coverage prior to receiving a Chromebook, complete the Fountain Hills Unified School District Chromebook Insurance Coverage Program enrollment form (see last page).

Examples of Costs:

- Hinge Replacement: \$100 plus \$40 labor
- Lower Case: \$50.00 plus \$40 labor
- Screen Replacement: \$250 plus \$40 labor
- Water Damage: \$132
- Keyboard replacement: \$100 plus \$40 labor (individual keys cannot be replaced)
- Replacement charger: \$25
- Lost/Stolen: \$200-• \$300 depending on age of device.

Insurance coverage is highly recommended on any District-issued replacement of a Chromebook that is lost or stolen. If the lost or stolen Chromebook is later recovered in working condition, the fine will be refunded.

If a student leaves the District, but does not return the Chromebook, they will be fined for the full replacement cost, and standard rules for the restriction of student records and transcripts will apply. Law enforcement may be involved for the purpose of recovering district property.

FHUSD Chromebook Insurance Agreement

Student Name

Student ID

Students:

- I have read and agree to comply with the Chromebook Responsible Use Guidelines and Procedures of Fountain Hills Unified School District.
- I agree to comply with the IJNDB-R Use of Technology Resources in Instruction.
- I understand that I may lose my Chromebook privileges as a result of my inappropriate behavior, and may be financially responsible for damage or loss of any Fountain Hills Unified School District Chromebook.
- I will return the Chromebook, power adapter, cable, and associated accessories when requested at the end of the school year. I understand that I will be charged for any missing equipment, cables, and/or accessories.

Student – Print your name here

Signature and date here

Parent/Guardian:

- I have read and understand the procedures and requirements to which my student must comply, the IJNDB-R Use of Technology Resources in Instruction.
- I accept responsibility for any damage or neglect that may result from my student while the Chromebook is in his/her possession or control, which may result in monetary charges.
- I understand that my student may lose his/her Chromebook privileges and/or incur financial fees as a result of inappropriate behavior, damage, neglect, or loss to any District Chromebook.
- I understand my student must return the Chromebook, power adapter, cable, and associated accessories when requested at the end of the school year. I understand that I will be charged for any missing equipment, cables, and/or accessories.

Insurance Option Selection (**CHECK ONE**):

- ☐ I accept Insurance Policy (self-insured, managed by Fountain Hills Unified School District) - \$32. Students may submit the \$32 insurance fee to the school bookkeeper.
- ☐ I decline insurance and assume full responsibility for damage, theft or loss of the Chromebook.

Parent/Guardian – Print your name here:

Signature and date here

Current Address: _____ Phone number: _____

Email: _____

FHUSD Staff - Technology Equipment Check-OUT*(To be completed when equipment is issued)*

Item Description (Make/Model)

Serial No. or Device Name Tag/No.

Power Cord: Yes No

I understand if the equipment is damaged, lost, or stolen that I will compensate the Fountain Hills Unified School District for any necessary repairs and/or replacement costs. I have read this agreement form and understand the usage rules and the financial responsibility.

FHUSD Staff Printed Name

FHUSD Staff Signature

Date

FHUSD ALL Technology Equipment Check-IN *(To be completed when equipment is returned)*

Equipment in good condition: Yes No
No

Tags/barcodes in place: Yes

Power cord returned: Yes No

Other item returned: Yes No

Comments:

Staff Member or Parent Signature

Date

District Technology Department Staff Signature

Date

IJNDB-R Use of Technology Resources in Instruction (Safety and use of Electronic Information Services)

Use of the electronic information services (EIS) requires that the use of the resources be in accordance with the following guidelines and support the education, research, and educational goals of the District. Filtering, monitoring, and access controls shall be established to:

- Limit access by minors to inappropriate matter on the Internet and World Wide Web.
- Monitor the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications.
- Monitor for unauthorized access, including so-called "hacking," and other unlawful activities by minors online.
- Restrict access by minors to materials harmful to minors.

Content Filtering

A content filtering program or similar technology shall be used on the networked electronic information services (EIS) as well as on standalone computers capable of District authorized access to the Internet. The technology shall at a minimum limit access to obscene, profane, sexually oriented, harmful, or illegal materials. Should a District adult employee have a legitimate need to obtain information from an access-limited site, the Superintendent may authorize, on a limited basis, access for the necessary purpose specified by the employee's request to be granted access.

Education, Supervision, and Monitoring

It is the responsibility of all District employees to be knowledgeable of the Board's policy and administrative regulations and procedures related to the use of technology resources. Employees are further responsible, to the extent prudent to an individual's assignment, to educate, supervise, and monitor student use of the District's online computer network use. District, department, and school administrators shall provide employees with appropriate in-servicing and assist employees with the implementation of Policy IJNDB.

As a means of providing safety and security in direct electronic communications and to prevent abuses to the appropriate use of electronic equipment, all computer access to the Internet through the District electronic information services (EIS) or standalone connection shall be monitored periodically or randomly through in-use monitoring or review of usage logs.

Access Control

Individual access to the EIS shall be by authorization only. Designated personnel may provide authorization to students and staff who have completed and returned an electronic information services user agreement. The Superintendent may give authorization to other persons to use the EIS.

Acceptable Use

Each user of the EIS shall:

- Use the EIS to support personal educational objectives consistent with the educational goals and objectives of the School District.
- Agree not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal

material.

- Abide by all copyright and trademark laws and regulations.
- Not reveal home addresses, personal phone numbers or personally identifiable data unless authorized to do so by designated school authorities.
- Understand that electronic mail or direct electronic communication is not private and may be read and monitored by school employed persons.
- Not use the network in any way that would disrupt the use of the network by others.
- Not use the EIS for commercial purposes.
- Follow the District's code of conduct.
- Not attempt to harm, modify, add, or destroy software or hardware nor interfere with system security.
- Understand that inappropriate use may result in cancellation of permission to use the electronic information services (EIS) and appropriate disciplinary action up to and including expulsion for students.

In addition, acceptable use for District employees is extended to include requirements to:

- Maintain supervision of students using the EIS.
- Agree to directly log on and supervise the account activity when allowing others to use District accounts.
- Take responsibility for assigned personal and District accounts, including password protection.
- Take all responsible precautions, including password maintenance and file and directory protection measures, to prevent the use of personal and District accounts and files by unauthorized persons.

Each user will be required to sign an EIS user agreement. A user who violates the provisions of the agreement will be denied access to the information services and may be subject to disciplinary action. Accounts may be closed and files may be deleted at any time. The District is not responsible for any service interruptions, changes, or consequences.

Details of the user agreement shall be discussed with each potential user of the electronic information services. When the signed agreement is returned to the school, the user may be permitted use of EIS resources through school equipment.

Bring Your Own Device (BYOD)

The District's goal is to increase staff and students' access to digital tools and facilitate more immediate access to technology-based information, much the way that staff and students utilize pen and paper. To this end, the District recognizes the value of allowing staff and students to bring their own devices to school to connect to the District's EIS. These devices are commonly referred to as Bring Your Own Device (BYOD) or personal electronic devices (PDs). The purpose of this section of IJNDB-R is to authorize and establish reasonable rules for staff and students to possess and use their PDs at school.

A PD is any electronic device owned by a staff or student or his/her family that stores, transmits, receives or displays voice messages, data, or images, or provides a wireless unfiltered connection to the Internet. This definition includes, but is not limited to, cellular telephones, digital audio players (iPods or MP3 players), digital cameras, laptop computers, tablet computers, pagers, portable game players, and any new technology developed with similar capabilities.

This regulation applies to a staff or student's use of a PD while 1) on school property (including buses), 2) at a school event, or 3) while using the District's network (including at home).

- Staff and students are permitted to use a PD only after the staff or student and a parent/guardian have signed and returned the annual Acceptable Use Agreement.
- In a classroom setting, staff and students may only use a PD for educational purposes at the direction of a teacher or administrator. Other than in a classroom setting on school property, the administration at each school will determine where and when and for what purpose staff and students may use a PD. A school administrator or staff member always has the right to prohibit a staff or student(s) from using a PD at certain times or during designated activities that occur during the school day (e.g., school presentations/assemblies, theatrical performances, or guest speakers).
- In a classroom setting, staff and students are prohibited from using a PD to access the Internet using any external Internet service (e.g., 3G/4G connections and mobile hot spots). In a classroom setting, staff and students using a PD, including a smart phone, may only access the Internet using the Wi-Fi access provided by the District.
- The staff/owner or student/owner of a PD is the only person allowed to use the device. Staff and students are prohibited from sharing their assigned user name and/or password with others. Staff and students must sign in to the designated PD District wireless network using his or her assigned username and password.
- If a staff or student's use of a PD causes disruption in any setting, the staff or student can be directed either to put the PD away and/or the PD can be confiscated and the staff or student can be referred to an administrator for further discipline.
- On school property, staff and students may not use a PD to connect to the District's network by a network cable plugged into a data outlet. Also, on school property, staff and students may not print from a PD.
- The District is not liable for any PD that is lost, loaned, damaged, or stolen. Each staff and student is responsible for his or her own PD, including set-up, maintenance, charging, and security. Students will not be able to charge personal devices at school. Staff members will not store a student's PD, nor will any District staff diagnose, repair, or work on any PD. If a PD breaks while being used in school, the staff or student will put the device away and take it home at the end of the school day where the staff or student and the parent/guardian can troubleshoot the issue.
- The District is not responsible for the payment of any user fees or data charges associated with the use of a PD that are billed by a third party to a staff or student and/or a student's parent/guardian, even if the fees or charges were incurred by the staff or student for an educational purpose.
- Staff and students who violates a law, District policy, procedure, or school rule while using a PD will be disciplined pursuant to District policies. In addition, an administrator can revoke a staff or student's PD privileges.
- Staff and Students do not have any expectation of privacy in anything they create, store, send, receive, or display on or over the District's EIS.
- School officials may search and/or seize staff and student's PDs if there are reasonable grounds for suspecting that the search or seizure will reveal evidence that the staff or student has violated or is violating the law or a District policy, procedure, or school rule.

PDs are a supplement to the equipment already in use in the classroom. BYOD is an optional program and neither staff nor parents are required to purchase a device for themselves or their child. Staff and students who do not have access to a PD will be provided with comparable

District-owned equipment for classroom lessons that require access to technological resources. Access to or use of PDs will not be used as a factor in grading or assessing student work.

PBIS Handbook

Respect ~ Responsibility ~ Safe ~ Kind

Positive Behavioral Interventions and Support (PBIS) Philosophy of PBIS

PBIS is a team-based, systematic approach in teaching behavioral expectations throughout every school in our district. It is based on a proactive model that teaches the behaviors, reinforces and recognizes students who are able to model these behaviors and has systems in place to support students who have a difficult time or may present with more challenging behaviors. Using this research-based approach, we will see an increase in attendance, a more positive and calm environment, and a reduction in a number of behavioral disruptions.

Approach

Instead of using a patchwork of individual behavioral management plans, we have moved to a district-wide discipline system that addresses the entire school, the classroom, areas outside the classroom (such as hallways, restrooms, offices, cafeteria, playground/school grounds etc.) FHUSD has a team that meets monthly. This team is responsible for ensuring there is a current action plan based on the previous year's behavior assessments, monitoring behavior data, and communicating to staff regarding PBIS implementation. Every person who works in the district is aware of the behavioral expectations and works to ensure students are consistently getting the same message, regardless of the setting they are in or the adult they come in contact with.

Expectations

The Falcon Way: Be Respectful, Be Responsible, Be Safe, and Be Kind.

Matrix

The Falcon Way

Areas	Be Respectful	Be Responsible	Be Safe	Be Kind
Classrooms (Computer Lab, Library, Art, Music, PE)	• Use appropriate voice levels, tone, and language • Listen and follow Instructions • Raise a quiet hand	• Give your best effort • Arrive on time and prepared • Use technology and materials appropriately • Keep the area clean	• Keep hands, feet, and objects to yourself. • Always walk • Maintain personal space	• Use positive and polite words • Take turns and be patient • Invite, include, and encourage others
Hallways	• Use appropriate voice levels, tone, and language • Line up quietly before entering a classroom • Listen to adults	• Keep the area clean • Always carry a pass • Report problems to an adult	• Keep hands, feet, and objects to yourself. • Always walk, facing forward • Stay in the designated area • Maintain personal space	• Use positive and polite words • Take turns and be patient • Look out for others
Outdoor Areas (Courtyard, Playground, Basketball Courts, Fields)	• Use appropriate voice levels, tone, and language • Listen to adults	• Keep the area clean • Report problems/mess to an adult • Use technology appropriately.	• Keep hands, feet, and objects to yourself • Always walk on sidewalks and in the courtyard • Use objects appropriately (tables, benches, etc.) • Maintain personal space	• Use positive and polite words • Take turns and share • Invite, include, and encourage others
Cafeteria	• Use appropriate voice levels, tone, and language • Listen to adults	• Keep the area clean • Wait your turn • Report problems to an adult • Use technology appropriately	• Keep hands, feet, and objects to yourself • Walk only • Stay in designated areas • Maintain personal space • Eat your own food	• Use positive and polite words • Invite, include, and encourage others
Restrooms	• Use appropriate voice levels, tone, and language	• Report problems/mess to an adult • Go, flush, thoroughly wash, dry, goodbye • Keep the area clean	• Keep hands, feet, and objects to yourself. • Walk only • Use equipment for intended purposes • Maintain personal space	• Use positive and polite words • Give others privacy

Buses	• Use appropriate voice levels, tone, and language • Listen to adults	• Report problems or messes to an adult • Use technology appropriately • Keep bus clean and undamaged	• Keep hands, feet, and objects to yourself • Stay seated • Enter and exit quietly and orderly • Maintain personal space	• Use positive and polite words • Take turns and be patient • Invite, include, and encourage others
Technology	• Use appropriate voice levels, tone, and language • Listen and follow instructions • Raise a quiet hand • Keep your computer muted unless you're speaking	• Give your best effort • Check Google Classroom and email frequently • Arrive on time and prepared • Communicate with your teachers • Use devices with care and during designated times	• Report suspicious activity • Post school appropriate material • Use school-approved sites	• Use positive and polite words • Take turns and be patient • Invite, include, and encourage others
Assemblies	• Respond quickly to and follow adult/staff directions • Be quiet and listen when others are talking • Respond to performances appropriately	• Give full attention and engage with the presenter • Arrive on time and prepared	• Enter and exit in an orderly manner. • Sit in designated areas • Keep hands, feet, and objects to yourself. • Keep food and drink out • Leave personal items in the classroom or locker unless otherwise directed	• Use positive and polite words • Invite, include, and encourage others.

Teaching Schedule

The team established an annual teaching schedule to begin the teaching of expectations of PBIS to students the first week of school. At the elementary and middle school, classroom teachers will teach classroom, hallway, and bathroom expectations. Special area teachers will teach assemblies, technology, cafeteria, and outdoor expectations. Booster lessons will take place as data indicates as appropriate for groups or students not meeting expectations. Annual booster lessons will take place each week after fall, winter, and spring breaks.

Acknowledgement System
Ticket
The Falcon Way

THE FALCON WAY	
	☐ Respectful ☐ Responsible ☐ Safe ☐ Kind
Name: _____	Grade: _____
Referring Teacher: _____	Date: _____

Falcon Tickets are given to students who demonstrate the expectations from the matrix. The teacher will use modeling, guided practice, re-teaching and review just they do for academic instruction. Younger/ less mature students, they need to see what this “looks” and “sounds” like. During the initial PBIS roll out and teaching of expectations, students will be provided with instructions for turning in their ticket with their name on it for drawings and prizes.

Teachers will use positive reinforcers to provide students the opportunity to enjoy the benefits for displaying appropriate behaviors. Students need to know what is in it for them, as well.

When giving a ticket to the student, the teacher will share the positive behavior displayed with the student such as “Thank you for walking quietly in the hallway.”

System for Acknowledging Positive Behavior

At the individual student level:

- Adults in the building acknowledge appropriate student behavior with Falcon Tickets and/or positive, specific verbal praise
- Students can place these in the grade level buckets at the front office by Friday’s last lunch

Weekly:

- At the end of each week, teachers draw 4 (2) Falcon Tickets from each grade level bucket.
- The students whose Falcon Tickets are drawn from the box receive a Falcon Award.
- Winners will choose one thing from the Menu of Rewards.
- After the raffle, all Falcon Tickets go to the office for recording and then into an office raffle box for the school-wide monthly PBIS drawings.

Quarterly:

- At the end of each quarter, we will draw (2) Falcon Tickets from each grade level bucket.
- The students whose Falcon Tickets are drawn from the box receive a Falcon Award.
- Winners will choose one thing from the Menu of Rewards.

Semester:

- At the end of the semester, we will draw 1 Falcon Ticket from the entire school.
- The student whose Falcon Ticket is drawn will receive the grand prize for the semester.

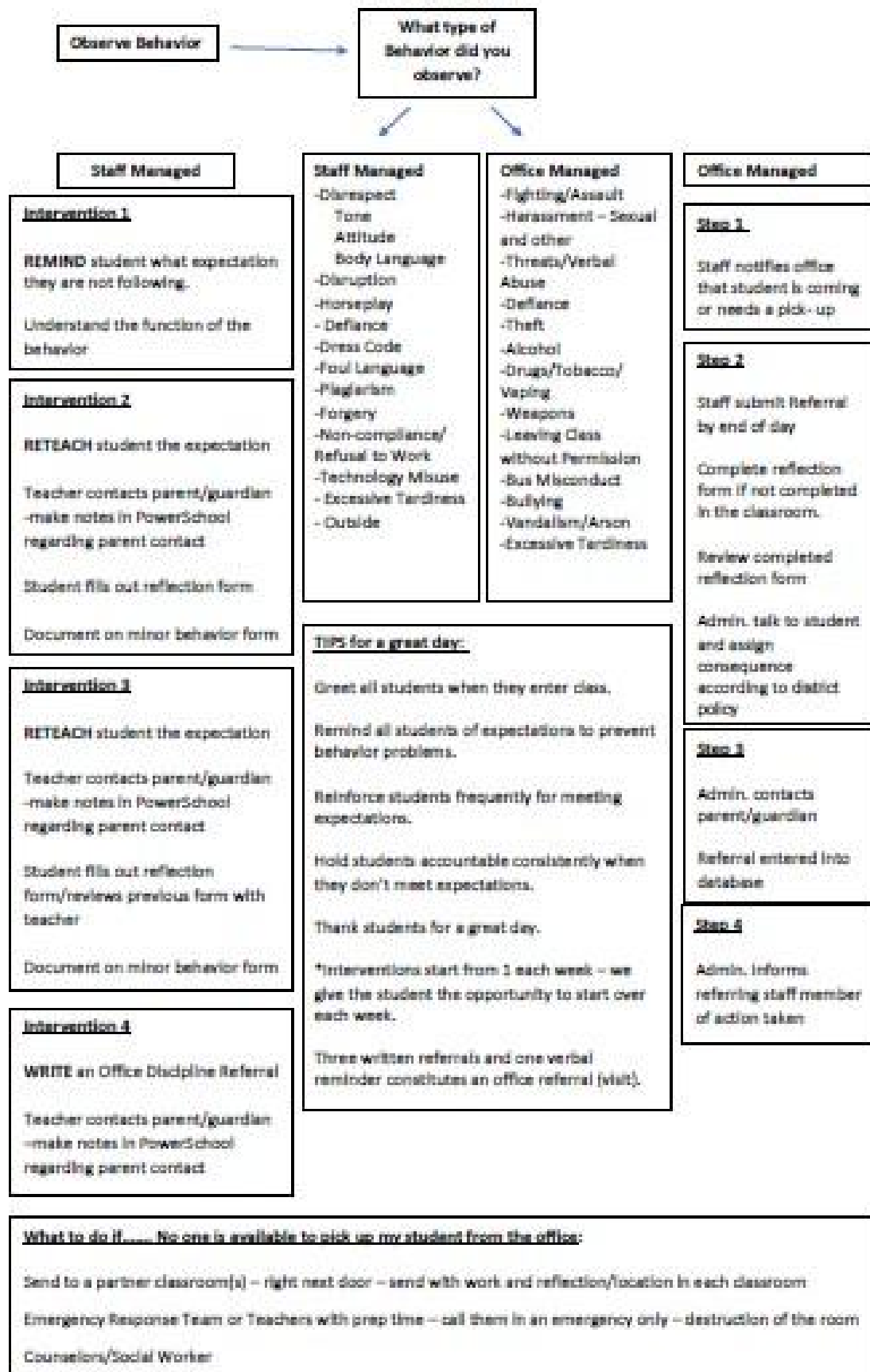
Continuum of Reinforcers

Establish a continuum of strategies to acknowledge appropriate behavior.

- Specific and Contingent Praise
- Group Contingencies
- Behavior Contracts
- Token Economies

Consequence System Flow Chart

Fountain Hills Unified School District Behavior Flowchart



Interventions for Positive Behavior

- A. Informal talk by a school official (teacher, counselor or administrator) who will attempt to reach an agreement with the student as to acceptable behavior.
- B. Formal conference between the student and one or more school officials. A record is kept of the student's commitment to corrective behavior.
- C. Parental involvement by telephone, letter or personal conference.
- D. Temporary or permanent removal from class means the student is not to attend one or more classes for a specified period of time. During this period of removal, the student may be assigned appropriate on-campus duties or alternative classes.
- E. Out-of-school detention means the student is detained before school, during lunch period or after school for a specific purpose.
- F. Appropriate individualized assignment and/or loss of privilege means the school official devises an assignment to fit the offense and/or the school official removes from the student one or more privileges usually associated with the offense.
- G. In-school suspension (1-5 days) means the student is removed (suspended) from class (es) but is kept on campus under the supervision of a staff member. The student is usually given an appropriate assignment during this time period. Saturday or another day of detention may be employed as an alternative (grades 6-12).
- H. Short term out-of-school suspension (1-5 days) means the student, following due process, is suspended from school and placed under the supervision/ responsibility of the parent. Students must remain off campus for the duration of the suspension.
- I. Short-term, out-of-school suspension (6- 10 days) means the student, following due process, is suspended from school and placed under the supervision/responsibility of the parent. Such action may precede recommendation for expulsion. Students must remain off campus for the duration of the suspension.
- J. Summary suspension means the student may be immediately removed from campus due to a clear and present danger to any or all concerned. Student must remain off campus for the duration of the suspension.
- K. Long-term, out-of-school (11-180) suspension means that the school principal may recommend to the Superintendent an extension of the suspension beyond the maximum 10 days. The Superintendent or designee, after careful consideration of the facts of the case, may extend the suspension until Governing Board appointed hearing officers act on his/her recommendation. As with any suspension, due process must be followed. Students must remain off campus for the duration of the suspension.
- L. Expulsion is the permanent removal from all Fountain Hills Unified School District schools.

Major Referral Form
FHUSD Major School Discipline Referral Form

Name: _____ Date: _____ Time: _____

Grade: _____ Referring Staff: _____

Location:

- ☐ Classroom Hallway Bathroom Cafeteria Outside Bus
☐ Other _____

Incident:

Problem Behavior	Perceived Motivation	Administrative Action
☐ 3 Minors Infraction _____ _____ Major ☐ Fighting/Assault ☐ Harassment ☐ Threats/Verbal ☐ Abuse ☐ Defiance ☐ Theft ☐ Alcohol ☐ Drugs/Tobacco/Vaping ☐ Weapons ☐ Leaving Class without Permission ☐ Bus Misconduct ☐ Bullying/Intimidation ☐ Vandalism/Arson ☐ Excessive Tardiness	☐ Obtain peer attention _____ ☐ Obtain adult attention _____ ☐ Obtain items/activities _____ ☐ Avoid Peer(s) _____ ☐ Avoid Adult _____ ☐ Avoid task or activity _____ ☐ Obtain control _____ ☐ Obtain item _____ ☐ Don't know _____ ☐ Other _____ Plabrary	☐ Follow up agreement _____ ☐ Loss of privilege _____ ☐ Conference with student _____ ☐ Parent Contact _____ ☐ Individualized instruction ☐ In-School Suspension _____Hours/ _____Days ☐ Out-of-School Suspension _____Hours/ _____Days ☐ Other _____ ☐ Restorative Practice _____ _____ _____ _____ _____ _____ _____ _____

Others involved in the incident:

None Peers _____ Staff _____ Teacher _____
 Substitute _____ Unknown _____ Other _____

Other comments: _____

Principal Signature: _____ Date: _____

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

All minors are filed with the classroom teacher. Three minors equal a major. All majors require administrative action and parent signature.

This List is Not All-Inclusive. A student committing an act of misconduct not listed will nevertheless be subject to the discretionary authority of the School Administrator or Superintendent.

Minor Referral Form

FHUSD Minor Infraction Form

Name: _____ Date: _____ Time: _____

Grade: _____
 _____ Location:

Referring Staff:

☐ Classroom Hallway Bathroom Cafeteria
☐ Outside Bus
☐ Other _____

Incident:

Minor Problem Behavior	Possible Motivation	Interventions
Minor ☐ Disrespect ☐ Disruption ☐ Horseplay ☐ Defiance ☐ Dress Code ☐ Foul Language ☐ Plagiarism ☐ Forgery ☐ Non-Compliance/Refusal to Work ☐ Technology Misuse ☐ Excessive Tardiness ☐ Outside ☐ Other _____	☐ Obtain peer attention _____ ☐ Obtain adult attention _____ ☐ Obtain items/activities _____ ☐ Avoid Peer(s) _____ ☐ Avoid Adult _____ ☐ Avoid task or activity _____ ☐ Obtain item _____ ☐ Obtain control _____ ☐ Don't know _____ ☐ Other _____	☐ ASK student what expectation they are not following. ☐ Document on minor behavior form ☐ TEACH student the expectation they are not following. ☐ Student completed ☐ Reflection Form ☐ Teacher completed major referral form for 3rd offense ☐ Call Parent ☐ Email Parent ☐ Conference Other _____ _____

Others involved in the incident:

None _____ Peers _____ Staff _____ Teacher _____
 Substitute _____ Unknown _____ Other _____

Other comments:

Teacher Signature: _____ **Date:** _____

Student Signature: _____ Date: _____

All minors are filed with the classroom teacher. Three minors equal a major. All majors require administrative action and parent signature.

This List is Not All-Inclusive. A student committing an act of misconduct not listed will nevertheless be subject to the discretionary authority of the School Administrator or Superintendent.

Definition of Offenses

ALCOHOL-DRUGS (Possession or Use)

A person who is using, under the influence or in possession of any form of alcoholic beverage, illegal or dangerous drug substance, drug paraphernalia or look-a-likes or any substance being represented as an illegal or dangerous drug.

ALCOHOL-DRUGS (Providing/Selling) A person who, in any way, provides, gives, sells or offers any form of alcoholic beverage, illegal or dangerous drug substance, drug paraphernalia or look-alikes or any substance being represented as an illegal or dangerous drug.

ARSON Intentional burning of property belonging to the school, school personnel or another person on campus.

Arson

Intentional burning of property belonging to the school, school personnel or another person on campus.

BOMB THREAT

Any threat by any means to explode a bomb or other explosive device on school property.

BUS MISCONDUCT

Not following district bus rules and regulations.

CHEATING OR PLAGIARISM Taking someone else's work for one's own, practicing fraud or deception with relation to school work or responsibilities.

COMPUTER, TELECOMMUNICATION OR NETWORK INFRACTION

Inappropriate use of computers, telecommunications and network resources. Definition is contained in Policy IJNDB.

DANGEROUS OBJECTS

Any object or device that may be harmful to the health, welfare or safety of others.

DEFIANCE OF AUTHORITY

Refusing to comply with the reasonable request of school officials.

DESTRUCTION OF PROPERTY

Destroying, defacing or mutilating objects or materials belonging to the school, school personnel or other persons.

DISORDERLY CONDUCT

Use of profanity, obscene behavior, unsafe behavior or any conduct which is in any way disruptive to the educational process of the school.

EXPLOSIVES

The use, possession or sale of explosive devices (i.e., firecrackers). 22 EXTORTION The solicitation of money, or something of value, from another person, in return for protection, or in connection with a threat to inflict harm.

EXTORTION

The solicitation of money, or something of value, from another person, in return for protection, or in connection with a threat to inflict harm.

FIGHTING

Engaging in or threatening to engage in physical combat, involving two or more individuals.

FORGERY

Writing and/or using the signature or initials of another person. Impersonating another person on the telephone with regard to attendance also falls within this category of offense.

GAMBLING

Participating in games of chance for the purpose of exchanging money or something of value.

GANG ASSOCIATION OR GANG ACTIVITY

See Governing Board Policy JICF and JICF-R for a full explanation.

GANG CLOTHING, SYMBOLS, PARAPHERNALIA

The wearing of hats, bandanas, tattoos and/or other clothing or symbols or possession of paraphernalia that is associated with gangs or gang-like activity.

HARASSMENT/HAZING/BULLYING (verbal, written, graphic, electronic, sexual, racial or physical)

Any act committed by a student or in concert with others that is intimidating or capable of causing physical or emotional harm to others. 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. To assist in achieving a school environment based on the beliefs of the Governing Board, bullying, harassment or intimidation as defined by board Policy JICK will not be tolerated.

LITTERING

Leaving or depositing trash in places other than appropriate receptacles.

PHYSICAL ASSAULT

A physical attack by one or more persons on other persons who do not wish to engage in conflict or who have not provoked the attack.

TOBACCO (Possession or Use)

The use, sale, or possession of tobacco products of any kind on school property or at school events.

TARDINESS

Arriving late to class.

THEFT

Taking property which does not belong to the student.

THREATS/INTIMIDATION

Verbal or written threats to bring harm to any person or groups of people.

TRUANCY

Being absent from school or individual classes without the knowledge of the parents or without permission from the school.

VERBAL ABUSE

Statement which intimidates, threatens, berates or otherwise harms another person.

WEAPONS POSSESSION

Bringing a weapon or look-a-like weapon and/or possession (without permission from appropriate school administrators) of any weapon anywhere on school campus, including on the person, in a locker or automobile or anywhere else. WEAPONS USE or THREAT Using or threatening to use a weapon or look-a-like weapon of any kind to inflict harm on another person.

This List is Not All-Inclusive. A student committing an act of misconduct not listed will nevertheless be subject to the discretionary authority of the School Administrator or Superintendent.

Implementation Plan (Roll Out)

Implementation Plan for Students and Parents

In order to accomplish this task, several components are in place.

They are as follows:

1. Behavioral expectations are defined – Be Respectful, Be Responsible, Be Safe, and Be Kind. A small number of clearly defined behavioral expectations are simply stated in positive terms. Each expectation has clearly defined definitions.
2. Behavioral expectations are taught. Behavioral expectations are identified for various settings in each school. The behaviors are taught to all of the students in the school through direct teaching with the help of staff.
3. Appropriate behaviors are acknowledged. Once appropriate behaviors have been defined and taught, they are acknowledged in various ways on a regular basis.
Examples of reinforcements used are; Falcon Tickets, Individual Awards, Student of the Month, Positive Office Referrals, Small Prizes, Assembly Recognition,
4. Data collection: Office discipline data is collected on school-wide behavior and a team reviews the data regularly to determine when and where the problems are occurring. The committee then brainstorms ways to proactively address the problems and to re-teach and reinforce positive behaviors. All staff is represented on the team.
5. Individual support is provided for students not responding to the school-wide system. FHUSD has a system for developing plans for individual students who may have a difficult time and need more support in a school setting. Teams meet regularly and involve parents as active partners in helping students to succeed.
6. Active support by all stakeholders: The entire school community is needed to be actively

involved in order to make the system successful. PBIS is a school-wide system for establishing a positive culture. The team has developed a comprehensive system for parents to learn more about PBIS in our schools including social media campaign, mailings, parent video about “What is PBIS?”, a parent handbook, and Parent University for August 10th (Falcon Fest/Meet the Teacher).

Fountain Hills Virtual Academy Handbook

Parent/Student Handbook 2021-2022

GENERAL INFORMATION

The Fountain Hills Unified School District offers students the option of taking a course where access to materials and communication with the instructor and other students is primarily accomplished online through Fountain Hills Virtual Academy, our K-12 online school. Fountain Hills Virtual Academy courses are taught by FHUSD teachers and are aligned to the Arizona College and Career Ready standards. Fountain Hills Virtual Academy is an approved Arizona Online Instruction provider through the Arizona State Board of Education and is fully accredited as an extension of the school district.

Fountain Hills Virtual Academy Parent/Student Handbook

All Fountain Hills Virtual Academy students must adhere to the FHUSD Parent/Student Handbook, in addition to the Fountain Hills Virtual Academy policies.

The Vision

Fountain Hills Virtual Academy will provide online and blended learning pathways for students, setting them on the course of self-motivated learning, in an environment that prepares them for a successful life in the global 21st century as well as the flexibility to learn their way.

The Mission

The Fountain Hills Virtual Academy mission is to provide an environment which allows students to take ownership and responsibility of their education by being flexible with course selections in order to help them reach their desired goals.

Enrollment Process

Enrollment is open to all students who reside in the State of Arizona. Enrollment options are full-time or part-time offering courses which may be taken on or off campus. There are no tuition costs to attend Fountain Hills Virtual Academy, except when a student takes independent study AP courses or opt to take a zero or 7th hour. In those instances, students will be charged a tuition fee.

Fountain Hills in-district students should contact their counselor for more information. Out-of-district parents should complete the online registration information at <https://www.fountainhillsschools.org/> or contact the school site registrar. Enrollment paperwork is online on our [website](#). Click on the "Register Here" button to take you to Enrollment Express. Students new to the district will need to provide proof of residence, a copy of the birth certificate,

immunization records and any prior transcripts.

Fountain Hills Virtual Academy Teachers

Fountain Hills Virtual Academy employs highly experienced and highly qualified Fountain Hills Unified School District teachers who are Arizona certified in the subject areas they are teaching. They are highly qualified to instruct online students throughout their coursework. Online teachers are available via email, chat, phone, and in-person during office hours.

Student Responsibilities

- In person meetings are required for:
- Enrollment and Orientation
- Final Exams
- Working approximately 6.5 hours a week per course and submitting work weekly.
- Checking fhacademics email daily for teacher communication.

Parent/Guardian Responsibilities

Parental support plays a key role in assisting students in completing online coursework. Parents are strongly encouraged to access their student's grades in their online course using the student's login information. Parents may check progress using the PowerSchool Parent Portal.

Parents may contact the Fountain Hills Virtual Academy staff at any time with questions regarding the program or student progress.

Safety and Security

All student coursework and communication will take place through Fountain Hills own email (fhacademics) and course delivery systems, in a safe, secure environment that is monitored by the district and accessible only to our students and instructors.

Pacing

- Students are able to work at their own pace; however, it **does not mean** that students do not actively participate in the class each week. Students enrolled in an online course must actively produce and submit assignments each week.
- Students are expected to log into Fountain Hills Virtual Academy daily to ensure successful and timely completion of the course.
- Fountain Hills Virtual Academy courses are designed to be completed in an 18-week period of time. Students are encouraged to set a schedule at the beginning of the course to ensure that they are working at an appropriate rate to complete the course on time.
- Off-campus students not making adequate progress may be required to return to campus until they are showing evidence of passing.

Dropping a Fountain Hills Virtual Academy Course

If a student drops by the 20th day of enrollment, the course is cancelled and no grade is reported. Students who drop due to serious illness may be considered for a drop without a grade. This is determined on an individual basis. Students who move out of state and are unable to complete may be considered for a drop without a grade. This is determined on an individual basis. A student who engages in inappropriate behavior as outlined by Fountain Hills/Fountain Hills Virtual Academy policies and procedures may be dropped.

Attendance

Arizona Law requires that **students taking online courses away from their school site** keep a daily log for their time spent on academic tasks related to their online learning. Each student who participates in the Fountain Hills Virtual Academy (FHVA) online schools will maintain a daily log. The daily log must list in minutes the amount of time spent on academic tasks for each course in which the student is enrolled. Success in courses is dependent on the student's active participation and engagement throughout the course. As such, students are required to log on at least five times a week in order to complete all assignments, quizzes and tests by the due date. The daily log is important because a student may be engaged in an academically related activity that does not require a technology device, but requires the minutes to be documented. Examples of such activity include but are not limited to: brainstorming and writing drafts; working through paper exercises; reading a book. Your commitment to regular online attendance will also send a message to your child that education is a priority, as well as the importance of taking their educational responsibilities seriously.

A FHVA staff member will provide each parent/guardian of a student enrolled in FHVA a copy of the daily log along with instructions for completing the log. The school will maintain a "sign-off" log that the parent/guardian will sign to indicate they received the documents. The log will be completed daily by the parent/guardian and filed weekly with the school. Each log filed with the school will be signed by a school staff member as to the date the log was received and who at the school received the log. The logs will be kept in paper format or electronically each week to be filed. The school shall maintain these daily logs for four fiscal years.

The Arizona Department of Education has determined that it should take at least 112.5 hours to complete an online semester course for students in high school. If students do not log the appropriate amount of time, credit will not be granted for the course. Students may record time for any activity related to the course, whether it is on the computer or not. This includes studying, reading, homework, projects, research, writing, and tests. Full-time students are expected to record a minimum of 6.5 hours (390 minutes) a week, preferably at least 65 minutes per day, for each Fountain Hills Virtual Academy course.

Virtual Academy Attendance Log									
School					CTDS				
Student Name					Grade				
Course	Minutes								
	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Total Mins	Minim Req'd
Math									
ELA									
Science									
Soc Studies									
Elective									
Spec Area									
Other									
Total									
Parent Signature						Date			
Staff Signature						Date			

Technical Requirements

Courses are accessible anytime and anywhere high-speed Internet is available. Content is viewable on cloud based computers, such as Chromebooks, as well as Mac and Windows computers. Most content is available on tablets, but it is not recommended that work is submitted using a tablet or phone.

Technical requirements:

- The Fountain Hills Virtual Academy portal (web address) is: <https://fhUSD.schoolsplp.com/login>
- Updated operating system Macintosh OSX , Windows 7 or Chrome OS, minimum
- High-speed Internet connection
- Preferred browser is Chrome, but can use Firefox or Safari. Browsers should be updated to the latest version. **Note: Internet Explorer is *NOT* recommended**
- Google Drive through the district provided fhacademics account
- Some courses require plugins to be installed.

CURRICULUM

Fountain Hills Virtual Academy offers students an individualized and unique learning environment. All courses are aligned to the Arizona State Standards. Click to see [Fountain Hills Virtual Academy course offerings](#).

Courses

- Each Fountain Hills Virtual Academy course completion is worth half of one credit, the same value for an equivalent in-person, semester course.
- Science credits available through Fountain Hills Virtual Academy satisfy the science lab credit required by post-secondary institutions.
- Fountain Hills Virtual Academy course grades count towards eligibility to participate in sports/activities.
- Military and NCAA candidates are encouraged to verify that online credits are accepted by the intended institution before enrollment.
- Off-campus students are required to record the time spent on coursework in an online log.

Grading

- Fountain Hills Virtual Academy teachers will monitor student activity throughout the course and will maintain consistent communication with students about their progress.
- Monthly grades for Fountain Hills Virtual Academy are considered progress grades until a final grade is posted in PowerSchool.
- Grading policies are detailed in the syllabus for each course.
- Students may check their grades through the gradebook link in each course. An explanation of how to interpret the gradebook is in the Orientation.
- The teacher is available for any questions or concerns about student progress.

Final Exams

Fountain Hills Virtual Academy final exams must be taken in person and will be proctored. Fountain Hills Virtual Academy teachers approve students to take final exams based on course completion and attendance requirements.

Course Credits and Transcripts

- Students are expected to know the restrictions and guidelines for Fountain Hills Virtual Academy credits if they are interested in the NCAA, are a military candidate, or will be graduating from a district other than the Fountain Hills Unified School District.
- Students receive credits upon successful course completion.
- Each Fountain Hills Virtual Academy course completion is worth half of one half credit, the same credit value that can be received in an equivalent in-person course.
- Any qualifying Arizona student can enroll full-time or part-time in Fountain Hills Virtual Academy.

- Credit Recovery course grades are CR (Credit) or F (Fail) and are for students who need to retake a course to earn credit.

Athletic and Activities Eligibility

Students who are participating in athletics and activities at our FHMS/FHHS must be passing all of their classes at each of the four quarter grading periods to be eligible for competition. The FHUSD Parent/Athlete Handbook states: Students must pass all classes to participate. An “F” grade at any quarter marking period will result in disqualification for a minimum of 15 school days. It is the responsibility of the athlete to apply for reinstatement through the Athletic Director. The student must be passing all classes to be eligible for reinstatement.

Students enrolled in Fountain Hills Virtual Academy courses are held to this same standard. Students must be making progress in these online classes at the quarter grading periods by receiving a progress grade of “D” or above to be eligible. If online students are not progressing at a level of a “D” grade or above at that time, they are subject to the 15 school day eligibility reinstatement process implemented by each High School’s Athletic Department.

For questions, contact FHMS/FHHS Athletic Director at 480-664-5534.

Clubs, Activities and Extracurricular Activities and Events

Students attending the FHVA are encouraged and permitted to attend all clubs, activities, extra-curricular activities and events.

State Testing

The State of Arizona requires that full-time and part-time Fountain Hills Virtual Academy students participate in mandatory state testing. If students do not participate, they are not eligible to continue enrollment with Fountain Hills Virtual Academy. Students and parents are notified of the dates and locations through mail, e-mail, announcements, and the teacher announcements. A picture ID is required when students sign in for state-mandated testing.

CODE OF CONDUCT

Student Expectations

Access to the technology related to Fountain Hills Virtual Academy requires certain responsibilities and obligations. Appropriate use of programs and technology made available is a must. Students are expected to be ethical, honest, and demonstrate respect for physical and intellectual property, system security protocols, and individuals’ rights to privacy, freedom from intimidation, harassment, and unwanted annoyance.

The following guidelines and policies apply to:

- Students who use computers belonging to the Fountain Hills Unified School District.
- Students who access network resources available through the Fountain Hills Unified School District.
- Students who bring personal electronic devices to a Fountain Hills Unified School District campus and events.
- Network access, including the Internet, is available to students.

Official district student email accounts, complete with Internet services, are also provided upon enrollment to enable more effective and efficient teacher and administrator communication with students and parents.

Fountain Hills also maintains contact information (home phone, email, cell phone, address) for appropriate communication business, and to promote instruction and learning. The district has taken technical and organizational precautions to restrict access to controversial materials; however, on a shared network it is impossible to control all controversial material. District administration believes the valuable information and

interaction available on our network and for the Internet far outweigh the possibility that users may experience material inconsistent with the educational goals of the district.

Virtual Class Guidelines for Accountable, Respectful, and Responsible Learning

Be Prepared

- Be on time to your class
- Make sure your tech is working properly and ready to go
- Set up a productive work space

Use Headphones

- Use headphones if you have them
- This will help with background noise and help you focus

Mute Yourself

- Be sure to mute your microphone upon entry
- ~~Mute after you are done sharing~~

Participate

- Camera On
- Listen to Others
- Ask Questions
- Be Respectful

Presentation

- Check your surroundings before you start class
- Dress Appropriately
- Use Appropriate Language

Chat Responsibly

- Ask and post only topic related questions and comments
- Be thoughtful with your comments
- ~~Be appropriate~~

Guidelines for Acceptable Use

Students enrolled in Fountain Hills Virtual Academy agree to abide by all rules listed in the Fountain Hills Unified School District “Guidelines for Acceptable Use.”

- Only devices (computers, phones, PDAs, drivers, etc) approved by district administration may be connected to the district network.
- Computers, telecommunications and network resources are to be used for educational purposes only.
- Students shall not purposely submit, publish, display or retrieve any defamatory, inaccurate, abusive, obscene, profane, threatening, sexually oriented, racially offensive or illegal material.
- Students shall abide by all copyright and trademark laws and regulations.
- Students shall not reveal personally identifiable data unless authorized to do so by designated school authorities.
- Students shall not reveal their personal logins/passwords, allow others to work using their login/passwords, or attempt to discover the login/passwords of others.
- Students shall not use the network in any way that would disrupt the use of the network by others.
- Students shall not attempt to harm hardware, software, or data, not interfere with the security of any computer, telecommunication or network resource.
- Students shall regularly read and respond to communication received via district-provided email accounts

according to the timeline expectations established by their school authorities.

Academic Integrity

Academic integrity means that all work a student submits is created by the student and is an **original representation of personal work**. Fountain Hills Virtual Academy values academic integrity and expects students to practice and maintain high standards of honesty and practice throughout their study with Fountain Hills Virtual Academy courses.

Fountain Hills Virtual Academy teachers monitor students' course presence and watch what students are doing online. The Fountain Hills Virtual Academy teacher can "see:"

- every mouse click a student makes within the course.
- the specific items a student is viewing.
- the exact date/time spent viewing/submitting work.
- if a student is submitting work or just clicking on items in the course.
- the computer address a student is using when viewing and submitting work.

Examples of academic integrity violations:

The definition of plagiarism is copying or imitating the language, ideas, and thoughts of another writer and passing them off as one's own original work. Specific examples of plagiarism that will result in discipline are:

- **Plagiarism** - presenting the work of another as one's own (without proper acknowledgement of the source). This includes the use of Internet sources. The sole exception to the requirement of acknowledging sources is when the ideas or information is common knowledge.
- **Facilitating Academic Misconduct** - giving or attempting to help another person commit an act of academic misconduct.
- **Fabrication and Falsification** - unauthorized alteration (change) or creation of any information or citation.
- **Cheating** - giving, using or attempting to see unauthorized materials, information, notes, study aids, or other devices, including unauthorized communication of information.
- **Tampering with Materials, Grades, or Records** - interfering with, altering, or attempting to alter school records, grades or other documents without authorization from an appropriate school official for the purpose of changing, falsifying, or removing original information found in such records.

Consequences of Academic Dishonesty

The use of Fountain Hills School District computer, telecommunication and network resource is a privilege, not a right, and may be revoked at any time. Violations of this privilege may result in disciplinary action under the guidelines and through the authority of the Governing Board and its policies. Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in the loss of credit and the loss of access to the online course.

Students will be asked to agree to a Student Code of Conduct related to Academic Integrity in each course.

FHUSD Special Education Policies and Procedures

Special Education Policies and Procedures

POLICY

Fountain Hills Unified School District will ensure that all children with disabilities within the boundaries of Fountain Hills Unified School District, including children with disabilities who are homeless or wards of the State, and children with disabilities attending private schools or home schools, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, and evaluated.

PROCEDURES

Individuals with Disabilities Education Act (IDEA '04) 34 CFR §300.111 Child Find

- 1) Fountain Hills Unified School District will identify, locate, and evaluate all children with disabilities within their geographic boundaries who are in need of special education and related services. This must include:
 - a. Children who are homeless;
 - b. Children who are highly mobile, including migrant children;
 - c. Children who are wards of the state; and,
 - d. Children who are attending private schools or home schools.
- 2) Child find must also include children who are suspected of being children with a disability and are in need of special education, even though:
 - a. They are advancing from grade to grade or
 - b. They are highly mobile children, including those who are migrant children.
- 3) Fountain Hills Unified School District will maintain a record of children who are receiving special education and related services.

AAC R7-2-401.C Public Awareness

- 1) Fountain Hills Unified School District shall inform the general public and all parents within the Fountain Hills Unified School District's boundaries of responsibility of the availability of special education services for students aged 3 through 21 years and how to access those services. This includes information regarding early intervention services for children aged birth through 2 years.
- 2) Fountain Hills Unified School District is responsible for public awareness in private schools located within their boundaries of responsibility.

AAC R7-2-401.D Child Identification and Referral

- 1) Fountain Hills Unified School District shall establish, implement, and make available (either in writing or electronically) to its school-based personnel and all parents within Fountain Hills Unified School District's boundaries of responsibility, written procedures for the identification and referral of all children with disabilities aged 3 through 21, including children with disabilities attending private schools and home schools, regardless of the severity of their disability.
- 2) Fountain Hills Unified School District shall require appropriate school-based personnel to review the written procedures related to child identification and referral on an annual basis. Fountain Hills Unified School District shall maintain documentation of school-based personnel review.
- 3) Procedures for child identification and referral shall meet the requirements of the IDEA and its regulations, A.R.S. Title 15, Chapter 7, and the State Board of Education rules R7-2-401.
- 4) Fountain Hills Unified School District is responsible for child identification activities in which the parents reside unless:
 - a. The student is enrolled in a charter school or public education agency that is not a school district.

In that event, the charter school or public education agency is responsible for child identification activities;

- b. The student is enrolled in a nonprofit private school. In that event, the school district within whose boundaries the private school is located is responsible for child identification activities.
- 5) Identification (screening for possible disabilities) shall be completed within 45 calendar days after:
 - a. Entry of each preschool or kindergarten student and any student enrolling without appropriate records of screening, evaluation, and progress in school; or
 - b. Notification to Fountain Hills Unified School District by parents of concerns regarding developmental or educational progress by their child (aged 3 years through 21 years).
- 6) Screening procedures shall include vision and hearing status and consideration of the following areas: cognitive or academic; communication; motor; social or behavioral; and adaptive development. Screening does not include detailed individualized comprehensive evaluation procedures.
- 7) For a student transferring in to a school, the Fountain Hills Unified School District shall review enrollment data and educational performance in the prior school. If there is a history of special education for a student not currently eligible for special education, or of poor progress, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services.
- 8) If a concern about a student is identified through screening procedures or through a review of records, Fountain Hills Unified School District shall notify the parents of the student of the concern within 10 school days and inform them of Fountain Hills Unified School District's procedures to follow up on the student's needs.
- 9) Fountain Hills Unified School District shall maintain documentation of the identification procedures used, the dates of entry into school or the notification by parents made pursuant to subsection (D)(5), and the dates of screening. The results shall be maintained in the student's permanent records in a location designated by the administrator. In the case of a student not enrolled, the results shall be maintained in a location designated by the administrator.
- 10) If the identification process indicates a possible disability, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services. A parent or a student who has reached the age of majority may request an evaluation of the student. For parentally placed private school students, the school district within whose boundaries the nonprofit private school is located is responsible for such evaluation.
- 11) If, after consultation with the parent, Fountain Hills Unified School District determines that a full and individual evaluation is not warranted, Fountain Hills Unified School District shall provide prior written notice and procedural safeguards notice to the parent in a timely manner.

EVALUATION Policies and Procedures

POLICY

A full and individual initial evaluation will be conducted by Fountain Hills Unified School District before the initial provision of special education and related services to a child with a disability in accordance with 34 CFR §§300.300–300.311 of the IDEA regulations. A reevaluation of each child with a disability will be conducted by Fountain Hills Unified School District in accordance with §§300.300–300.311 of the IDEA regulations.

PROCEDURES

§300.300 Parental Consent

- 1) When Fountain Hills Unified School District proposes to conduct an initial evaluation to determine if a child qualifies as a child with a disability, after reviewing existing data with the parents and

providing prior written notice, will obtain informed consent from the parent of the child before collecting any additional data.

- a. Parental consent for initial evaluation must not be construed as consent for initial provision of special education and related services.
 - b. Fountain Hills Unified School District must make reasonable efforts to obtain the informed consent from the parent for an initial evaluation.
- 2) For initial evaluations only, if the child is a ward of the state and is not residing with the child's parent, Fountain Hills Unified School District is not required to obtain consent from the parent if:
 - a. Despite reasonable efforts to do so, Fountain Hills Unified School District cannot discover the whereabouts of the parents of the child;
 - b. The rights of the parents of the child have been terminated by the court;
 - c. The rights of the parent to make educational decisions have been subrogated by a judge and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.
- 3) Fountain Hills Unified School District may, but is not required to, seek informed consent through due process procedures if the parent of a child who is enrolled or seeking to enroll in Fountain Hills Unified School District refuses consent for an initial evaluation.
- 4) Fountain Hills Unified School District must obtain informed consent from the parent of the child before the initial provision of special education and related services to the child and must make reasonable efforts to obtain that consent.
- 5) If a parent refuses consent for the initial provision of special education and related services, Fountain Hills Unified School District may not seek consent through due process hearing procedures. Fountain Hills Unified School District:
 - a. Will not be considered in violation for not providing FAPE;
 - b. Is not required to convene an IEP team meeting or develop an IEP for the child.
- 6) Fountain Hills Unified School District must obtain informed consent prior to conducting any reevaluation of a child with a disability.
 - a. If the parent refuses consent, Fountain Hills Unified School District may use due process hearing procedures to seek consent but does not violate its obligation if it declines to pursue the evaluation or the reevaluation.
 - b. The informed parental consent for reevaluation need not be obtained if Fountain Hills Unified School District can demonstrate that:
 - i. it made reasonable efforts to obtain such consent and has documented those attempts;
 - ii. the child's parent has failed to respond.
- 7) Parental consent is not required before:
 - a. Reviewing existing data as part of an evaluation or reevaluation; or
 - b. Administering a test or other evaluation that is administered to all children unless consent is required of parents of all children prior to administration.
- 8) Fountain Hills Unified School District may not use a parent's refusal to consent to one service or activity under this section to deny the parent or child any other service, benefit, or activity of Fountain Hills Unified School District, except as required by this part.
- 9) If a parent of a child who is home schooled or placed in a private school by the parents at their own expense does not provide consent for the initial evaluation or the reevaluation, or the parent fails to respond to a request to provide consent, Fountain Hills Unified School District may not utilize due process hearing procedures to seek consent.

§300.301 Initial Evaluations

- 1) Consistent with consent requirements of §300.300, either a parent of a child or Fountain Hills Unified School District may initiate a request for an initial evaluation to determine if a child is a

child with a disability.

- 2) The initial evaluation must:
 - a. Be completed within 60 days of receiving parental consent for the evaluation, unless:
 - i. The parents and Fountain Hills Unified School District agree that it is in the best interest of the child to extend the timeline to complete the evaluation for an additional 30 days;
 - ii. The child enrolls in Fountain Hills Unified School District from another public education agency after the parent has provided consent and before the determination of eligibility by the other agency (In that event, Fountain Hills Unified School District will ensure prompt completion of the evaluation); or
 - iii. The parent of a child with a disability repeatedly fails or refuses to produce the child for the evaluation.
 - b. Consist of procedures to determine if the child is a child with a disability and to determine the educational needs of the child.

§300.303 Reevaluations

- 1) Fountain Hills Unified School District will conduct a reevaluation of a child with a disability if:
 - a. Fountain Hills Unified School District determines that the educational or related service needs, including improved academic achievement and functional performance, of the child warrant a reevaluation, or
 - b. If the child's parents or teacher requests a reevaluation, except that
 - c. Fountain Hills Unified School District will not conduct a reevaluation more than once a year unless the parent and District agree otherwise.
- 2) Fountain Hills Unified School District will conduct a reevaluation at least once every 3 years, unless the parent and Fountain Hills Unified School District agree that a reevaluation is unnecessary.

§300.304 Evaluation Procedures

- 1) Fountain Hills Unified School District will provide prior written notice to the parents of a child who has or who is suspected of having a disability that describes the evaluation procedures that Fountain Hills Unified School District proposes to conduct.
- 2) In conducting an evaluation or reevaluation, Fountain Hills Unified School District will:
 - a. Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent in order to determine:
 - i. Whether the child is a child with a disability; and
 - ii. If the child is a child with a disability, information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities).
 - b. Not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child; and
 - c. Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
- 3) Fountain Hills Unified School District will ensure that evaluation materials and strategies:
 - a. Are selected and administered so as not to be discriminatory on a racial or cultural basis;
 - b. Are administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so;
 - c. Are used for the purposes for which the assessment(s) or measure(s) are valid and reliable;
 - d. Are administered by trained and knowledgeable personnel;
 - e. Are administered in accordance with the instructions provided by the assessment publisher;

- f. Are selected and administered so as to ensure that if administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure rather than reflecting the child's impairments (unless those skills are the factors being measured).
 - g. Assess the child in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, adaptive behavior, communicative status, and motor abilities; and
 - h. Are sufficiently comprehensive to identify all of the child's special education and related service(s) needs, whether or not those needs are commonly associated with the child's disability.
 - i. Provide relevant information that directly assists in determining the educational needs of the child.
- 4) Evaluations of children who transfer to or from another public education agency in the same school year are coordinated with the prior and subsequent schools, in order to expedite the completion of a full evaluation.

§300.305 Additional Evaluation Requirements

- 1) As part of an initial evaluation (if appropriate), and as part of any reevaluation, the IEP team and other qualified professionals, as appropriate, will:
 - a. Review existing evaluation data on the child including:
 - i. Evaluations and information provided by the parents;
 - ii. Current classroom-based, local, and statewide assessments, and classroom-based observations; and
 - iii. Observations by teachers and related services providers.
 - b. On the basis of that review and input from the child's parents, identify what additional data, if any, are needed to determine:
 - i. Whether the child is or continues to be a child with a disability and if so, the educational needs of the child;
 - ii. The present levels of academic achievement and related developmental needs of the child; and
 - iii. Whether the child needs special education and related services to enable the child to meet measurable annual IEP goals and to participate, as appropriate, in the general education curriculum.
 - c. The IEP team may conduct the review without a meeting.
- 2) If additional data are needed, Fountain Hills Unified School District will administer the assessments required to obtain the additional data.
- 3) If additional data are not needed to determine whether the child continues to be a child with a disability and to determine the child's educational needs, Fountain Hills Unified School District will notify the parents of:
 - a. The determination and the reasons for the determination; and
 - b. The right of the parents to request an assessment to determine whether the child continues to be a child with a disability and to determine the child's educational needs.
- 4) Fountain Hills Unified School District will evaluate a child before determining that the child is no longer a child with a disability except when the termination is due to graduation with a regular high school diploma or the child's reaching age 22.
- 5) When the child's eligibility terminates because of graduation or reaching age 22, Fountain Hills Unified School District will provide a summary of the child's academic achievement and functional performance that includes recommendations on how to assist the child in meeting the child's postsecondary goals.

§300.306 Determination of Eligibility

- 1) Upon completion of the evaluation process, Fountain Hills Unified School District will ensure that:
 - a. A group of qualified professionals and the parent of the child determine:
 - i. If the child is a child with a disability under the Individuals with Disabilities Education Act and the Arizona State Statutes; and
 - ii. If so, the educational needs of the child.
 - b. The parents are provided, at no cost, a copy of the evaluation report and eligibility determination.
- 2) A child will not be determined to be a child with a disability if the primary factor for the determination is:
 - a. Lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the ESEA as such section was in effect on the day before the date of enactment of the Every Student Succeeds Act (December 9, 2015));
 - b. Lack of appropriate instruction in math; or
 - c. Limited English proficiency.
- 3) The eligibility determination, including education needs, will be based on all of the information sources used in the evaluation process, and if the child is deemed eligible and in need of special education and related services, an IEP will be developed in accordance with §§300.320 through 300.324.

§300.307 Additional Procedures for Identifying Children with Specific Learning Disabilities

Option 1:

- 1) Fountain Hills Unified School District will use the state-adopted criteria for determining whether a child has a specific learning disability through a process based on the child's response to scientific, research-based intervention in conformity with IDEA Regulations §§300.307–300.311.

Option 2:

- 2) Fountain Hills Unified School District will establish a criterion for determining whether a child has a specific learning disability through the identification of a severe discrepancy between intellectual ability and achievement in conformity with IDEA Regulations §§300.307– 300.311.

Option 3:

- 3) Fountain Hills Unified School District will determine, on an individual child basis, the criteria for determining whether a child has a specific learning disability using one of the following criteria in conformity with IDEA Regulations §§300.307–300.311:
 - a. The state-adopted criteria based on a child's response to scientific, research-based intervention;
 - b. The identification of a severe discrepancy between intellectual ability and achievement.

§300.308 Additional Group Members

- 1) The determination of whether a child suspected of having a specific learning disability is a child with a disability must be made by the child's parents and a team of qualified professionals that must include:
 - a. The child's regular teacher; or
 - b. If the child does not have a regular teacher, then a regular teacher qualified to teach children of that age;
 - c. For a child of less than school age, an individual qualified by the State to teach children of his/her age;
 - d. At least one person qualified to conduct individual diagnostic evaluations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher.

§300.309 Determining the Existence of a Specific Learning Disability

- 1) A child may be determined to have a specific learning disability if:
 - a. The child does not achieve adequately for the child's age or to meet State-approved grade-level

standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or meet State– approved grade-level standards:

- i. Oral expression
 - ii. Listening comprehension
 - iii. Written expression
 - iv. Basic reading skill
 - v. Reading fluency skills
 - vi. Reading comprehension
 - vii. Mathematics calculation
 - viii. Mathematics problem solving
 - b. The child does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas in (1)(a) when using a process based on the child's response to scientific, research-based intervention; or
 - c. The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State– approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments.
- 2) The findings of this section are not primarily the result of:
- a. A visual, hearing, or motor disability;
 - b. Intellectual disability;
 - c. Emotional disturbance;
 - d. Cultural factors;
 - e. Environmental or economic disadvantage; or
 - f. Limited English proficiency.
- 3) The group must ensure that the underachievement is not due to a lack of appropriate instruction in reading or math and must consider:
- a. Data that demonstrate that prior to, or as part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
 - b. Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.
- 4) Fountain Hills Unified School District must promptly request parent consent to evaluate if, prior to referral, the child has not made adequate progress after an appropriate period of time when provided instruction described in (3)(a) and (b).

§300.310 Observation

- 1) Fountain Hills Unified School District must ensure that the child is observed in his/her learning environment, including the regular classroom setting, to document the child's academic performance and behavior in the areas of difficulty.
- 2) In the case of a child of less than school age or who is out of school, a group member must observe the child in an environment appropriate for a child of that age.

§300.311 Specific Documentation for the Eligibility Determination

- 1) For a child suspected of having a specific learning disability, the eligibility determination must contain a statement of:
 - a. Whether the child has a specific learning disability;
 - b. The basis for making the determination, including an assurance the determination was made in accordance with the Individuals with Disabilities Education Act;

- c. The relevant behavior, if any, noted during the observation and the relationship of that behavior to the child's academic functioning;
 - d. The educationally relevant medical findings, if any;
 - e. Whether the child does not achieve adequately for his/her age or to meet State-approved grade-level standards consistent with (1)(a); and does not make sufficient progress to meet age or State- approved grade-level standards consistent with (1)(b); or
 - f. The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards. or intellectual development consistent with (1)(c).
 - g. The determination of the group concerning the effects of a visual, hearing, or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency of the child's achievement level.
- 2) If the child participated in a process that assessed the child's response to scientific, research-based intervention, the determination must include:
- a. The instructional strategies used and the student-centered data collected;
 - b. Documentation that the child's parents were notified about the State's policies regarding the amount and nature of student performance that would be collected and the general education services that would be provided;
 - c. Strategies for increasing the rate of learning; and
 - d. The parent's right to request an evaluation.
- 3) Each group member must certify in writing whether the report reflects the member's conclusion. If it does not, the group member must submit a separate statement presenting the member's conclusions.

AAC R7-2-401.E Evaluation/Reevaluation

- 1) Fountain Hills Unified School District shall establish, implement, and make available to school-based personnel and parents within its boundaries of responsibility written procedures for the initial full and individual evaluation of students suspected of having a disability, and for the reevaluation of students previously identified as being eligible for special education.
- 2) Procedures for the initial full and individual evaluation of children suspected of having a disability and for the reevaluation of students with disabilities shall meet the requirements of IDEA and its regulations, state statutes, and State Board of Education rules.
- 3) The initial evaluation of a child being considered for special education, or the reevaluation per a parental request of a student already receiving special education services, shall be conducted within 60 calendar days from Fountain Hills Unified School District's receipt of the parent's informed written consent and shall conclude with date of the multidisciplinary evaluation team (MET) determination of eligibility.
- 4) If the parent requests the evaluation, Fountain Hills Unified School District, within a reasonable amount of time not to exceed 15 school days from the date it receives a parent's written request for an evaluation, either begin the evaluation by reviewing existing data or provide prior written notice refusing to conduct the requested evaluation. The 60- day evaluation period shall commence upon Fountain Hills Unified School District's receipt of the parent's informed written consent.
- 5) The 60-day evaluation period may be extended for an additional 30 days, provided it is in the best interest of the child and the parent and Fountain Hills Unified School District agree in writing to such an extension. Neither the 60-day evaluation period nor any extension shall cause a reevaluation to exceed the timelines for a reevaluation within three years of the previous evaluation.
- 6) Fountain Hills Unified School District may accept current information about the student from another state, public agency, public education agency, or through an independent educational evaluation. In such instances, the multidisciplinary evaluation team shall be responsible for reviewing and approving or

supplementing an evaluation to meet the requirements identified in subsections (E)(1) through (7). 7)

For the following disabilities, the full and individual initial evaluation shall include:

- a. Emotional disability: verification of a disorder by a qualified professional.
 - b. Hearing impairment:
 - i. An audiological evaluation by a qualified professional, and
 - ii. An evaluation of communication/language proficiency.
 - iii. Other health impairment: verification of a health impairment by a qualified professional.
 - c. Specific learning disability: a determination of whether the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state approved grade-level standards, or intellectual development that meets Fountain Hills Unified School District criteria through one of the following methods:
 - i. A discrepancy between achievement and ability;
 - ii. The child's response to scientific, research-based interventions; or
 - iii. Other alternative research-based procedures.
 - d. Orthopedic impairment: verification of the physical disability by a qualified professional.
 - e. Speech/language impairment: an evaluation by a qualified professional.
 - f. For students whose speech impairments appear to be limited to articulation, voice, or fluency problems, the written evaluation may be limited to:
 - i. An audiometric screening within the past calendar year,
 - ii. A review of academic history and classroom functioning,
 - iii. An assessment of the speech problem by a speech therapist, or
 - iv. An assessment of the student's functional communication skills.
 - g. Traumatic brain injury: verification of the injury by a qualified professional.
 - h. Visual impairment: verification of a visual impairment by a qualified professional.
- 8) The Department shall develop a list, subject to review and approval of the State Board of Education, of qualified professionals eligible to conduct the appropriate evaluations prescribed in subsection (E)(7).
- 9) The multidisciplinary evaluation team shall determine, in accordance with the IDEA and regulations, whether the requirements of subsections (E)(7(a) through (i) are required for a student's reevaluation.

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

Policies and Procedures

POLICY

A free appropriate public education (FAPE) will be available to all children within the boundaries of responsibility of Fountain Hills Unified School District, including children with disabilities who have been suspended or expelled from school as provided for in §300.530(d) of the IDEA regulations.

PROCEDURES

§300.306 Determination of Eligibility, §300.308 Additional Group Members

Fountain Hills Unified School District will make the determination that a child is eligible for special education and related services on an individual basis by a properly constituted team.

§300.101 Free Appropriate Public Education

- 1) For Preschool Children (3 to 5) Fountain Hills Unified School District will:
 - a. Make FAPE available no later than the child's third birthday;
 - b. Ensure that an IEP or an IFSP is in effect for each child by that date;
 - c. Ensure that a child's IEP team determines the date when services under the IEP or IFSP will begin if a child's third birthday occurs during the summer.

Fountain Hills Unified School District will: Refer any children who are suspected of having a

disability to the appropriate unified district or elementary district for evaluation and, if appropriate, for services.

2) For School-Aged Children (5 to 21)

Fountain Hills Unified School District will make FAPE available to any child who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade.

ARS 15-764.A(5) Powers of the School District Governing Board or County School Superintendent

The governing board of each school district or the county school superintendent shall establish policy with regard to allowable pupil teacher ratios and pupil-staff ratios within the school district or county for provision of special education services.

ARS 15-764.B Powers of the School District Governing Board or County School Superintendent

The special education programs and services established pursuant to this section and section 15-765 shall be conducted only in a school facility which houses regular education classes or in other facilities approved by the division of special education.

§300.105 Assistive Technology

- 1) Fountain Hills Unified School District will ensure that assistive technology devices or services, or both, will be available to a child with a disability, if required, as a part of:
 - a. Special education,
 - b. Related services, and
 - c. Supplementary aids and services.
- 2) On a case-by-case basis, Fountain Hills Unified School District will ensure the use of school-purchased assistive technology devices in a child's home or other setting if the child's IEP team determines that the child needs access to those devices in order to receive FAPE.

§300.106 Extended School Year Services (ESY)

- 1) Fountain Hills Unified School District will make extended school year services available as necessary to provide FAPE to children with disabilities.
 - a. ESY services will be provided only if a child's IEP team determines, in accordance with §§300.320–300.324, that the services are necessary for the provision of FAPE.
 - b. Services will not be:
 - i. Limited to a particular category of disability; or
 - ii. Unilaterally limited to the type, amount, or duration of services.
- 2) The ESY services that are provided to a child with a disability will:
 - a. Be provided beyond the normal school year of Fountain Hills Unified School District;
 - b. Be provided in accordance with the child's IEP;
 - c. Be provided at no cost to the parents of the child; and
 - d. Meet the standards of the State.

§300.107 Nonacademic Services

- 1) Fountain Hills Unified School District will afford children with disabilities an equal opportunity for participation in nonacademic and extracurricular services and activities including, as determined appropriate and necessary by the child's IEP team, the provision of supplementary aids and services.
- 2) Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by Fountain Hills Unified School District, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by Fountain Hills Unified

School District and assistance in making outside employment available.

§300.108 Physical Education

- 1) Fountain Hills Unified School District will make regular physical education services available to children with disabilities to the same extent that Fountain Hills Unified School District provides those services to children without disabilities, unless:
 - a. The child is enrolled full time in a separate facility; or
 - b. The child needs specially designed physical education as prescribed in the child's IEP.
- 2) If a child is enrolled in a separate facility, Fountain Hills Unified School District will ensure that the child receives appropriate physical education services.
- 3) If special physical education is prescribed in a child's IEP, Fountain Hills Unified School District will provide for those services, either directly or through other public or private programs.

§300.110 Program Options

- 1) Fountain Hills Unified School District will ensure that children with disabilities have available to them the variety of educational programs and services that are available to nondisabled children, including art, music, industrial arts, consumer and homemaking education, and vocational education.

§300.113 Routine Checking of Hearing Aids and External Components of Surgically Implanted Medical Devices

- 1) Fountain Hills Unified School District will ensure that the hearing aids worn in school by children with hearing impairments are functioning properly; and
- 2) The external components of surgically implanted medical devices (e.g., cochlear implants) are functioning properly, except that Fountain Hills Unified School District will not be responsible for any post-surgical maintenance, programming, or replacement of any component, external or internal, of the medical device.

§300.154 Methods of Ensuring Services

- 1) Fountain Hills Unified School District may use the Medicaid or other public benefits or insurance programs in which a child participates to provide or pay for services required under IDEA, as permitted under the public benefits or insurance program, except that Fountain Hills Unified School District:
 - a. May not require parents to sign up for or enroll in public benefits or insurance programs to receive FAPE;
 - b. May not require parents to incur out-of-pocket expenses such as payment of a deductible or co-pay for services required by IDEA, but may pay the cost that parents otherwise would be required to pay;
 - c. May not use a child's public benefit if that use would:
 - i. Decrease lifetime benefits;
 - ii. Result in the family paying for non-school services that would otherwise be paid for by public benefits;
 - iii. Increase premiums or lead to discontinuation of benefits; or
 - iv. Risk loss of eligibility.
- 2) Fountain Hills Unified School District must notify parents that their refusal to allow access to their public benefits does not relieve Fountain Hills Unified School District of its responsibility to provide all required IDEA services.
- 3) Fountain Hills Unified School District must obtain a one-time written consent from the parent, after providing written notification and before accessing the child's or the parent's public benefits for the first time. The consent must specify:

- a. The personally identifiable information that may be disclosed;
 - b. The purpose of the disclosure; and
 - c. The agency to which the disclosure may be made.
- 4) Fountain Hills Unified School District must provide a written notification to the child's parents before accessing the child's or parent's public benefits or insurance for the first time and prior to obtaining the one time parental consent and annually thereafter.

AAC R7-2-401.F Parental Consent

- 1) Fountain Hills Unified School District shall obtain informed written consent from the parent of the child with a disability before the initial provision of special education and related services to the child.
- 2) If the parent of a child fails to respond to a request for, or refuses to consent to, the initial provision of special education and related services, Fountain Hills Unified School District may not use mediation or due process procedures in order to obtain agreement or a ruling that the services may be provided to the child.
- 3) If the parent of the child refuses to consent to the initial provision of special education and related services, or the parent fails to respond to a request to provide consent for the initial provision of special education and related services, Fountain Hills Unified School District:
 - a. Will not be considered to be in violation of the requirement to make available FAPE to the child because of the failure to provide the child with the special education and related services for which the parent refuses to or fails to provide consent, and
 - b. Is not required to convene an IEP team meeting or develop an IEP in accordance with these rules.
- 4) If, at any time after the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, Fountain Hills Unified School District:
 - a. May not continue to provide special education and related services to the child, but shall provide prior written notice before ceasing the provision of special education and related services;
 - b. May not use the mediation procedures or the due process procedures in order to obtain agreement or a ruling that the services may be provided to the child;
 - c. Will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and
 - d. Is not required to convene an IEP team meeting or develop an IEP for the child for further provision of special education and related services.
- 5) If a parent revokes consent in writing for the child's receipt of special education services after the child is initially provided special education and related services, Fountain Hills Unified School District is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.

AAC R7-2-401.K Preschool Programs

Fountain Hills Unified School District is responsible for serving preschool children with disabilities and will establish, implement, and make available to its personnel and parents, written procedures for:

- 1) The operation of the preschool program, in accordance with federal statute and regulations and the state statutes, that provides a continuum of placements for students;
- 2) The smooth and effective transition from the Arizona Early Intervention Program to a public school preschool program in accordance with the agreement between the Department of Economic Security and the Department; and
- 3) The provision of a minimum of 360 minutes per week of instruction in a program that meets at least

216 hours over the minimum number of days.

AAC R7-2-401.L Children in Private Schools

Fountain Hills Unified School District will establish, implement, and make available to its personnel and parents written procedures regarding the access to special education services to students enrolled in private schools by their parents as identified by the IDEA and its regulations, state statutes, and State Board of Education rules.

Least Restrictive Environment (LRE)

Policies and Procedures

POLICY

Children with disabilities, including children in public or private institutions or other care facilities, will be educated to the maximum extent appropriate with children who are not disabled in accordance with §§300.114–300.117 of the IDEA regulations.

PROCEDURES

§300.114 LRE Requirements

Fountain Hills Unified School District will ensure that special classes, separate schooling, or other removals of children with disabilities from the regular educational environment occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

§300.115 Continuum of Alternative Placements

- 1) Fountain Hills Unified School District will make available a continuum of alternative placements to meet the needs of children with disabilities for special education and related services.
- 2) The continuum of alternative placements will include:
 - a. Instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions;
 - b. Supplementary services, such as a resource room or itinerant instruction, to be provided in conjunction with regular class placement.

§300.116 Placements

- 1) The placement decision for each child will be:
 - a. Made by a group that includes the parents and other persons knowledgeable about the child, about the meaning of the evaluation data, and about the placement options;
 - b. In conformity with the LRE provisions of the IDEA regulations;
 - c. Determined at least annually;
 - d. Based on the child's IEP; and
 - e. As close as possible to the child's home.
- 2) Unless the IEP of a child requires some other arrangement, the child will be educated in the school that he or she would attend if not disabled.
- 3) In selecting the LRE, consideration will be given to any potential harmful effect on the child or on the quality of services that she or he needs.
- 4) A child with a disability will not be removed from age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

§300.117 Nonacademic Settings

- 1) In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and other nonacademic activities, Fountain Hills Unified School

District must ensure that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child.

- 2) Fountain Hills Unified School District will ensure that the supplementary aids and services determined by the IEP team to be appropriate and necessary are provided to allow the child to participate in nonacademic settings.

AAC R7-2-401.H Least Restrictive Environment

- 1) Fountain Hills Unified School District shall establish, implement, and make available to its school-based personnel and parents, written procedures to ensure the delivery of special education services in the least restrictive environment as identified by IDEA and its regulations, the state statutes, and the State Board of Education rules.
- 2) A continuum of services and supports for students with disabilities shall be available through Fountain Hills Unified School District.

Individualized Education Plan (IEP)

Policies and Procedures

POLICY

Fountain Hills Unified School District shall ensure that an IEP is developed and implemented for each eligible child served by Fountain Hills Unified School District and for each eligible child placed in or referred to a private school or facility by Fountain Hills Unified School District in accordance with §§300.320–300.325 of the IDEA regulations.

PROCEDURES

§300.320 Contents of the IEP

- 1) The contents of each IEP will include a statement of:
 - a. The child's present levels of academic achievement and functional performance, including:
 - i. How the child's disability affects the child's involvement and progress in the general education curriculum; or
 - ii. For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
 - b. Measurable annual goals, including academic and functional goals designed to:
 - i. Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and
 - ii. Meet each of the child's other educational needs that result from the child's disability;
 - iii. For children with disabilities who take alternate assessments aligned to alternate achievement standards (MSAA and AIMS A), a description of benchmarks or short-term objectives;
 - c. How the child's progress toward meeting the IEP goals will be measured and when periodic reports on the child's progress toward the goals will be provided;
 - d. The special education and related services to be provided to the child, the supplementary aids and services to be provided to the child or on behalf of the child, and the program modifications or supports for school personnel that will be provided to enable the child:
 - i. To advance appropriately toward attaining the annual goals; and
 - ii. To be involved in and progress in the general education curriculum and to participate in extracurricular and other nonacademic activities with other children with disabilities and nondisabled children.
 - e. The extent, if any, to which the child will not participate with nondisabled children in the regular class and in extracurricular and other nonacademic activities;
 - f. Any individual accommodations that are needed to measure the academic achievement and

- functional performance of the child on State and district-wide assessments;
- g. If the IEP team determines that the child must take an alternate assessment instead of a particular regular State or district-wide assessment of student achievement, a statement of why:
 - i. the child cannot participate in the regular assessment; and
 - ii. the particular alternate assessment selected is appropriate for the child.
 - h. The projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications.
 - i. Beginning not later than the first IEP to be in effect when the child turns 16 (or younger if determined appropriate by the IEP team) and updated annually, the IEP will also include a statement of:
 - i. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills;
 - ii. Transition services (including courses of study) needed to assist the child in reaching those goals.
 - j. Beginning not later than one year before a student reaches the age of 18, the IEP will include a statement that the parents and the student have been informed of the rights under Part B, if any, that will transfer to the student on reaching the age of 18.

§300.321 The IEP Team

- 1) The IEP team for each child with a disability will include:
 - a. The parents of the child;
 - b. Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
 - c. Not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child;
 - d. A representative of Fountain Hills Unified School District who:
 - i. Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - ii. Is knowledgeable about the general education curriculum; and
 - iii. Is knowledgeable about the availability of resources of Fountain Hills Unified School District;
 - iv. May be a Fountain Hills Unified School District team member described in (b) through (f) if the above criteria are met.
 - e. An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in (b) through (f).
 - f. At the discretion of the parent or Fountain Hills Unified School District, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- g. Whenever appropriate, the child with a disability.
 - i. A child of any age if the purpose of the meeting is to consider postsecondary goals and transition services needed to assist the child in reaching the IEP goals.
 - ii. If the student does not attend the IEP meeting, Fountain Hills Unified School District will take other steps to ensure that the student's preferences and interests are considered.
- h. To the extent appropriate and with consent of the parents or the adult child, Fountain Hills Unified School District will invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.
- i. For a child who is transitioning from AzEIP, representatives from AzEIP must be invited to the initial IEP if the parent requests.

- 2) A member of the IEP team described in (1)(a) through (1)(e) is not required to attend the IEP meeting if the parent and the school agree in writing prior to the meeting that attendance is not necessary because the member's area of curriculum or related services is not being modified or discussed in the meeting.
- 3) A member of the IEP team described in (1)(a) through (1)(e) may be excused from attending the IEP meeting in whole or part when the meeting involves a modification to or discussion of the member's area of the curriculum or related services if the parent and Fountain Hills Unified School District consent to the excusal, in writing, and the member submits to the IEP team, in writing, input into the development of the IEP prior to the meeting.
- 4) 4) In the case of a child previously served by AzEIP, an invitation to the initial IEP team meeting must, at the request of the parent, be sent to the AzEIP service coordinator to assist with the smooth transition of services.

§300.322 Parent Participation

- 1) Fountain Hills Unified School District will take steps to ensure the parents of a child with a disability are present at each IEP meeting or are afforded the opportunity to participate by:
 - a. Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
 - b. Scheduling the meeting at a mutually agreed on time and place.
- 2) The meeting notice will:
 - a. Indicate the purpose, time, and location of the meeting and who will be in attendance; and
 - b. Inform the parents of the provisions relating to the participation of other individuals who have knowledge or special expertise about the child and of representatives of the AzEIP (if the meeting is for an initial IEP of a child transitioning from AzEIP).
- 3) Beginning not later than the first IEP to be in effect when the child turns 16, the notice will also:
 - a. Indicate that a purpose of the meeting will be the consideration of postsecondary goals and transition services;
 - b. Indicate that Fountain Hills Unified School District will invite the student; and
 - c. Identify any other agency that will be invited to send a representative.
- 4) If neither parent can attend, Fountain Hills Unified School District will use other methods to ensure parent participation, including individual or conference telephone calls.
- 5) A meeting may be conducted without a parent in attendance if Fountain Hills Unified School District is unable to convince the parents that they should attend. In this case, Fountain Hills Unified School District will maintain a record of its attempts to arrange a mutually agreed on time and place, such as:
 - a. Detailed records of telephone calls made or attempted and the results of those calls;
 - b. Copies of correspondence sent to the parents and any responses received; and
 - c. Detailed records of visits made to the parent's home or place of employment and the results of those visits.
- 6) Fountain Hills Unified School District will take whatever action is necessary to help the parent understand the proceedings at the IEP meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.
- 7) Fountain Hills Unified School District will give the parent a copy of the child's IEP at no cost to the parent.

§300.323 When IEPs Must Be in Effect

- 1) At the beginning of each school year, Fountain Hills Unified School District must have in effect for each child with a disability in its jurisdiction, an IEP as defined in §300.320.
- 2) Fountain Hills Unified School District will ensure that:
 - a. A meeting to develop an IEP for an eligible child is conducted within 30 days of a determination of eligibility for special education and related services.

- b. As soon as possible following the development of the IEP, the services indicated in the IEP are made available to the child.
 - c. An IEP will be in effect at the beginning of each school year.
- 3) For children aged 2 years 9 months through 5 years who were previously served by AzEIP, the IEP team will consider the contents of the child's IFSP. An IFSP may serve as the IEP of the child if:
 - a. Fountain Hills Unified School District has provided the parents with a detailed explanation of the differences between an IEP and an IFSP;
 - b. The parent and Fountain Hills Unified School District agree in writing to the use of an IFSP;
 - c. The IFSP contains an educational component that promotes school readiness and includes pre-literacy, language, and numeric skills; and
 - d. The IFSP is developed in accordance with IEP procedures.
- 4) Fountain Hills Unified School District will ensure that each child's IEP is accessible to each regular education teacher, special education teacher, related service provider, and any other service provider who is responsible for implementing the IEP.
 - a. Each teacher and related service provider will be informed of his or her specific responsibilities in implementing the IEP; and
 - b. The specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.
- 5) For a child with an IEP who transfers in to Fountain Hills Unified School District from another public education agency in Arizona, Fountain Hills Unified School District, in consultation with the parents, will provide a free appropriate public education (including services comparable to the services described in the existing IEP) until Fountain Hills Unified School District:
 - a. Reviews and adopts the child's IEP from the previous public education agency or
 - b. Develops, adopts, and implements a new IEP.
- 6) For a child with an IEP who transfers in to Fountain Hills Unified School District from another state, Fountain Hills Unified School District, in consultation with the parents, will provide a free appropriate public education (including services comparable to the services described in the existing IEP) until Fountain Hills Unified School District:
 - a. Conducts an evaluation for eligibility for special education in Arizona or determines that such an evaluation is unnecessary; and
 - b. Develops, adopts, and implements a new IEP, if appropriate.
- 7) To facilitate the transition of a child enrolling from another public education agency, either from within or from outside of Arizona, Fountain Hills Unified School District will take reasonable steps to promptly obtain the child's education records, including all records pertaining to special education, from the previous public education agency in which the child was enrolled.
- 8) When a records request is received from another public agency, from either within or outside of Arizona, Fountain Hills Unified School District will promptly respond to the request.

§300.324 Development, Review, and Revision of an IEP

- 1) In developing each child's IEP, the IEP team will consider:
 - a. The strengths of the child and the concerns of the parents for enhancing the education of their child;
 - b. The results of the initial or most recent evaluation of the child; and
 - c. The academic, developmental, and functional needs of the child.
- 2) In consideration of special factors, the IEP team must:
 - a. In the case of a child whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior;
 - b. In the case of a child with limited English proficiency, consider the language needs of the child

- as those needs relate to the child's IEP;
 - c. In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille) that instruction in Braille or the use of Braille is not appropriate for the child;
 - d. Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communication with peers and professional personnel in the child's language and communication mode, academic levels and full range of needs, including opportunities for direct instruction in the child's language and communication mode;
 - e. Consider whether the child requires assistive technology devices and services.
- 3) The regular education teacher of a child with a disability, as a member of the IEP team, must, to the extent appropriate, participate in the development, review, and revision of the child's IEP, including the determination of:
- a. Appropriate positive behavioral interventions and strategies for the child; and
 - b. Supplementary aids and services, program modifications, and/or supports for school personnel that will be provided for the child, consistent with §300.320(a)(4).
- 4) In making changes to the IEP after the annual IEP meeting, the parent and Fountain Hills Unified School District may agree to amend the IEP without a meeting to make those changes and instead, develop a written document to amend or modify the child's current IEP. Fountain Hills Unified School District:
- a. Inform all members of the child's IEP team of those changes and
 - b. Upon request, provide the parents with the revised copy of the IEP.
- 5) To the extent possible, Fountain Hills Unified School District will encourage the consolidation of evaluation, reevaluation, and IEP meetings for a child.
- 6) Fountain Hills Unified School District will ensure that the IEP team reviews the child's IEP periodically, but not less than annually, to determine if goals are being achieved and revises the IEP, when appropriate, to address:
- a. Any lack of expected progress toward the annual goals and in the general education curriculum, if appropriate;
 - b. The results of any reevaluation;
 - c. Information about the child provided to, or by, the parents;
 - d. The child's anticipated needs, or other matters.
- 7) If a participating agency other than Fountain Hills Unified School District fails to provide the transition services in an IEP, Fountain Hills Unified School District must reconvene the IEP team to identify alternative strategies to meet the child's transition outcomes.

§300.325 Private School Placements by the Public Education Agency

- 1) Before Fountain Hills Unified School District places a child with a disability in a private school or facility, Fountain Hills Unified School District must initiate and conduct a meeting to develop an IEP for the child and ensure that a representative of the private school or facility attends the meeting in person or by conference call.
- 2) Subsequent IEP reviews may be initiated and conducted by the private school at the discretion of Fountain Hills Unified School District. However, Fountain Hills Unified School District must ensure that:
 - a. The parents and Fountain Hills Unified School District representative are involved in any decisions about the child's IEP; and
 - b. They agree to any proposed changes in the IEP before those changes are implemented.

- 3) Fountain Hills Unified School District remains responsible for ensuring FAPE to a child placed by Fountain Hills Unified School District in a private school or facility.

§300.327 Educational Placements

Fountain Hills Unified School District must ensure that the parents of a child with a disability are members of any group that makes decisions on the educational placement of their child.

AAC R7-2-401.G Individualized Education Program (IEP)

- 1) Fountain Hills Unified School District shall establish, implement, and make available to its school-based personnel and parents written procedures for the development, implementation, review, and revision of IEPs.
- 2) Procedures for IEPs shall meet the requirements of the IDEA and its regulations, the state statutes, and the State Board of Education rules.
- 3) Procedures shall include the incorporation of Arizona academic standards as adopted by the State Board of Education into the development of each IEP and address grade-level expectations and grade-level content instruction.
- 4) Each IEP of a student with a disability shall be developed in accordance with IDEA and its regulations, state statutes, and State Board of Education rules. If appropriate to meet the needs of a student and to ensure access to the general curriculum, an IEP team may include specially designed instruction in the IEP that may be delivered in a variety of educational settings by a general education teacher or other certificated personnel provided that certificated special education personnel are involved in the planning, progress monitoring, and when appropriate, the delivery of the specially designed instruction.
- 5) Each student with a disability who has an IEP shall participate in the state assessment system. Students with disabilities can test with or without accommodations or modifications as indicated in the student's IEP. Students who are determined to have a significant cognitive disability based on the established eligibility criteria will be assessed with the state's alternate assessments as determined by the IEP team.
- 6) A meeting of the IEP team shall be conducted to review and revise each student's IEP at least annually, or more frequently if the student's progress substantially deviates from what was anticipated. Fountain Hills Unified School District shall provide written notice of the meeting to the parents of the student to ensure that parents have the opportunity to participate in the meeting. After the annual review, Fountain Hills Unified School District and parent may agree not to convene an IEP team meeting for the purposes of making changes, and instead may develop a written document to amend or modify the student's current IEP.
- 7) A parent or Fountain Hills Unified School District may request in writing a review of the IEP and shall identify the basis for requesting review. Such review shall take place within 45 school days of the receipt of the request at a mutually agreed upon date and time.

PROCEDURAL SAFEGUARDS

Policies and Procedures

POLICY

Fountain Hills Unified School District will establish, maintain, and implement procedural safeguards that meet the requirements of §§300.500 through 300.536 of the IDEA regulations.

PROCEDURES

§300.501 Opportunity to Examine Records; Parent Participation in Meetings

- 1) Fountain Hills Unified School District will ensure that the parents of a child with a disability shall be given an opportunity to inspect and review all education records with respect to the identification, evaluation, educational placement, and the provision of FAPE to the child.
- 2) Fountain Hills Unified School District will ensure that the parents of a child with a disability shall:

- a. Be given an opportunity to participate in meetings with respect to the identification, evaluation, educational placement, and the provision of FAPE to the child.
 - b. Be provided notice consistent with §300.322 to ensure they have the opportunity to participate in meetings.
 - c. Be members of any group that makes decisions on the educational placement of their child.
- 3) If neither parent can participate in a meeting in which a decision is to be made relating to the educational placement of their child, Fountain Hills Unified School District must use other methods to ensure their participation, including individual or conference telephone calls, or video conferencing.
- 4) A placement decision may be made by a group without the involvement of the parent, if Fountain Hills Unified School District is unable to obtain the parent's participation and has maintained a record of its attempts to ensure their involvement.

§300.502 Independent Educational Evaluation

- 1) The parents of a child with a disability have the right to obtain an independent educational evaluation of their child. Fountain Hills Unified School District must provide to parents, upon request for an independent educational evaluation:
 - a. Information about where an independent educational evaluation may be obtained; and
 - b. Fountain Hills Unified School District criteria applicable for independent educational evaluations. Fountain Hills Unified School District criteria for the independent educational evaluation must be the same as the criteria the agency uses when it conducts an evaluation, to the extent consistent with the parent's right to an evaluation.
- 2) A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by Fountain Hills Unified School District. If a parent requests an independent educational evaluation at public expense, Fountain Hills Unified School District must, without unnecessary delay, either:
 - a. File for a due process hearing to show that its evaluation is appropriate; or
 - b. Ensure that an independent educational evaluation is provided at public expense, unless the agency demonstrates in a hearing that the evaluation obtained by the parent did not meet agency criteria.
- 3) If a due process hearing decision is that Fountain Hills Unified School District evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense.
- 4) If a parent requests an independent educational evaluation, Fountain Hills Unified School District may ask for the parent's reasons for the objections but may not require the parent to provide an explanation and may not unreasonably delay either providing the independent educational evaluation at public expense or filing a request for due process to defend its evaluation.
- 5) A parent is entitled to only one independent educational evaluation at public expense each time Fountain Hills Unified School District conducts an evaluation with which the parent disagrees.
- 6) The results of any independent educational evaluation that is obtained by or provided to Fountain Hills Unified School District:
 - a. Must be considered by Fountain Hills Unified School District if it meets Fountain Hills Unified School District criteria in any decision with respect to the provision of FAPE to the child; and
 - b. May be presented by any party as evidence in a due process hearing.
- 7) If a hearing officer requests an independent educational evaluation as part of a due process hearing, the cost of the evaluation must be at public expense.

§300.503 Prior Notice by the Public Education Agency; Content of Notice

- 1) Written notice must be given to the parents of a child with a disability a reasonable time before Fountain Hills Unified School District:

- a. Proposes to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child; or
 - b. Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child.
- 2) The notice must include:
- a. A description of the action proposed or refused by Fountain Hills Unified School District;
 - b. An explanation of why Fountain Hills Unified School District proposes or refuses to take the action;
 - c. A description of each evaluation procedure, assessment, record, or report Fountain Hills Unified School District used as a basis for the proposed or refused action;
 - d. A statement that the parents of a child with a disability have protection under the procedural safeguards of this part, and if this notice is not an initial referral for evaluation, how a copy of a description of the procedural safeguards can be obtained;
 - e. Sources for parents to contact to obtain assistance in understanding the provisions of this part;
 - f. A description of other options that the IEP team considered and the reasons why those options were rejected;
 - g. A description of other factors that are relevant to Fountain Hills Unified School District's proposal or refusal.
- 3) The notice must be written in language understandable to the general public and provided in the native language or other mode of communication used by the parent.
- 4) If the native language or other mode of communication used by the parent is not a written language, Fountain Hills Unified School District must ensure:
- a. The notice is translated orally or by other means to the parent in his or her native language or other mode of communication;
 - b. That the parent understands the content of the notice;
 - c. That there is written evidence of these requirements.

§300.504 Procedural Safeguards Notice

- 1) A copy of the procedural safeguards available to the parent of a child with a disability must be given to the parents only one time a school year, except that a copy also must be given to the parents:
 - a. Upon initial referral or parent request for evaluation;
 - b. Upon receipt of a first complaint to the State or first request for a due process hearing in a school year;
 - c. When a disciplinary change of placement/removal has been initiated; or
 - d. Upon request by a parent.
- 2) The procedural safeguards notice must include a full explanation of all the procedural safeguards available under §300.148, §§300.151– 300.153, §300.300, §§300.502–300.503, §§300.505–300.515, §300.520, §§300.530–300.536, and §§300.610–300.625 relating to:
 - a. Independent educational evaluations;
 - b. Prior written notice;
 - c. Parental consent;
 - d. Access to education records;
 - e. Opportunity to present and resolve complaints through the due process hearing and State complaint procedures, including:
 - i. The time period in which to file a complaint;
 - ii. The opportunity for Fountain Hills Unified School District to resolve the complaint;
 - iii. The difference between due process hearing and State complaint procedures, jurisdictions, issues that may be raised, timelines, and relevant procedures.
 - f. The availability of mediation;

- g. The child's placement during the due process hearing;
 - h. Procedures for students subjected to placement in an interim alternative educational setting;
 - i. Requirements for unilateral placements by parents of children in private schools at public expense;
 - j. Due process hearings including requirements for disclosure of evaluation results and recommendations;
 - k. Civil actions, including timelines; and
 - l. Attorney fees.
- 3) This notice must meet the same requirements for understandable language as for the written prior notice described in §300.503.

§300.505 Electronic Mail

The parent of a child with a disability may elect to receive required notices by an electronic mail communication if Fountain Hills Unified School District makes that option available.

§300.506 Mediation

- 1) Fountain Hills Unified School District will establish procedures to allow parties to dispute (including those matters arising prior to a request for a due process hearing) to resolve disputes through mediation. Procedures will ensure that the mediation process:
 - a. Is voluntary on the part of the parties;
 - b. Is not used to deny or delay a parent's right to a due process hearing or any other right under the IDEA; and
 - c. Is conducted by a qualified and impartial mediator who is trained in effective mediation techniques.
- 2) Fountain Hills Unified School District may establish procedures to offer parents and schools that choose not to use mediation an opportunity to meet at a time and location convenient to the parties with a disinterested party:
 - a. Who is under contract with an appropriate alternative dispute resolution entity, a parent training and information center, or community parent resource center; and
 - b. Who would explain the benefits of and encourage the mediation process to the parents.

§300.507 Filing a Due Process Complaint

- 1) A parent or Fountain Hills Unified School District may file a request for a due process hearing relating to the identification, evaluation, or educational placement of a child with a disability.
- 2) The request for a due process hearing must allege a violation that occurred not more than two years before the date the parent or Fountain Hills Unified School District knew or should have known about the alleged violation.
- 3) Fountain Hills Unified School District must inform the parent of any free or low cost legal and other relevant services available in the area upon parent request.

§300.508 Due Process Complaint (Hearing)

- 1) Fountain Hills Unified School District will have procedures that require either party, or the attorney representing a party, to provide to the other party a confidential due process complaint.
- 2) The party filing the notice for a hearing must forward a copy of the request to the State.
- 3) The due process hearing complaint must include the following in order for the complaint to be heard:
 - a. The name of the child;
 - b. The residential address of the child;
 - c. The school of attendance;
 - d. A description of the nature of the problem of the child relating to the proposed or

refused initiation or change, including facts relating to the problem; and

- e. A proposed resolution of the problem to the extent known and available to the party at the time.
- 4) The due process complaint will be deemed sufficient unless the party receiving the complaint notifies the hearing officer and the other party in writing, within 15 days of receipt of the complaint, that it believes the complaint does not meet the content requirements.
- 5) Within five days of receipt of notice, the hearing officer must determine whether the complaint meets the requirements and notify the parties, in writing, of that determination.
- 6) A party may amend its due process complaint only if:
 - a. The other party consents in writing and is given an opportunity to resolve the complaint through the resolution process; or
 - b. The hearing officer grants permission, but in no case is it amended later than five days before the due process hearing begins.
- 7) If a party files an amended complaint, the relevant timelines begin again.
- 8) Fountain Hills Unified School District has not sent a prior written notice to the parent regarding the subject matter contained in the due process complaint, it must do so within 10 days of receiving the complaint.
- 9) Within 10 days of receiving the complaint, the receiving party will send to the other party a response that specifically addresses the issues raised in the due process complaint.

§300.510 Resolution Process

- 1) Within 15 days of receiving the notice of the parent's due process complaint and prior to the initiation of a due process hearing, Fountain Hills Unified School District must convene a meeting with the parent and the relevant members of the IEP team who have specific knowledge of the facts identified in the complaint that:
 - a. Includes a representative of Fountain Hills Unified School District who has agency decision-making authority;
 - b. May not include an attorney of Fountain Hills Unified School District unless the parent is accompanied by an attorney.
- 2) The purpose of the meeting is for the parent of the child to discuss the due process complaint and the factual basis of the complaint so Fountain Hills Unified School District has the opportunity to resolve the dispute.
- 3) The resolution meeting need not be held if:
 - a. The parent and Fountain Hills Unified School District agree in writing to waive the meeting; or
 - b. The parent and Fountain Hills Unified School District agree to use the mediation process.
- 4) The parent and Fountain Hills Unified School District determine the relevant IEP team members to attend the meeting.
- 5) If Fountain Hills Unified School District has not resolved the complaint to the satisfaction of the parent within 30 days of the receipt of the complaint, the due process hearing may occur. The timeline for issuing a final decision begins at the end of this 30-day period.
- 6) The failure of the parent to participate in the resolution meeting that has not been mutually agreed to be waived will delay the timelines for the resolution process and due process hearing until the meeting is held.
- 7) If Fountain Hills Unified School District is unable to obtain the participation of the parent after reasonable efforts have been made and documented, Fountain Hills Unified School District may, at the end of the 30-day period, request that the hearing officer dismiss the parent's due process complaint.
- 8) If Fountain Hills Unified School District fails to hold the resolution meeting within 15 days of receiving the complaint or fails to participate in the meeting, the parent may request that the hearing officer begin the hearing timeline.
- 9) The 45-day timeline for the due process hearing starts the day after:

- a. Both parties agree in writing to waive the resolution meeting; OR
 - b. After either the mediation or resolution meeting starts but before the end of the 30-day resolution period, the parties agree in writing that no agreement is possible; OR
 - c. If both parties agree in writing to continue the mediation at the end of the 30-day resolution period, but later, one party withdraws from the mediation process.
- 10) If a resolution is reached at the meeting, the parties must execute a legally binding agreement that is:
- a. Signed by both the parent and Fountain Hills Unified School District representative who has authority to legally bind Fountain Hills Unified School District; and
 - b. Enforceable in any state court of competent jurisdiction or in a district court of the United States.
- 11) Either party may void the agreement within 3 business days of the agreement's execution

§300.518 Child's Status during Proceedings

- 1) The child involved in the due process hearing complaint must remain in his or her current educational placement:
 - a. Unless a discipline appeal has been filed as provided in §300.533;
 - b. During the pendency of any administrative or judicial proceeding regarding a due process complaint notice requesting a due process hearing under §300.507; or
 - c. Unless Fountain Hills Unified School District and parents of the child agree otherwise.
- 2) If the complaint involves an application for initial admission to public school, the child, with the consent of the parents, must be placed in the public school until the completion of all the proceedings.
- 3) If the complaint involves an application for initial services for a child who has turned 3 and is transitioning from Part C to Part B, Fountain Hills Unified School District is not required to provide the Part C services the child had been receiving. If the child is found eligible for special education and related services under Part B and the parent consents to the initial provision of services under §300.300(b), then Fountain Hills Unified School District must provide those services that are not in dispute.
- 4) If the hearing officer agrees with the child's parents that a change of placement is appropriate, that placement must be treated as an agreement between the State and parent for the purposes of (1)(c) of this section.

§300.519 Surrogate Parents

- 1) Fountain Hills Unified School District will ensure that the rights of a child are protected by assigning an individual to act as a surrogate for the parents when:
 - a. No parent can be identified;
 - b. After reasonable efforts are made, no parent can be located;
 - c. The child is a ward of the State (with no foster parent); or
 - d. The child is an unaccompanied homeless youth as defined by the McKinney-Vento Homeless Assistance Act.
- 2) Fountain Hills Unified School District will have a method for determining when a surrogate parent is needed and for making surrogate parent assignments.
- 3) Fountain Hills Unified School District will ensure that a person selected as a surrogate parent:
 - a. Is not an employee of the State, Fountain Hills Unified School District, or any other agency that is involved in the education or care of the child;
 - b. Has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents; and
 - c. Has knowledge and skills that ensure adequate representation of the child.
- 4) In the case of an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents until a surrogate parent can be appointed that meets all the requirements of this

section.

§300.520 Transfer of Parental Rights at Age of Majority

- 1) When a child with a disability reaches age 18, unless that child has been determined to be incompetent:
 - a. Fountain Hills Unified School District will provide any notice required by the IDEA regulations to both the child and the parents; and
 - b. All rights accorded to parents under Part B of the Act transfer to the child.
- 2) When the rights are transferred, Fountain Hills Unified School District will provide notice to the child and parent of the transfer of rights.

AAC R7-2-401.I Procedural Safeguards

Fountain Hills Unified School District shall establish, implement, and make available to school-based personnel and parents of students with disabilities written procedures to ensure children with disabilities and their parents are afforded the procedural safeguards required by federal statute and regulation and state statute. These procedures shall include dissemination of information to parents about Fountain Hills Unified School District's and the state's dispute resolution options.

- 1) In accordance with the requirements of IDEA, prior written notice shall be provided to the parents of a child within a reasonable time after Fountain Hills Unified School District proposes to initiate or change, or refuses to initiate or change, the identification, evaluation, educational placement or provision of FAPE to the child, but before the decision is implemented.

DISCIPLINE

Policies and Procedures

POLICY

A child with a disability may be disciplined for a violation of the student code of conduct, including removal from his or her current placement to an appropriate interim alternative educational setting, another setting, suspension, or expulsion in accordance with IDEA Regulations §§300.530 through 300.536.

PROCEDURES

§300.530 Authority of School Personnel

- 1) On a case-by-case basis and in consideration of any unique circumstances, school personnel may remove a child with a disability who violates a student code of conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement under §300.536.
- 2) After a child with a disability has been removed from his or her current placement for 10 school days in the same school year, during any subsequent days of removal, Fountain Hills Unified School District must provide services to the extent required to:
 - a. Enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting his/her IEP goals; and
 - b. Receive, as appropriate, a functional behavioral assessment, behavioral intervention services, and modifications that are designed to address the behavior violation so that it does not recur.
- 3) The Fountain Hills Unified School District is only required to provide services during periods of removal to a child with a disability who has been removed from his or her current placement for 10 days or less in that school year, if it provides services to nondisabled children similarly removed.
- 4) After a child with a disability has been removed from his or her current placement for 10 school days and the current removal is for not more than 10 consecutive school days and not a change of placement,

school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed, so as to enable the child to continue to participate in the general education curriculum and to progress toward meeting the IEP goals.

- 5) If the removal is a change in placement, the child's IEP team determines the appropriate services.
- 6) Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Fountain Hills Unified School District, parent, and relevant members of the IEP team must review all relevant information in the student's file, the IEP, teacher observations, and any relevant information to determine:
 - a. If the conduct was caused by, or had a direct and substantial relationship to, the child's disability; or
 - b. If the conduct in question was the direct result of Fountain Hills Unified School District's failure to implement the IEP.
- 7) The conduct must be determined to be a manifestation of the disability if either (6)(a) or (b) occurred, and if the IEP was not implemented, Fountain Hills Unified School District must take immediate steps to remedy that deficiency.
- 8) If Fountain Hills Unified School District, parent, and relevant members of the IEP team determine that the conduct was a manifestation of the child's disability, the child must be returned to the placement from which the child was removed, unless the parent and Fountain Hills Unified School District agree to a change of placement. The IEP team must either:
 - a. Conduct a functional behavioral assessment, unless one has already been done, and implement a behavioral intervention plan; or
 - b. If a behavioral intervention plan has already been developed, review the plan and modify it, as necessary, to address the behavior.
- 9) School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to manifestation of disability if the child:
 - a. Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of a state or Fountain Hills Unified School District;
 - b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a state or Fountain Hills Unified School District; or
 - c. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a state or Fountain Hills Unified School District.
- 10) Fountain Hills Unified School District will notify parents and provide notice of procedural safeguards on the day the PEA determines the student has violated the code of conduct and the violation constitutes a change of placement (i.e., interim alternative education setting).

AAC R7-2-401.P Suspension and Expulsion

- 1) Fountain Hills Unified School District shall establish, implement, and make available to personnel and parents written procedures for the suspension and expulsion of students with disabilities.
- 2) Fountain Hills Unified School District shall require all school-based staff involved in the disciplinary process to review the policies and procedures related to suspension and expulsion on an annual basis. Fountain Hills Unified School District shall maintain documentation of staff review.
- 3) Procedures for such suspensions and expulsions shall meet the requirements of the IDEA and its regulations, and state statutes.

§300.531 Determination of Setting

The child's IEP team determines the interim alternative educational setting for services.

CONFIDENTIALITY

Policies and Procedures

POLICY

Fountain Hills Unified School District will ensure that protection of the confidentiality of any personally identifiable data, information, and records collected or maintained by the agency will be in accordance with 34 CFR §§300.611–300.627.

PROCEDURES

§300.613 Access Rights

- 1) Fountain Hills Unified School District must permit parents to inspect and review any education records relating to their children that are collected, maintained, or used by the agency under IDEA. Fountain Hills Unified School District must comply with a request without unnecessary delay and in no case more than 45 days after the request has been made and before:
 - a. Any IEP meeting;
 - b. Any hearing involving a due process complaint or disciplinary hearing; or
 - c. Any resolution session.
- 2) The right to inspect and review education records includes:
 - a. The right to a response from Fountain Hills Unified School District to reasonable requests for explanations and interpretations of the records;
 - b. The right to request that Fountain Hills Unified School District provide copies of the records if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and
 - c. The right to have a representative of the parent inspect and review the records.
- 3) Fountain Hills Unified School District may presume that the parent has authority to inspect and review records relating to his or her child unless Fountain Hills Unified School District has been advised to the contrary by legal proceeding involving guardianship, separation, and divorce.

§300.614 Record of Access

Fountain Hills Unified School District will keep a record of parties obtaining access to education records collected, maintained, or used under IDEA (except access by parents and authorized employees of the agency), including:

- a. The name of the party;
- b. The date access was given; and
- c. The purpose for which the party is authorized to use the records.

§300.615 Records on More Than One Child

If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child.

§300.616 Lists of Types and Locations of Information

Fountain Hills Unified School District must provide parents on request a list of the types and locations of education records collected, maintained, or used by Fountain Hills Unified School District.

§300.617 Fees

- 1) Fountain Hills Unified School District may charge a fee for copies of records that are made for parents if the fee does not effectively prevent the parents from exercising their right to inspect and review records.
- 2) Fountain Hills Unified School District may not charge a fee to search for or to retrieve information.

§300.618 Amendment of Records at Parent's Request

- 1) A parent who believes that information in the education records collected, maintained, or used by Fountain Hills Unified School District is inaccurate or misleading or violates the privacy or other rights of the child may request the agency to amend the information.
- 2) Fountain Hills Unified School District must decide whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request.
- 3) If Fountain Hills Unified School District refuses to amend the information in accordance with the request, it must inform the parent of the refusal and advise the parent of the right to a hearing under §300.619.

§300.619 Opportunity for a Hearing

Fountain Hills Unified School District must, on request, provide an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child.

§300.620 Result of Hearing

- 1) If, as a result of a hearing, Fountain Hills Unified School District decides to amend information determined inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must do so accordingly and so inform the parent in writing.
- 2) If, as a result of a hearing, Fountain Hills Unified School District decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must inform the parent of the parent's right to place in the maintained records a statement commenting on the information or setting forth any reasons for disagreeing with Fountain Hills Unified School District's decision.

§300.622 Consent

- 1) Parental consent must be obtained before personally identifiable information is disclosed to parties other than participating agencies, unless the information is contained in education records and the disclosure is authorized without parent consent under FERPA.
- 2) Parental consent must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services in accordance with §300.321.
- 3) If a child is enrolled, or is going to enroll, in a private school that is not located in the boundaries of the district of the parent's residence, parental consent must be obtained before any personally identifiable information about the child is released between officials in the district where the private school is located and officials in the district of the parent's residence.

AAC R7-2-401.J(4) Confidentiality

Upon receiving a written request, Fountain Hills Unified School District shall forward special education records to any other public education agency in which a student has enrolled or is seeking to enroll. Records shall be forwarded within the time-frame specified in A.R.S. § 15- 828(F). Fountain Hills Unified School District shall also forward records to any other person or agency for which the parents have given signed consent.

§300.623 Safeguards

- 1) Fountain Hills Unified School District must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.
- 2) One official at Fountain Hills Unified School District must assume responsibility for ensuring the confidentiality of any personally identifiable information.
- 3) All persons collecting or using personally identifiable information must receive training or instruction regarding the State's policies and procedures under 300.123 and FERPA (34 CFR part 99).

- 4) Fountain Hills Unified School District must maintain, for public inspection, a current listing of the names and positions of its employees who may have access to personally identifiable information.

AAC R7-2-401.J(1) Confidentiality

Fountain Hills Unified School District shall establish, implement, and make available to its personnel and parents written policies and procedures to ensure the confidentiality of records and information in accordance with the IDEA and its regulations, the Family Educational Rights and Privacy Act (FERPA) and its regulations, and state statutes.

§300.624 Destruction of Information

- 1) Fountain Hills Unified School District must inform parents when personally identifiable information collected, maintained, or used for IDEA purposes is no longer needed to provide educational services to the child. The information must be destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

AAC R7-2-401.J(2) Confidentiality

Parents shall be fully informed about the requirements of the IDEA and regulations, including an annual notice of the policies and procedures that the PEA shall follow regarding storage, disclosure to a third party, retention, and destruction of personally identifiable information.

§300.625 Children's Rights

- 1) The rights of the parents regarding educational records are transferred to the student at age 18 under FERPA.
- 2) If the rights of the parents regarding educational records are transferred to the student at age 18 under the IDEA, Fountain Hills Unified School District must provide any notice required under the procedural safeguards provisions.

AAC R7-2-401.J(3) Confidentiality

The rights of parents regarding education records are transferred to the student at age 18, unless the student has been adjudicated incapacitated, or the student has executed a delegation of rights to make educational decisions pursuant to A.R.S. §15-773.

§300.532 Appeal

- 1) The parent of a child with a disability who disagrees with any decision regarding placement under §§300.530 and 300.531 or the manifestation determination may appeal the decision by requesting an expedited due process hearing in conformance with §§300.310 through 300.314 and AAC R7-2-405.I.
- 2) If Fountain Hills Unified School District believes that maintaining the current placement of the child is substantially likely to cause injury to the child or others may appeal the decision by requesting an expedited due process hearing in conformance with §§300.310 through 300.314 and AAC R7-2-405.I.

§300.533 Placement during Appeals

The student must remain in the interim alternative educational setting pending the decision of the hearing officer or expiration of the interim setting, whichever comes first, unless the parent and Fountain Hills Unified School District agree otherwise.

§300.534 Protections for Children Not Determined Eligible for Special Education and Related Services

- 1) A student who has not been determined eligible and who engaged in a behavior that violated a code of student conduct may assert protections if Fountain Hills Unified School District had knowledge that the

child was a child with a disability before the behavior that precipitated the disciplinary action occurred Fountain Hills Unified School District must be deemed to have such knowledge if:

- a. The parent of the child expressed concern in writing to supervisory or administrative personnel of Fountain Hills Unified School District, or a teacher of the child, that the child is in need of special education and related services;
 - b. The parent of the child requested an evaluation of the child pursuant to §§300.300 through 300.311; or
 - c. The teacher of the child, or other personnel of Fountain Hills Unified School District, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education or to other supervisory personnel of Fountain Hills Unified School District.
- 2) Fountain Hills Unified School District would not be deemed to have knowledge if the parent of the child:
- a) Has not allowed an IDEA evaluation of the child;
 - b) Has refused special education services for the child; or
 - c) The child has been evaluated and determined to not be a child with a disability under IDEA.
- 3) If Fountain Hills Unified School District does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be disciplined as other children without disabilities who engage in comparable behaviors.
- 4) If an evaluation is requested during the time in which a child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.
- a. Until the evaluation is completed, the child remains in the educational placement determined by Fountain Hills Unified School District, which can include suspension or expulsion without educational services.
 - b. If the child is determined to be a child with a disability, Fountain Hills Unified School District must provide special education and related services in accordance with this part, including the requirements of §§300.530 through 300.536.

§300.535 Referral to and Action by Law Enforcement and Judicial Authorities

- 1) Fountain Hills Unified School District may report a crime committed by a child with a disability to appropriate authorities to enable Fountain Hills Unified School District to exercise its responsibilities.
- 2) When Fountain Hills Unified School District is reporting a crime committed by a child with a disability, the district will ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime, but only to the extent permitted by FERPA.

§300.536 Change of Placement Because of Disciplinary Removals

- 1) A change of placement occurs if:
 - a. The removal is for more than 10 consecutive school days; or
 - b. The child has been subjected to a series of removals that constitute a pattern:
 - i. because the series of removals total more than 10 school days in a school year;
 - ii. because the child's behavior is substantially similar to the behavior in previous incidents that resulted in a series of removals; and
 - iii. because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.
- 2) Fountain Hills Unified School District will determine on a case-by-case basis whether a pattern of removals constitutes a change of placement, and such determinations are subject to review through due process and judicial proceedings.

GRADUATION

Policies and Procedures

POLICY

The public agency shall provide a FAPE to all eligible students until termination of eligibility due to graduation from secondary school with a regular diploma or due to exceeding 21 years of age, in accordance with §300.305 and ARS 15-701.01(A)(3) and (B).

PROCEDURES

ARS 15-701.01(B) and AAC R7-2-301(D)(1)

- 1) Fountain Hills Unified School District ensures that the governing board shall prescribe graduation criteria for students with disabilities from its high schools, which shall include accomplishment of the academic standards in at least reading, writing, mathematics, science, and social studies, as determined by district assessment. Fountain Hills Unified School District ensures that the governing board shall develop a course of study and graduation and promotion requirements for all students placed in special education programs in accordance with R7- 2-401 et seq.

§300.102 Limitation—Exception to FAPE for Certain Ages

- 1) Fountain Hills Unified School District will not be obligated to provide FAPE to students with disabilities who have graduated from high school with a regular high school diploma.
- 2) The exception does not apply to children who have graduated from high school but have not been awarded a regular high school diploma.
- 3) Graduation from high school with a regular high school diploma constitutes a change of placement requiring prior written notice in accordance with §300.503.

§300.305 Additional Requirements for Evaluations and Reevaluations

- 1) An evaluation is not required before the termination of a child's eligibility due to graduation from secondary school with a regular diploma or due to the child's exceeding 21 years of age.
- 2) For a child no longer eligible due to graduation or exceeding the age of eligibility, Fountain Hills Unified School District must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

ARS 15-701.01(3) High School Graduation Requirements

Pupils with disabilities as defined in ARS 15-761 or children who receive special education as defined in 15-763 shall not be required to achieve passing scores on competency tests (AzM2) in order to graduate from high school unless the pupil is learning at a level appropriate for the pupil's grade level in a specific academic area and unless a passing score on a competency test is specifically required in a specific academic area by the pupil's IEP as mutually agreed on by the pupil's parents (or 18-year-old student) and the IEP Team.

Policies

EEAE-R Student Conduct Transportation

The safety and welfare of student riders is to be the first consideration in all matters pertaining to transportation. R17-4-606(D) states, with respect to the authority of bus drivers, "The driver of a school bus is responsible for the orderly conduct and safety of the students and other passengers being transported. All adult passengers, such as coaches, teachers, monitors, etc., are also under the authority of the bus driver. Continued disorderly conduct or refusal to respect the authority of the school bus driver shall be sufficient reason for the student to be denied transportation."

Student behavior on a school bus will be the same as that in a well-ordered classroom with the exception that students are free to talk, but with no screaming or shouting.

EEAE-EA Bus Safety Program

Arriving at pickup point:

- Be on time. Leave home in good time so that you will arrive at the pickup point before the school bus.
- If you have to walk along the road to reach the bus stop, walk on the left side facing oncoming traffic.
- Walk on the shoulder of the road where possible, and not on the traveled portion.
- If other students are waiting at the bus stop, get in line without pushing or crowding and stay off the roadway.

Board the bus:

- Line up in single file, with younger students in front, so they can board first.
- Wait until the bus comes to a complete stop before attempting to get on board.
- Board the bus quickly but without crowding or pushing.
- Never run on the bus, as the steps or floor may be slippery, especially in wintertime. Place your foot squarely on the step, not on the edge and use the handrail.
- Be particularly careful if you are carrying books or parcels, as it is difficult to see the steps and to hold the handrail.
- Go directly to your seat and sit straight, well to the back of the seat, and face the front of the bus.

Conduct on the bus:

- The bus will not move until all passengers are seated.
- Remain seated throughout the trip, and leave your seat only when the bus has reached its destination and comes to a complete stop.
- Keep your books and parcels on your lap or put them under the seat or on the luggage rack.
- Keep the aisle clear.
- Do not talk to the driver except in case of emergency.
- Avoid doing anything that might disturb or interfere with the driver. Refrain from loud or boisterous talking or yelling.
- Do not open windows without the driver's permission.
- Never stick hands, arms, head, or feet out of the windows of the bus.
- Do not throw anything within the bus or out of a window; you might injure a pedestrian or force a motorist to make a dangerous maneuver.
- Do not touch the emergency door or exit controls or any of the bus safety equipment.
- Do not discard refuse in the bus. Eat at home or school, but not on the bus.
- Obey promptly the directions and instructions of the school bus driver.

Prohibited items:

- Tobacco is not allowed in a school bus.
- Alcoholic beverages shall not be carried in a school bus.
- Insects, reptiles, or other animals shall not be transported in a school bus. [A.A.C. R17-4-606(G)(7)]
- No weapon, explosive device, harmful drug, or chemical shall be transported in a school bus.

Exit from the bus:

- Remain seated until the bus has reached its destination and comes to a complete stop.
- Do not push or crowd when leaving the bus.

Crossing the highway:

- If you must cross the road, walk to a point about ten feet in front of bus but do not cross until you can see that the driver has indicated that it is safe to do so.
- As you cross the road, look continuously to the right and left. At an intersection, look in all directions.
- Cross at right angles. Never cross the highway diagonally.
- Walk briskly across the road, but do not run.
- Never cross the road behind the bus.

Accident or other emergency:

- In case of an accident or emergency, older students should help the driver to maintain order and assist younger students.
- Stay in the bus unless otherwise directed by the driver.
- If you have to leave the bus, stay in a group and obey the driver's instructions.
- Do not expose yourself or others to needless hazard.

IJNDB-R Use of Technology Resources in Instruction (Safety and use of Electronic Information Services)

Use of the electronic information services (EIS) requires that the use of the resources be in accordance with the following guidelines and support the education, research, and educational goals of the District. Filtering, monitoring, and access controls shall be established to:

- Limit access by minors to inappropriate matter on the Internet and World Wide Web.
- Monitor the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications.
- Monitor for unauthorized access, including so-called "hacking," and other unlawful activities by minors online.
- Restrict access by minors to materials harmful to minors.

Content Filtering

A content filtering program or similar technology shall be used on the networked electronic information services (EIS) as well as on standalone computers capable of District authorized access to the Internet. The technology shall at a minimum limit access to obscene, profane, sexually oriented, harmful, or illegal materials. Should a District adult employee have a legitimate need to obtain information from an access-limited site, the Superintendent may authorize, on a limited basis, access for the necessary purpose specified by the employee's request to be granted access.

Education, Supervision, and Monitoring

It is the responsibility of all District employees to be knowledgeable of the Board's policy and administrative regulations and procedures related to the use of technology resources. Employees are further responsible, to the extent prudent to an individual's assignment, to educate, supervise, and monitor student use of the District's online computer network use. District, department, and school administrators shall provide employees with appropriate in-servicing and assist employees with the implementation of Policy IJNDB.

As a means of providing safety and security in direct electronic communications and to prevent abuses to the appropriate use of electronic equipment, all computer access to the Internet through the District electronic information services (EIS) or standalone connection shall be monitored periodically or randomly through in-use monitoring or review of usage logs.

Access Control

Individual access to the EIS shall be by authorization only. Designated personnel may provide authorization to students and staff who have completed and returned an electronic information services user agreement. The Superintendent may give authorization to other persons to use the EIS.

Acceptable Use

Each user of the EIS shall:

- Use the EIS to support personal educational objectives consistent with the educational goals and objectives of the School District.
- Agree not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
- Abide by all copyright and trademark laws and regulations.
- Not reveal home addresses, personal phone numbers or personally identifiable data unless authorized to do so by designated school authorities.
- Understand that electronic mail or direct electronic communication is not private and may be read and monitored by school employed persons.
- Not use the network in any way that would disrupt the use of the network by others.
- Not use the EIS for commercial purposes.
- Follow the District's code of conduct.
- Not attempt to harm, modify, add, or destroy software or hardware nor interfere with system security.
- Understand that inappropriate use may result in cancellation of permission to use the electronic information services (EIS) and appropriate disciplinary action up to and including expulsion for students.

In addition, acceptable use for District employees is extended to include requirements to:

- Maintain supervision of students using the EIS.
- Agree to directly log on and supervise the account activity when allowing others to use District accounts.
- Take responsibility for assigned personal and District accounts, including password protection.
- Take all responsible precautions, including password maintenance and file and directory protection measures, to prevent the use of personal and District accounts and files by unauthorized persons.

Each user will be required to sign an EIS user agreement. A user who violates the provisions of the agreement will be denied access to the information services and may be subject to disciplinary action. Accounts may be closed and files may be deleted at any time. The District is not responsible for any service interruptions, changes, or consequences.

Details of the user agreement shall be discussed with each potential user of the electronic information services. When the signed agreement is returned to the school, the user may be permitted use of EIS resources through school equipment.

JH Student Absences and Excuses

The regular school attendance of a child of school age is required by state law. Regular school attendance is essential for success in school; therefore, absences shall be excused only for necessary and important reasons. Such reasons include illness, bereavement, other family emergencies, and observance of major religious holidays of the family's faith.

JHB Truancy

A child between the ages of six and sixteen failing to attend school during the hour's school is in session is truant unless excused pursuant to A.R.S. 15-802, 15-803, or 15-901. Truant means an unexcused absence for at least one class period during the day. This includes absence from any class, study hall, or activity during the school day for which the student is scheduled.

JHD Chronic Health Conditions

The District will provide appropriate educational opportunities for any student identified by an appropriately certified health professional in the fields of podiatry, chiropractic medicine, naturopathic medicine, osteopathy, physician assistant, or registered nurse practitioner as having a chronic health condition requiring management on a long-term basis that will affect regular school attendance. Homework will be made available in a timely manner to ensure that such students have the opportunity to successfully complete assignments and avoid losing credit because of their absence from school. The assigned teacher(s) shall have the responsibility to provide, in a timely manner, homework for students designated as having chronic health conditions. Further, students with chronic health conditions shall be provided flexibility in physical education activity requirements so that they may participate in the regular physical education program to the extent that their health permits. Staff members responsible for physical education activities programs shall develop and implement such guidelines.

Nothing in this policy shall be construed to obstruct, interfere with or override the rights of parents or guardians concerning the education and health care of pupils with chronic health problems.

Nothing in this policy shall be construed to authorize school personnel to either:

- A. Authorize absences from school for a student with a chronic health problem without the prior consent of the student's parent or guardian.
- B. Recommend, prescribe or provide medication to a student with a chronic health problem without the prior consent of the student's parent or guardian.

The Superintendent shall develop regulations for meeting the requirements of this policy.

JHD-R Identification/Referral Process

Staff members shall be informed of procedures to follow in serving "students with chronic health conditions." Teachers will review registration data and make note of any students who were previously served as students with chronic health conditions.

Registration forms, enrollment data, and attendance registers will identify certified students with chronic health conditions who are eligible for modified instructional services.

The screening procedures used to screen kindergarten students and new enrollees for possible referral to special education or compensatory programs will provide an indication of whether students with high absenteeism have

health conditions that may be considered chronic if they are due solely to illness, disease, pregnancy complications, an accident or severe health problems of an infant child of a student. Students can be identified or referred at any time during the school year.

The person responsible for collection of attendance data shall be informed of these available services and should be given direction for noting whether a student's frequent absences are due to illness, disease, pregnancy complications, an accident or severe health problems of an infant child of a student. Registration, enrollment, and attendance procedures shall indicate eligible students with chronic health conditions for documenting average daily membership (ADM) adjustments with the Arizona Department of Education, School Finance Section.

When a student is identified as possibly requiring services as a student with a chronic health condition (via registration, screening procedures, attendance data, or parent referral), a chronic health condition certification form with a letter of explanation shall be sent to the parents, to be returned within thirty (30) days. The teacher and parent shall meet within fifteen (15) days following return of the chronic health condition certification. Upon referral of a student for chronic health condition certification, the school nurse, if applicable, shall be consulted to include any chronic health condition data in the nurse's records (i.e., the annual report that identifies types of chronic illnesses monitored). The nurse may provide information to assist teachers in dealing with chronic health conditions.

Eligibility Criteria

The parents shall submit a written chronic health condition certification to the District, which will include:

- A. Certified health professional or nurse practitioner diagnosis.
- B. Certified health professional or nurse practitioner prognosis.
- C. Physical limitations affecting physical education activities and requirements.
- D. Anticipated surgeries, treatment, or hospitalizations that, although not expected to cause sufficient absences to require homebound services, may interfere with regular school attendance.
- E. Certified health professional or nurse practitioner signature and date signed.

The appropriate instructional services needed are to be recommended by the teacher after consultation with the parent according to the following considerations:

- A. The nature of the health condition relevant to the student's anticipated activity level during absences (based on review of the chronic health condition certification).
- B. The student's academic capacity.
- C. The teacher's recommendations for service delivery based on course-work difficulty and the student's ability to learn independently.
- D. The amount of face-to-face instruction time required by the student for optimum continuous learning outside the regular classroom.
- E. The most appropriate service delivery in order to maintain integration in the regular education program as much as possible (i.e., regular physical education activities).

After the teacher and the parent have discussed the student's needs, an instructional agreement will be recommended by the parent and the teacher specifying the delivery and return of homework assignments and anticipated contact time with the teacher to assist the student in completing required course work *during absences*. This agreement, together with the teacher's recommendation for appropriate instructional services, will be forwarded to the administration for review and modification, if necessary, prior to signature by the parent, teacher, and Superintendent.

If the absences of a student who is classified and has served as a student with a chronic health condition amount to three (3) school months (or sixty [60] school days), another chronic health condition certification shall be

obtained and reviewed by the teacher and the parent. They shall discuss the appropriate service delivery necessary for continuous learning. If homebound services are appropriate, the policies for referral shall be followed, which may entail:

- A. Obtaining parental consent to evaluate.
- B. Obtaining chronic health condition certification.

On a yearly basis, the District shall review instructional needs of any student with a chronic health condition. An updated chronic health condition certification shall be obtained for each school year to verify the need for continuing instructional modifications and ADM adjustments, if applicable. However, the student may be recertified at any time to reevaluate appropriate services needed.

Miscellaneous Provisions

Homework assignments will be provided *during absences* of students with chronic health conditions, and credit will be given for course work completed within established time lines.

Students with chronic health conditions will be given credit for completed course work if frequent absenteeism is due to chronic health conditions as certified by a Certified health professional or nurse practitioner.

Physical education course-work requirements shall include the option for students with chronic health conditions to participate in regular program activities as much as their health permits. Such students shall be provided integrated educational programming as much as possible. Modification to requirements may be made with Board approval.

The counselors who schedule students with chronic health conditions will take into consideration the anticipated days of absence (noted on the medical certification form) and the feasibility of completing courses requiring laboratory work or vocational workshops.

JI Student Rights and Responsibilities

No student shall be deprived of equal treatment and equal access to the educational program, due process, and free expression and association in accordance with these guidelines.

Attendant upon the rights established for each student are certain responsibilities, which include respect for the rights of others, obedience to properly constituted school authority, and compliance with the rules and regulations of this District. Students who have reached the age of eighteen years possess the full rights of adults and may authorize school matters previously handled by their parents.

JI-R Student Rights and Responsibilities Regulation

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

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

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

disruptive students.

Rights:

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

Responsibilities:

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

JIC Student Conduct

Students are expected to obey all rules and regulations adopted by the Governing Board, and to obey any order

given by a member of the faculty or staff relating to school activities.

A student shall be defined as any person who is regularly enrolled in good standing in an educational program provided by or approved by the District and carried on in premises owned or controlled by the District.

Students in school buildings, on school grounds, using District property for any purposes, or attending a District-sanctioned event shall not engage in improper behavior, including but not limited to the following:

- Any conduct intended to obstruct, disrupt, or interfere with teaching, research, service, administrative or disciplinary functions, or any activity sponsored or approved by the Board.
- Cheating, an unacceptable behavior.
- Any violation of the sexual harassment policy as defined in Policy ACA.
- Carrying or possessing a weapon on school grounds.

JICA Student Dress

The Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. The Board will not interfere with the right of students and their parents to make decisions regarding their appearance except when their choices affect the educational program of the schools or the health and safety of others.

Students may wear clothing, accessories and jewelry that display religious messages or religious symbols in the same manner and to the same extent that other types of clothing, accessories and jewelry that display messages or symbols are permitted.

JICA-RA Student Dress Code

The District encourages students to take pride in their attire as it relates to the school setting. Students should dress in a manner that, in addition to the following guidelines, takes into consideration the educational environment, safety, health, and welfare of self and others.

- Students must wear a shirt with pants or skirt or the equivalent (dress, leggings, or shorts).
- Clothing must not be see-through and must cover a student's undergarments, chest and torso, when standing or sitting.
- Shoes must be worn at all times. Closed shoes are to be worn for any type of physical activity, such as physical education, et cetera.
- Jewelry shall not be worn if it presents a safety hazard.
- Clothing, accessories and/or jewelry may not state, imply, or depict hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.
- Students may wear clothing, accessories and jewelry that display religious messages or religious symbols in the same manner and to the same extent that other types of clothing, accessories and jewelry that display messages or symbols are permitted.
- Subject to the above, no hats, bandannas, other head coverings, or sunglasses may be worn in a classroom or school building, except for properly approved occupational safety headgear required for special classes or if authorized by a school administrator or authorized/prescribed by a medical professional.
- Obscene language or symbols, or symbols of drugs, sex, or alcohol on clothing are prohibited.
- Students may not wear clothing, accessories and/or jewelry with images, symbols, slogans, words or phrases that are profane, discriminatory or defamatory or that is worn with the intent to convey affiliation with a criminal street gang as defined in A.R.S. [13-105](#).
- Hats and sunglasses may be worn outside.

Exceptions for special activities or health considerations may be preapproved by the administrator.

Students who volunteer for extracurricular activities, such as athletics, band, chorus, et cetera, are subject to the standards of dress as defined by the sponsors of such activities.

JICA-RB Student Dress Face Coverings

All persons, including, but not limited to, staff, students, vendors, visitors, and volunteers, shall wear a cloth face covering while on any District property, in any District facility, at any District event, whether indoors or outdoors, and in any District vehicle, including District buses or vehicles rented or leased by the District. To ensure the proper use of cloth face coverings, staff and students are to be educated on how to wear on how to wear and care for their cloth face coverings.

JII Student Concerns, Complaints, and Grievances

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

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.

JII-EB Student Concerns, Complaints, and Grievances

- Students may present a complaint or grievance regarding one (1) or more of the following:
- Violation of the student's constitutional rights.
- 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.
- Discriminatory treatment on the basis of race, color, religion, sex, age, national origin, or disability.
- Concern for the student's personal safety.
- Complaints and grievances related to allegations of student violence, harassment, intimidation or bullying are to be filed in accordance with Board Policy JICK.

Provided that:

- The topic is not the subject of disciplinary or other proceedings under other policies and regulations of this District, and
- 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.

The guidelines to be followed are:

- 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/grievance.

- The person receiving the complaint will gather information for the complaint form.
- All allegations shall be reported on forms with the necessary particulars as determined by the Superintendent. Forms are available in the school office.
- The person receiving the complaint 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.

Any question concerning whether the complaint or grievance falls within this policy shall be determined by the Superintendent.

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. False or unproven complaint documentation shall not be maintained.

Retaliatory or intimidating acts against any student who has made a complaint under the District 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.

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.

JIC Student Conduct

Students are expected to obey all rules and regulations adopted by the Governing Board, and to obey any order given by a member of the faculty or staff relating to school activities.

A student shall be defined as any person who is regularly enrolled in good standing in an educational program provided by or approved by the District and carried on in premises owned or controlled by the District.

Students in school buildings, on school grounds, using District property for any purposes, or attending a District- sanctioned event shall not engage in improper behavior, including but not limited to the following:

- Any conduct intended to obstruct, disrupt, or interfere with teaching, research, service, administrative or disciplinary functions, or any activity sponsored or approved by the Board.
- Cheating, an unacceptable behavior.
- Any violation of the sexual harassment policy as defined in Policy ACA.
- Carrying or possessing a weapon on school grounds.

JICH Drug and Alcohol Use by Students

Students on school property or at school events shall not knowingly breathe, inhale or drink a vapor-releasing substance containing a toxic substance, nor shall a student sell, transfer or offer to sell or transfer a vapor-releasing substance containing a toxic substance.

The nonmedical use, possession, distribution or sale of alcohol, drugs, synthetic drugs, counterfeit drugs, or imitation drugs, on school property or at school events is prohibited. Nonmedical is defined as "a purpose other than the prevention, treatment, or cure of an illness or disabling condition" consistent with accepted practices of the medical profession.

Students in violation of the provisions of the above paragraph shall be subject to removal from school property and shall be subject to prosecution in accordance with the provisions of the law.

Students attending school in the District who are in violation of the provisions of this policy shall be subject to disciplinary actions in accordance with the provisions of school rules and/or regulations.

For purposes of this policy, "drugs" shall include, but not be limited to:

- All dangerous controlled substances prohibited by law.
- All alcoholic beverages.
- Any prescription or over-the-counter drug, except those for which permission to use in school has been granted pursuant to Board policy.
- Hallucinogenic substances.
- Inhalants.
- Synthetic, counterfeit or imitation drugs.
- A compound or substance, regardless of its contents, compound or substance, that produces in the user an experience, effect and/or display of effects that mimic the experience, effect and/or display of effects produced by substances controlled or prohibited by law, or that is represented as producing in the user such experiences or effects.

Medical Marijuana

The conditions which follow are applicable to a District student who holds an identification as a medical marijuana cardholder issued by the Arizona Department of Health Services for the medical use of marijuana as set out in the Arizona Revised Statutes (A.R.S.).

The District will not refuse to enroll a student or otherwise penalize a student for being a medical marijuana cardholder unless failure to do so would cause the school to lose a monetary or licensing benefit under federal law or regulations.

A student medical marijuana cardholder shall not possess or engage in the use of marijuana on District property, in a District vehicle, or at a District-sponsored event.

A student medical marijuana cardholder is subject to, without bias, the same code of conduct and disciplinary standards applicable to all District students.

If District officials have a reasonable belief a student may be under the influence, in possession of or distributing medical marijuana in a manner not authorized by the medical marijuana statutes law enforcement authorities will be informed.

JICFA Hazing

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 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 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 an education institution
- The act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation.

"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 accordance with statute, violations of this policy do not include either of the following:

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

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.

JICF Secret Societies/Gang Activity

Gangs that initiate, advocate, or promote activities that threaten the safety or well-being of persons or property on school grounds or disrupt the school environment are harmful to the educational process. The use of hand signals, graffiti, or the presence of any apparel, jewelry, accessory, or manner of dress or grooming that, by virtue of its color, arrangement, trademark, symbol, or any other attribute indicates or implies membership or affiliation with such a group is prohibited because of the disruption to educational activities that results from such activities or dress. It is the District's position that such activities and dress also present a clear and present

danger to other District students and to District staff members.

Any activity involving an initiation, hazing, intimidation, assault, or other activity related to group affiliation that is likely to cause or does cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to students or others is prohibited.

Any student wearing, carrying, or displaying gang paraphernalia and/or exhibiting behavior or gestures that symbolize gang membership, or causing and/or participating in activities that intimidate or adversely affect the educational activities of another student, or the orderly operation of the schools, shall be subject to disciplinary action.

A gang is a group of three or more people who:

- Interact together to the exclusion of others;
- Claim a territory or area;
- Have a name;
- Have rivals/enemies; and
- Exhibit antisocial behavior—often associated with crime or a threat to the community.

The principal will take appropriate corrective and disciplinary action based on policies JK, JKD, JKE and Regulation JK-R.

JICK Student Bullying, Harassment, and Intimidation

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.

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:

- has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property,
- is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm,
- occurs when there is a real or perceived imbalance of power or strength, or
- 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 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 cyber bullying, exposure to social exclusion or ostracism, physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting, and 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, and 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 preference, 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.

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

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

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

JICK-R Student Bullying, Harassment, and Intimidation

The District does not tolerate bullying, harassment, or intimidation in any form. The District shall investigate each complaint of bullying, harassment, or intimidation and will take appropriate, timely, and responsive action. Definitions: The definitions of "bullying," "harassment" and "intimidation" are set forth in Policy JICK.

Reporting a Complaint

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

Any staff member who becomes aware of or suspects that a student is experiencing bullying, harassment or intimidation or receives a verbal or written complaint from a student or parent of alleged bullying, harassment or intimidation shall immediately notify the principal or the principal's designee. Employees may initially give verbal notice to the principal or the principal's designee but shall submit a written report to the principal or the principal's designee within one (1) school day of the verbal report.

If the student or other individual believes that the alleged bullying, harassment or intimidation is based on a student's race, national origin, disability or sex, the person making the report should also notify the District's Compliance Officer (the Superintendent) of the report. If the principal or designee receives a report that alleges bullying, harassment or intimidation based on a student's race, national origin, disability or sex, the principal or designee must notify the District's Compliance Officer (the Superintendent).

Investigation:

Investigation of submitted complaints shall be initiated by the principal or the principal's designee as soon as is feasible, but not later than one (1) school day after the initial report. In exceptional circumstances (such as unavailability of witnesses), the investigator may extend this time for one additional school day. The reasons for any extension must be documented in writing in the investigator's report. Each investigation will be comprehensive to the extent determined appropriate by the principal or the principal's designee. The investigation may include interviewing witnesses, reviewing videos, and gathering documentation. In investigating the complaint, the principal or the principal's designee will maintain confidentiality to the extent reasonably possible, subject to the restrictions pertaining to disclosure of personally identifiable student information established in the Family Educational Rights and Privacy Act (FERPA).

The investigation shall be completed within two (2) school days after the principal or designee initiates the investigation. An additional two (2) school days may be added if extenuating circumstances indicate that additional time is required to complete a thorough investigation. The reasons for any extension must be documented in writing in the investigator's report.

Each investigation will be documented by the principal or the principal's designee. Within three (3) school days after completing the investigation, the investigator will complete a written investigation report, including summaries of interviews or other evidence and findings. Documentation will be maintained by the District for at least six (6) years. In the event the District must report incidents to persons other than school officials or law enforcement, all individually identifiable information shall be redacted.

Within two (2) school days after completing the written report, the investigator shall meet with the student and the student's parent(s) to notify them of the findings and shall provide written findings.

In cases where the alleged bullying, harassment or intimidation is based on a student's race, national origin, sex or disability, the investigator shall make separate findings regarding whether or not the investigator has concluded

that any bullying, harassment or intimidation that occurred was based on the student's race, national origin, sex or disability.

The principal or the principal's designee is responsible for the maintenance of documentation related to alleged incidents of bullying, harassment, or intimidation.

Corrective action:

- Should corrective action be determined to be necessary as a result of the investigation, following measures must be implemented:
- Students who are found to have engaged in bullying, harassment or intimidation may be disciplined in

accordance with Governing Board policies, JK, JKD and/or JKE.

- Violations of law will be reported to law enforcement agencies.

Interim measures:

- Pending the investigation, the principal or designee may take appropriate interim measures to ensure that any alleged bullying, intimidation or harassment is not occurring. Such measures may include, but are not limited to, separating students or providing additional adult supervision.
- The District shall make every effort to ensure that the complainant student is not required to make all changes while implementing interim measures.

Retaliation:

Retaliation against a person who reports alleged bullying, harassment or intimidation is strictly prohibited. A person who believes that another has been the victim of retaliation should file a complaint in accordance with the procedures set forth in this regulation. The complaint shall be investigated using the same procedures as set forth in this regulation. If the investigator finds that retaliation has occurred the same corrective measures shall be used as set forth above.

Fountain Hills Unified School District #98 does not discriminate on the basis of race, color, national origin, sex, age, religion, genetic information or disability in admission or access to, or treatment or employment in, its educational programs or activities.

Legal References and Compliance Officer Point of Contact Information

Title VI – Civil Rights (Race, Color, National Origin) Title VII – Equal Employment Opportunity

Title IX – Sex Discrimination in Educational Programs or Activities Section 504—of the Rehabilitation Act
Americans with Disabilities Act

For all initial inquiries, concerns or questions, please contact Human Resources Coordinator, Alexandra Means, ameans@fhacademics.org.

Compliance Officer: Any person who believes he or she has been the victim of unlawful discrimination by an agent or employee of the district or who knows of such discrimination against another person should file a complaint with the Superintendent.

Name: Kelly Glass
Title: Superintendent
Address: 16000 Palisades
Blvd.
Fountain Hills, AZ 85268
Phone: 480-664-5011

JICG Tobacco Use by Students

The possession or use of tobacco products, tobacco substitutes, electronic cigarettes, other chemical inhalation devices, or vapor products is prohibited in the following locations:

- School grounds.
- School buildings.
- School parking lots.
- School playing fields.

- School buses and other District vehicles.
- Off-campus school-sponsored events.

Disciplinary penalties for the possession or use of tobacco or similar products (including any inhaled tobacco substitute) may include, but are not limited to, suspension of the student from school or a recommendation for expulsion when there is evidence of repeated and continuous violation of this policy.

JICI Weapons in School

No student shall carry or possess a weapon or simulated weapon on school premises without authorization by a school administrator. No student shall use or threaten to use a weapon or simulated weapon to disrupt any activity of the District.

Any employee who observes any person in possession of a weapon or simulated weapon on school premises shall immediately report the matter to the school administrator. A school administrator who observes or receives a report of a student possessing a weapon on school premises shall immediately take appropriate safety and disciplinary actions in accordance with District policies and shall immediately report a violation of this policy to a peace officer, pursuant to A.R.S. 15-515, if the weapon is a deadly weapon or the student is a minor in possession of a firearm.

A student who violates this policy by carrying or possessing a firearm shall be placed in an alternative education program for a period of not less than one year, suspended for a period of not less than one year, or expelled and not be readmitted within a one-year period, if ever. The Governing Board, in its sole discretion, may modify the one-year duration of such disciplinary action on a case-by-case basis.

A student who violates this policy by any means other than carrying or possessing a firearm shall be subject to disciplinary action, including but not limited to expulsion. Disciplinary action against a student with one or more disabilities shall be applied on a case-by-case basis in accordance with District policies and state and federal special education laws.

For the purposes of this policy:

Weapon means any of the following:

- A firearm
- A destructive device
- A knife
- A dangerous instrument

Simulated weapon means an instrument displayed or represented as a weapon.

Firearm means any of the following:

- Any loaded or unloaded gun that will, or is designed to, or that may readily be converted to expel a projectile by the action of an explosive.
- The firearm or receiver of any such firearm
- Any firearm muffler or silencer
- Any explosive, incendiary, poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive charge of more than one-fourth ounce, mine, or similar device.
- Any combination of parts that could be readily assembled to form a firearm

Destructive device means:

- Any device other than a firearm that will, or is designed to, or may be readily converted to expel a projectile by any means of propulsion, such as a BB/pellet gun, slingshot, bow, or crossbow
- Any collection of parts that could be readily assembled to form a destructive device

Dangerous instrument means anything other than a firearm, knife, or destructive device that is carried or possessed by a student for the purpose of being used or being available for use to cause death or inflict serious physical injury.

School premises means the school, school grounds, school buses, or any premises, grounds, or vehicles used for school purposes and includes premises where school-sponsored events (for example, athletic games and competitions, music competitions, etc.) are held away from District property.

Deadly weapon means any weapon designed for lethal use, including a firearm.

The governing board of an educational institution may not adopt or enforce any policy or rule that prohibits the lawful possession or carrying of a deadly weapon on a public right-of-way by a person or on or within a person's means of transportation.

"Public right-of-way," A.R.S. [13-2911](#)(k)(5) means any highway, street, road, thoroughfare, path, alley or other right-of-way that is publicly accessible and that is established and maintained by this state or a political subdivision of this state. Public right-of-way does not include property of an educational institution.

JKDA Removal of Students from School-Sponsored Activities

The principal of a school may remove a student from a school-sponsored activity if the principal determines that the student has violated a provision of the student discipline policies, rules, and/or regulations or if the principal determines that such removal is in the best interest of the activity or in the best interest of the school as a whole.

The principal also may remove a student from a specific position, such as officer, editor, or captain of an activity, without removing the student from the entire activity.

The principal may remove a student pursuant to the preceding two (2) paragraphs, whether or not the student has been elected, appointed, or assigned to, or has volunteered for, the activity.

JK Student Discipline

These policies and procedures will apply to all students traveling to, attending, and returning from school, and while visiting another school or at a school-sanctioned activity and may include a wide range of penalties that may be imposed for violations. When suspension or expulsion is involved, notice, hearing, and appeal procedures shall conform to applicable legal requirements.

Information concerning a student's disciplinary record will be held in the strictest confidence. Disciplinary actions taken will be recorded in an administrative log, and all types of suspensions or expulsions will be recorded in a separate file for each student.

JK-R Student Discipline Regulation

A student may be subject to disciplinary action when the student:

Engages in conduct that is disorderly, i.e., intentionally causing public inconvenience, annoyance, or alarm, or recklessly creating a risk thereof, by:

- Fighting or engaging in violent behavior.
- Making unreasonable noise.
- Using abusive or obscene language or gestures.
- Obstructing vehicular or pedestrian traffic.
- Creating a hazardous or physically offensive condition by any act that serves no legitimate purpose.
- Tampering with District data/records.
- Engages in conduct that is insubordinate, i.e., failing to comply with the lawful directions of a teacher, school administrator, or other school employee in charge of the student.
- Endangers the safety, morals, health, or welfare of others by any act, including but not limited to:
- Selling, using, or possessing alcohol, drugs, or other controlled substances or drug paraphernalia.
- Selling, using, or possessing weapons, fireworks, or other dangerous instruments or contraband.
- Selling, using, or possessing obscene materials.
- Using profane, vulgar, or abusive language (including ethnic slurs).
- Gambling.
- Hazing.
- Engaging in lewd behavior.
- Engages in any of the following forms of academic misconduct:
- Lateness for, missing, or leaving school or class without permission or excuse.
- Cheating (including but not limited to copying, using unauthorized help sheets and the like, illegally obtaining tests in advance, substituting for a test-taker, and other forms of unauthorized collusion).
- Plagiarism.
- Engages in conduct that violates the Board's rules and regulations for the maintenance of public order on school property.
- Has a record of excessive absenteeism.
- Is believed to have or actually has committed a crime.

Permissible Penalties

The range of penalties that may be imposed for violations of student discipline rules include, but are not limited to, the following:

- | | |
|--|--|
| ● Verbal warning | ● Suspension from social or extracurricular activities |
| ● Written warning | ● Suspension of other privileges |
| ● Written notification to parents | ● Exclusion from a particular class |
| ● Probation | ● In-school suspension. |
| ● Detention | ● Involuntary transfer |
| ● Suspension from transportation | ● Suspension |
| ● Suspension from athletic participation | ● Expulsion |

Depending upon the nature of the violation, student discipline shall be progressive, i.e., generally, a student's first violation should merit a lighter penalty than subsequent violations. A District employee or agent should take into account all other relevant factors in determining an appropriate penalty. The above penalties may be imposed either alone or in combination.

Student Disciplinary Proceeding

Any teacher, administrator, Board member, parent, or other person may report a violation of student disciplinary rules to an administrator. The administrator will then make an investigation of the charges as deemed appropriate and will institute appropriate proceedings.

This information for the maintenance of public order on school property will be publicized and explained to all students and provided in writing to parents as requested. In order to promote effectiveness of student discipline, the assistance of parents in enforcing rules for student discipline shall be invited and encouraged.

Use of Physical Force

Any administrator, teacher, or other school employee entrusted with the care and supervision of a minor may use reasonable and appropriate physical force upon the minor to the extent reasonably necessary and appropriate to maintain order. Similar physical force will be appropriate in self-defense, in the defense of other students and school personnel, and to prevent or terminate the commission of theft or criminal damage to the property of the District or the property of persons lawfully on the premises of the District.

The threat or use of physical force is not justified in response to verbal provocation alone, nor when the degree of physical force used exceeds that necessary to avoid injury to persons or to preserve property at risk.

School administrators will follow exhibit JK-E for proper documentation of discipline incidents.

JKA Corporal Punishment

The Fountain Hills Unified School District No. 98 **disallows** corporal punishment.

JKD Student Suspension

A student may be removed from contact with other students as a temporary measure.

The authority to suspend a student for up to ten days, after an informal hearing is held, rests with the principal. The authority to suspend a student on a long-term basis is vested in the Superintendent. *Long-term suspension* is defined as suspension for over ten (10) days but in no case longer than for the balance of the semester. Long-term suspension may involve a separate hearing, which will be conducted by the Superintendent or designee. Any long-term suspension may be appealed to the Governing Board within five (5) days of the decision. If a danger to students or staff members is present, the principal may immediately remove the student from school, with prior contact with the parents and with a notice and hearing following as soon as practicable. Each suspension shall be reported to the Governing Board, within five days, by the person imposing it. [A.R.S. 15-843(I)(K)]

In all cases, except summary suspension where a clear and present danger is evident, the student shall remain in school until applicable due process procedures are instituted. In no instance shall students be released early from school unless parents have been notified.

Students who are suspended must obtain and complete assignments missed during the suspension. Suspended students have as many days to complete assignments as they were suspended.

Students who are suspended may not be on school grounds during the suspension, or attend school activities while on suspension. Suspended students on school grounds will be considered trespassing.

The Superintendent may designate a hearing officer for suspension hearings.

Suspension for ten days or less – Regular Education Students

The student will receive notice, written or oral, of the reason for suspension and the evidence the school authorities have of the alleged misconduct.

When suspension is involved:

- A parent must be notified before the student is allowed to leave campus. If no parent contact can be made, the student may be isolated until dismissal time and then given a written message to the parents.
- A letter to the parents will be written within a reasonable time to explain the terms (including the possibility that a long-term suspension and/or expulsion is being recommended) and reasons for the suspension and to request a meeting to solicit their help.
- Provided that a written record of the action taken is kept on file, authorized District personnel may determine the appropriate discipline to include but not limited to: Suspension, Expulsion, Alternative to Suspension, or Exoneration
- No appeal is available from a short-term suspension.
- If the offense is one that could result in a suspension of over ten (10) days, a formal hearing will be arranged and conducted by a hearing officer or by the Superintendent.

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

- The charges and the rule or regulation violated.
- The extent of the punishment to be considered.
- The date, time, and place of the formal hearing.
- A designation of the District's witnesses.
- That the student may present witnesses.
- That the student may be represented by counsel at the student's expense.
- If a hearing officer has been designated, the name of the hearing officer.

A formal hearing will be held, during which the student will be informed of the following:

- The student is entitled to a statement of the charges and the rule or regulation violated.
- The student may be represented by counsel, without bias to the student.
- The student may present witnesses.
- The student or counsel may cross-examine witnesses presented by the District.
- The burden of proof of the offense lies with the District.
- Either the hearing must be recorded on tape or an official record must be kept in some other appropriate manner. In addition, parents are to be allowed to tape-record the hearing at their own expense.
- The District has the right to cross-examine witnesses, and may be represented by an attorney.
- Parents, legal guardians, or legal counsel of students who are subject to action have the right to attend executive (closed) sessions pertaining to disciplinary action and be able to request written or recorded documentation and testimony of their student disciplinary proceedings at their own expense.

The decision and appeal procedure, if applicable, upon the conclusion of the hearing will be as follows:

- Upon the conclusion of a hearing by a hearing officer in which a decision of long-term suspension is

made, the decision may be appealed to the Board. To arrange such an appeal, the parent(s) or legal guardian of the suspended student or the student must deliver to the Superintendent a letter directed to the Board within five (5) days after receiving written notice of the long-term suspension. The letter must describe in detail any objections to the hearing or the decision rendered.

- The appeal to the Board will be on the record of the hearing held by the hearing officer. If the Board determines that the student was not afforded due process rights or that this policy was not followed in all substantive respects, the student shall be given another hearing. If the Board determines that the punishment was not reasonable, they may modify the punishment.
- The decision of the Board is final.
- Suspension for ten days or less - Special Education Students
- Short-term suspension (ten [10] days or less) may be used for special education students for disciplinary reasons on the same basis as for a regular education student. (It is not considered a change of placement.)
- The student will receive notice, written or oral, of the reason for suspension and the evidence the school authorities have of the alleged misconduct.

When suspension is involved:

- A parent must be notified before the student is allowed to leave campus. If no parent contact can be made, the student may be isolated until dismissal time and then given a written message to the parents.
- A letter to the parents will be written within a reasonable time to explain the terms (including the possibility that a long-term suspension and/or expulsion is being recommended) and reasons for the suspension and to request a meeting to solicit their help.
- Provided that a written record of the action taken is kept on file, authorized District personnel may determine the appropriate discipline to include but not limited to: Suspension, Expulsion, Alternative to Suspension, or Exoneration
- No appeal is available from a short-term suspension.

Suspension for over ten days - Special Education Students

A recommended suspension of a special education student for more than ten (10) consecutive days, or a series of suspensions totaling more than ten (10) days, may constitute a change of placement and shall require a manifestation determination conference. Such a conference shall be for the purpose of determining whether or not the offense is a manifestation of the student's disability.

If the offense is not a manifestation of the disability of the student, the student may be suspended by following the District policies for students in general, provided that educational services are continued during the period of disciplinary removal for a student with a disability qualified under the Individuals with Disabilities Education Act (IDEA). A student with a disability qualified for educational services under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973, and not qualified under IDEA, may be suspended or expelled from school, and educational services may be ceased, if nondisabled students in similar circumstances do not continue to receive educational services.

If the behaviors are a manifestation of the disability of the student, the District may not extend the suspension of the student beyond the initial ten (10) school days.

Alternative Educational Placement: An exception to the above allows for an IDEA qualified student to be given a change in placement to an interim alternative educational setting for not more than forty-five (45) days, in accord with federal law and regulation, if the removal is for IDEA defined drug or weapons offenses or is based upon a due process hearing officer's determination that injury to the child or another is substantially likely if current placement is maintained. **Caution: refer to IDEA statutes and regulations before implementing the exception.** The procedures for the identification, evaluation, and placement of special education students are

contained in A.R.S. 15-766, A.R.S. 15-767, and in A.A.C. R7-2-401.

Emergency suspension of a student with a disability.

If the behavior of a student with a disability poses a continuing danger to person or property or an ongoing threat of disruption to the academic process, an emergency suspension of no more than ten days may be imposed. The emergency suspension shall be followed, as soon as practicable, by a multidisciplinary conference/suspension review (as defined below) if a long-term suspension or expulsion is contemplated

Alternative to Suspension Program

Students meeting the following requirements may participate in an alternative to suspension program described below at the determination of the Superintendent:

- Suspension from school has been determined as the punishment for an offense and any appeal has been denied. The immediate suspension was not due to:
- Fighting or engaging in violent behavior
- Threatening an educational institution
- Selling, using or possessing weapons, firearms, explosives, or dangerous instruments
- Making a bomb threat
- Engaging in arson
- The student has not served more than one (1) short-term suspension or alternative to suspension of ten (10) days or less during the current academic year.
- The student has admitted to or taken responsibility for the act upon which suspension was imposed in a written statement signed by the student and attested to by the student's parent or guardian.
- The student and parent or guardian has received a written admonition that the suspension as originally determined will be imposed summarily and in its entirety should the student violate the conditions or requirements of the Alternative to Suspension Program. (Note: Follow appropriate dismissal procedures.)
- Parent(s) or guardian(s) shall agree to participate by:
- Providing transportation as necessary to and from the program location.
- Furnishing meals prepackaged or purchasing same for the student.
- Establishing and monitoring in consultation with the school a supervisory routine limiting the student's contact to that which is necessary with other students and friends during the program.
- The Alternative to Suspension Program is to be one of social isolation. It shall be discipline intensive, requiring academic work and as determined may involve community service, grounds keeping, and litter control. Parents will participate by providing support and supervision.
- Students will be isolated from others by means of barriers or distance at a location determined by the District. No participation in any school sponsored activity will be permitted during the program.
- Communication by students with others will be limited to adult District staff or as directed by the adult supervisor on duty.
- Ordered study time will be established for each student consistent with the number of classes in which the student is enrolled, divided proportionately through the academic day.
- Students are confined to their assigned areas and seats except as designated by the supervisor. All personal maintenance will be planned and approved by the supervisor.
- Students are to bring all books, workbooks, paper and necessary instruments for each class in which they are enrolled to the program daily and take the same material home each day of the program.
- Protocols for implementation of the Alternative to Suspension Program following the requirements above may be established by the administrator at each location.

Early Readmission of Suspended Students (More Than Ten Days)

The Superintendent may authorize early readmission of a student suspended for more than ten (10) days. The student shall be considered for readmission only upon completion of the major portion of the suspension (usually one [1] day more than half [1/2] with consideration for the grading period or academic division as necessary).

The following conditions must be met:

- A written request must be submitted to the Superintendent on behalf of the student by the student's parent or guardian asking for readmission and requesting a meeting to determine any requirements.
- Accompanying the written request shall be a summary of the student's activities and accomplishments during the suspension period written and signed by the student and signed and attested to by the parent or guardian. (Parents of elementary grade students may prepare the summary.)
- The request shall include a signed statement from local law enforcement officials that there have been no infractions of local or state codes for which the student could have been charged during the period of the suspension.
- At the time of the meeting to review the request the student may be required to explain the incident or incidents leading up to the suspension.

The determination to allow readmission may be based on, but not limited to, the following elements:

- The age of the student.
- The frequency, type, and relative magnitude of previous misbehavior by the student.
- The relative severity of the event(s).
- Whether the student's behavior violated civil or criminal laws.
- The degree to which the incident(s) interfered with the educational process.
- The extent to which the event created endangerment to the student, others or property.
- Special intellectual, psychological, emotional, environmental and physical characteristics of the student.
- The student's attitude concerning the event(s).
- The expressed intent concerning the student's future behavior.

Should early readmission be granted, the student, with parent or guardian affirmation, shall agree to the following conditions:

- Regular attendance—no unexcused absences.
- No violation of school rules or policies.
- Attendance at after school events for the remaining term of suspension only with prior approval of the administration.
- Completion of all class tasks in timely fashion, as directed.
- Student will receive supervision before and after school by parental arrangement, travel directly to school and from school, and report immediately to a supervisor for the balance of the term of the suspension.
- The student and parent or guardian shall receive a written admonition that failure in the conditions required for early readmission will mean summary imposition of the remainder of the suspension, and additional punishment if indicated by the disciplinary policies and procedures of the District.
- Nothing in these procedures shall be construed to prevent the students who are subject to the action and their parents or legal guardians and legal counsel from attending any executive (closed) session pertaining to the proposed disciplinary action, or from having access to the minutes and testimony of such session or from recording such a session at the parent's or legal guardian's expense.

JKE Student Expulsion

The Board ensures that all students in the District will be held responsible for the consequences of their behavior and will be treated equally. To ensure equal treatment, all students who are responsible for their conduct should expect to be disciplined under the same due-process procedures. Because the law gives students with disabilities a status different from that of non-disabled students, a separate process has been developed to determine if the apparent misconduct of a student with a disability is caused by the student's disability.

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

The Governing Board will decide in executive session whether the Board will conduct an expulsion hearing or designate one (1) or more hearing officers to hear the evidence.

Expulsion - Regular Education Students

Expulsion is the permanent exclusion of a student from school and school activities, unless the Governing Board reinstates the student's privileges to attend school. Each recommendation for expulsion shall be delivered to the Superintendent. A recommendation for expulsion may be made before, after or in conjunction with a long-term suspension hearing, if one is to be held. If the Superintendent concurs with the recommendation, the Superintendent shall present the recommendation to the Governing Board.

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

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

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

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

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

The parent, guardian or emancipated student shall be informed of the following:

- The student is entitled to a statement of the charges and the rule or regulation violated.
- The student may be represented by counsel, without bias to the student.
- The student may present witnesses.
- The student or counsel may cross-examine witnesses presented by the District.
- The burden of proof of the offense lies with the District.
- Either the hearing must be recorded on tape or an official record must be kept in some other appropriate manner. In addition, parents are to be allowed to tape-record the hearing at their own expense.
- The District has the right to cross-examine witnesses, and may be represented by an attorney.
- If the hearing is held before a hearing officer, the hearing will be conducted in private with the attendance of only the hearing officer, administrative representatives, the student and parent(s), counsel for the parties, and witnesses necessary to the proceedings, unless the parent(s), guardian(s) or emancipated student requests in writing that the hearing be open to public attendance.
- If the hearing is held before the Governing Board the Board will conduct the hearing in executive session with the attendance of only the hearing officer, administrative representatives, the student and parent(s), counsel for the parties, and witnesses necessary to the proceedings, unless the parent(s), guardian(s) or emancipated student requests in writing that the hearing be open to public attendance.

A formal hearing will be held when a parent or legal guardian has disagreed that the hearing should be held in executive (closed) session, it shall be held in an open meeting unless:

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

The decision and appeal procedure, if applicable, upon the conclusion of the hearing will be as follows:

- Upon conclusion of a hearing conducted by a hearing officer, if a recommendation for expulsion is made, the decision may be appealed to the Board at the time the Board considers the recommendation. A formal letter to the responsible parent or guardian will be mailed by certified mail with return receipt requested or delivered by hand (with an adult witness present) indicating the recommendation that will be made to the Board. A copy of this letter will remain on file, and the letter should explain:
 - o The time and place of the Board meeting at which the recommendation will be made.
 - o That the recommendation may be appealed at the time the recommendation is made to the Board.
 - o That the appeal shall be in writing delivered to the Superintendent prior to the time of the Board meeting.
 - o That the written appeal shall indicate a spokesperson on behalf of the student.
 - o That the spokesperson will be given time to speak to the Board on appeal.
 - o The Board may accept the hearing officer's recommendation or reject the recommendation and impose a different disciplinary action including assignment to an alternative educational program. The Board may grant a new hearing, take the matter under advisement, or take any further action deemed necessary. If the Board decides to expel the student the expulsion shall become effective the day after the Board's decision.
 - o The decision of the Board is final.

Expulsion - Special Education Students

Manifest Determination

A student qualified under the Individuals with Disabilities Education Act (IDEA) may not be expelled from school unless a manifestation determination has been determined that the student's behavior is unrelated to the child's disability. The manifestation determination must be held within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct.

In compliance with federal law and regulation, the student may be given a change in placement in lieu of expulsion. Expulsion may not result in termination of educational services for a student qualified under the Individuals with Disabilities Education Act. The individualized education program (IEP) team generally determines a change in placement of an IDEA qualified student. During any change in placement the school must provide services to the extent necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's individualized education programs.

Once the Manifestation Determination is completed and the student's behavior is not found to be correlated to the student's disability, all expulsion procedures for regular education students.

Students with a 504 Plan:

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

Early Readmission of Expelled Students:

A student expelled from the District may request re-admittance by making a written application to the Board. Readmission is at the discretion of the Governing Board. In addition, it is the prerogative of the Board to stipulate appropriate conditions for re-admittance. The application for re-admittance shall occur no less than nine (9) months after the date of the expulsion; however, the student may not be readmitted until at least two (2) complete semesters have passed (the remainder of the semester in which the violation has occurred and two [2] additional semesters). The application must:

- Be written and be directed to the attention of the Governing Board.
- Contain all information that the student and parent(s) consider relevant to the Governing Board's determination as to whether or not to readmit the student. This should include information indicating:
 - An appreciation by the student of the severity and inappropriateness of the student's prior misconduct.
 - That such misconduct or similar misconduct will not be repeated.
 - A description of the student's activities since the expulsion.
 - Support of the student's application for readmission.
- Be filed in the Superintendent's office.
- The Governing Board shall meet in executive session to consider an initial application for readmission.
- The student and parents have the right to be present in the executive session but do not have the right to make a presentation or address the Governing Board unless they are asked to do so by the Governing Board. For this reason, it is important that the application for readmission contain all information that the Governing Board may deem important in determining whether to readmit the student.
- The Governing Board, in its sole discretion, shall determine whether the student should be readmitted, and, if so, under what restrictions and conditions.
- The burden is on the student and parent(s) to convince the Governing Board that readmission is

appropriate considering the interests of the expelled student, the District, and the interests of the other students and staff members. The Governing Board's decision is final.

- A student may file more than one (1) application for readmission. Applications subsequent to an initial application, however, may not be filed more frequently than every ninety (90) days, and the Governing Board shall meet to discuss and consider the application only if at least two (2) members of the Governing Board ask that the matter be placed on an agenda for discussion in executive session.

As a condition for readmission from an expulsion, the student, with parent(s) or guardian affirmation, shall agree to the following conditions:

- Regular attendance – no unexcused absence.
- No violation of school rules or policies.
- Completion of all classroom tasks in a timely fashion, as directed.
- Depending upon the nature of the original violation for which the expulsion was provided, the student may be limited as to attendance or participation in after school activities, school sports, and extracurricular events or activities.
- A student allowed readmission following expulsion shall receive a written admonition that the original expulsion will be summarily reinstated should the student commit a violation of the conditions for readmission or a criminal or civil violation reflecting on the school order.

JL School Wellness

The District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Healthy eating is demonstrably linked to reduced risk for mortality and development of many chronic diseases as adults.

To ensure the health and well-being of all students, the Board shall promote and monitor student's wellness in a manner that the Board determines is appropriate in the following areas:

Nutrition Guidelines: All foods available in each school during the day will have as a primary goal the promotion of student health and reduction of childhood obesity. All guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture, as those regulations and guidance apply to schools.

Nutrition Education: The goal is to influence students' eating behaviors by providing nutrition education that is appropriate for students' ages; reflects students' cultures; is integrated into health education or core curricula; and provides opportunities for students to practice skills and have fun.

Physical Activity: The goals for physical activity are to provide opportunities for every student to develop the knowledge and skills for specific physical activities, to maintain student's physical fitness, to ensure student's regular participation in physical activity, and to teach students the short and long-term benefits of a physically active and healthful lifestyle.

Parent, Community and Staff Involvement: A primary goal will be to engage family members, students, and representatives of the school food authority, the Governing Board, school administrators, and the public in development and regular review of this school policy.

Miscellaneous School and District Documents

Attendance Letter

Dear (Mr./Ms. Name)

We have spoken before about (student name) and the number of absences and/or tardies **he/she** has this year. Since our last conversation, **he/she** has continued to fall behind in his required class work and attendance. As of today, our records show the following totals:

_____ Excused Absences (periods/days)

_____ Unexcused Absences (periods/days)

We understand that there are circumstances when students are unable to attend their scheduled classes; however, we also know that when a student is absent, missed instructional time is impossible to replace. Whether excused or unexcused, time away from the structured educational environment is making it more difficult to provide him with the best possible learning experience.

Included with this letter are some ideas to support and provide assistance in improving your student's attendance at school. Please consider these suggestions, and if you have additional ideas on how we might support your student, let us know as we value your input.

If you have any questions or want to discuss this further in person, please do not hesitate to give me a call at _____. As you remember, we have agreed to (summarize agreed upon understandings and actions from previous conversations). Of course, your help in doing everything possible to reduce the number of absences so that (student name) has the best possible chance to grow as a student is greatly appreciated. Thanks for your support and involvement.

Sincerely,

Principal

Enclosure: Board Policy (Student Attendance)

What Students Can Do and Need to Understand

- Keep a regular sleep schedule.
- Be proactive and approach your teacher about missed classes.
- Your input is valued and your contributions are missed when you are not in attendance.
- If overwhelmed or anxious about work load, contact your counselor or administrator for support.
- Be honest about what you are struggling with so that we can take a problem solving approach.
- Take responsibility for your attendance and understand that you are obligated by law to attend school.

What Parents Can Do

- Make sure your child understands that good attendance is very important whether this is via in-person learning or eLearning.
- Discuss any problems your child may have with their educational choice. Communicate with teachers, their counselor, or an administrator about anything serious or that seems to be impacting their attendance.
- Whenever possible, arrange appointments and outings after school hours, during weekends or school holidays. This will help limit disruptions to your child's education and to the school.

What the School and District Can Do

- Positive support and encouragement and a consistent message that school is important.
- Continued follow-up and accountability for the student.
- Implementation of various interventions including but not limited to: behavioral incentives, schedule revisions, look into the possibility of tutoring support.
- Meet with Parent and Student to create a Student Attendance Contract.
- Referral to the Court system (CUTS program)

Attendance Contract

Date:

Student's Name:

DOB:

School:

Grade:

Administrator:

Counselor:

Parent/Guardian:

Purpose: The purpose of this Plan is to clarify certain duties (commitments) of the student, the parent, and the school regarding school attendance. It is also to assess both family and student concerns and needs that, when addressed, will result in better school attendance. This Plan will be reviewed and amended from time to time and will, if attendance does not improve and legal action is necessary, serve to inform the Court on the status of the student, the interventions attempted, and the results attained.

Attendance Summary

___ School Days to Date

___ Total Days Absent (approximate based on missed class periods)

___ Days Absent Unexcused (approximate based on missed class periods)

CURRENT PowerSchool attendance printout, grades, and discipline reports are attached.

Planning

Findings: Please note primary factors within each domain that are deemed to be contributing to poor attendance and other self-defeating behaviors:

Family: ___

Peer Involvement/Peer Relationships: ___

Substance Use/Abuse: ___

Legal Involvement: ___

Academic History, Interests and Struggles: ___

Other: ___

School-Based Interventions

Incentives	Other Interventions	Restrictions
Assignment of adult mentor	Office aide or teacher assistant	Student call to parent
Assignment of peer tutor/counselor	Standing appt. with school counselor	Escort into school/ to class
Re-engagement rewards	Standing appt. with school administrator	In-school Suspension
Partial credit for coursework	Parent parking space at school for drop off	Loss of Open Campus privilege
Celebration: Positive referrals, calls or cards	Referral for Special Education Evaluation	Loss of passing period
Schedule change/revision	Referral to problem-solving team (RtI)	Loss of Participation in student activities
First in lunch line	Career interest assessment/linkage	Lunch Detention
School club/activity participation	Counseling support groups	Saturday School
	Weekly progress monitoring-academic, social, and/or emotional	Mandatory Access/ Advisement attendance
Other:	Other:	Other:
Other:	Other:	Other:

Health Interventions

Required Doctor's note for all illness related absences

Consideration for Health Plan

Health Room assessment of student wellness

Referral for Homebound

Services

School Nurse contact with family

Consideration for 504

Signed Release of Information for school contact with family physician, private counselor or other mental health provider

Other:

Home-Based Interventions

Additional privileges (list)

Loss of privileges (internet, social activities)

Parent support (i.e. Parent Boot Camp)

Parent Shadowing

Parent Information Night

Remove electronics from bedroom

Attendance at Parent/Teacher Conferences

Set bedtime (up by _____ in bed by _____)

Outside Counseling (parent expense)

Mandatory homework/study time and/or

help Commitments

Commitments of the Student:

1. To attend all scheduled class sessions regularly and punctually; to accrue NO unexcused absences or tardies.
2. To comply with all school rules and expectations with regard to attendance and behavior.
3. To complete all academic assignments issued during class time or as homework.
4. To request assistance from school personnel – teachers, counselors, and/or administrators relevant to specific needs.

Commitments of the Parent/guardian:

1. To initiate, maintain regular contact, and work cooperatively with relevant school personnel regarding attendance, behavior, and academic performance.
2. To actively participate in all school conferences as requested.

Commitments of the School:

1. To maintain accurate attendance records and follow relevant procedures and policies in compliance with Arizona State law (§15-8072. A, §15-803.(E)) and FHUSD Student Attendance Policy
2. To notify parent(s)/guardian(s) in a timely fashion of concerns related to the student's attendance, behavior, and/or academic performance.
3. To request parent(s)/guardian(s) participation in resolution of issues negatively affecting the student.
4. To prepare, monitor, and maintain an Attendance Plan by reviewing the reasons for the student's truancy. The student, relevant school personnel, and the parent/guardian or legal custodians will take part in this attendance improvement plan.

We have participated in the formation of this Attendance Contract and Plan and agree that adherence to its terms and conditions may result in more frequent and successful school attendance. Therefore, we will maintain our commitment(s) as stated toward this end. Failure to improve attendance may result in the filing of legal truancy proceedings by Fountain Hills Unified School District against the student and the parent(s)/guardian(s).

Student

Date

Parent/Guardian

Date

School Administrator/Attendance Officer

Date

Date of Contract Review

Certification of Students with Chronic Health Conditions
(Obtained from a certified health professional or nurse practitioner)

Student's name	Parent's name	Address
District	School	Grade level
Date of birth	Phone number	Date of initial consultation

Certified health professional or nurse practitioner diagnosis:

Certified health professional or nurse practitioner prognosis:

Physical limitations affecting physical education activities:

Anticipated absences due solely to illness, disease, pregnancy complications, an accident or severe health problems of an infant child of a student (include anticipated surgeries, treatments, or hospitalizations that may interfere with school attendance during the _____ year):

Example 1: _____'s physical condition may result in frequent absences in the school year that may exceed ten (10) consecutive school days per semester, but I do not anticipate that _____ will be absent enough days to require homebound services.

Example 2: _____ will require three (3) hospitalizations of approximately four (4) days duration each and three to five (3 - 5) treatments of one (1) day each during the school year.

Other relevant information:

Type or print Certified health professional or nurse practitioner name and licensed title

Date

Certified health professional or nurse practitioner signature and title

Instructional Agreement for Students with Chronic Health Conditions

School year _____

Student's name	Grade level	Date
Parent's name	Address	
Person responsible for homework coordination	Position	School

Eligibility checklist:

1. Medical certification of chronic health condition (diagnosis, prognosis, and inability to attend school regularly).
2. Medical certification of physical limitations for physical education.
3. District office has noted chronic condition on attendance register.
4. If applicable, the school nurse informed of student's chronic health condition.
5. Student's teacher(s) informed of student's chronic health condition.
6. If applicable, school counselor informed of student's chronic health condition.
7. Physical education activities/requirements adapted according to medical certification.
8. Certificated teacher to provide homework and contact with _____ during absences for the school year as follows:

9. Parent/guardian agrees to return completed homework to the school for absences during the school year as follows:

Approved:

Superintendent's signature

Annual review of instructional agreement:

- | | | |
|--|---|---|
| ____ Number of excused absences due to chronic condition | ☐ Promotion requirements met via completed homework for excused absences | ☐ Transcripts & attendance record attached |
|--|---|---|

For the _____ school year, ☐ should / ☐ should not be registered as having a chronic health condition.

Superintendent's signature

Parent's signature

Date

School Trip Forms Fountain Hills Unified School District
Behavior Agreement for School Affiliated Trips

My son/daughter _____ has my permission to participate in the _____
_____ on _____. This trip is school-affiliated and will be conducted under the supervision
of school staff and volunteer chaperones.

My child and I agree to the following guidelines governing student conduct during the trip:

1. Students acknowledge that their behavior while on this trip will reflect on themselves, their families, their teachers, their school, and their country, and that they will thus attempt to conduct themselves so as to leave a favorable impression on all with whom they come into contact. Mature and courteous behavior is expected at all times.
2. Students will follow all rules and instructions given by staff and chaperones, and observe all Fountain Hills Unified School District rules.
3. Students will observe all arranged meeting times and curfews established by staff and chaperones. During the sightseeing portions of the trip, students will not leave individually or in groups unless accompanied by a staff member or chaperone without their express permission.
4. During any sightseeing portions of the trip, the group will generally remain together. From time to time we might agree to split into smaller groups for certain defined periods of time, but at no time will any student set off on his/her own, i.e., students will always remain with at least two other members of the group. During the trip, there may be times when the student will be on his/her own, but the student should make sure that someone (staff member or chaperone) knows where he/she is at all times.
5. Students will attend all events organized by staff and chaperones. If a student needs to miss an event due to illness, one of the chaperones will stay behind with the student.
6. During the trip, students may stay in hotels and share a room with two or three other students. Students need to follow the rules of the hotel and the rules of the school. Chaperones will conduct room and bag checks throughout the tour.
7. Students will assume responsibility for their own belongings and will take special precautions to protect their money, ATM/cash cards, passports, and airplane tickets.
8. Students will at all times show respect for private and public property, i.e., they will refrain from vandalism, willful destruction of property, and theft.
9. Students will at no time operate a motor vehicle or buy, possess, or use tobacco products.
10. Students will not buy, possess, or consume alcoholic beverages of any kind or drugs that are illegal in Arizona, regardless of whether this will be legal for them in any other state/country they might enter. Students will, at no time, be in possession, or use, tobacco, THC, wax, vape pens or any illegal or illicit substances.
11. Consequences for violations of these guidelines may include, but are not limited to, warnings, "conference calls" with the parents, and being restricted to staying within the sight of staff and chaperones during all waking hours. Major violations (involving possession or use of illegal drugs, illegal acts, abuse of alcohol, or chronic violations of rules and curfews) may result in the student being sent home immediately from the nearest airport, at the parents' expense. In addition, infractions will be reported to the school, which will treat them as if they had happened on any other field trip – which would bring into play the usual range of consequences such as suspension, expulsion, exclusion from honor societies, sports, etc.

Parent signature

Date

Student signature

Date

Release of Liability Statement

Extra-Curricular Trips

We/I, _____, hereinafter referred to as "Parents", the parents and/or guardians of

_____, hereinafter referred to as "Student and/or Traveler", hereby execute the following RELEASE for the extracurricular trip.

This release is made in favor of FHUSD school district staff, and all persons affiliated to these people/institutions, hereinafter referred to as "Releasees", and all affiliates, and successors, and delegated and assigns, and all officers, directors and employees of said Releasees, including all other adult chaperones and their affiliates. Parents hereby acknowledge that Releasees have no liability or responsibility whatsoever with respect to the travel abroad program. Parents and Student/Traveler release and waive all claims, now or in the future and agree not to sue the school for any personal injury, death, property damages or loss that the Student/Traveler may sustain during or as a result of the program.

In consideration of this RELEASE, the Student/Traveler is permitted to participate in this trip and all activities related thereto. In the event that the Student/Traveler should, prior to the commencement of the program, be expelled from school or otherwise disciplined by FHUSD or the local, state or federal authorities, or if the Student/Traveler fails to meet any requirements for participation in the program as set forth, the Student/Traveler may be declared ineligible to participate in the trip and application withdrawn subject to the refund policy described in the travel company's agreement.

In the event that the Student/Traveler should require medical treatment while on the trip and/or any of the activities related, Parents agree that Releasees shall have the right and responsibility to secure the same without unnecessary delay. Parents hereby release Releasees from any and all liability for the quality or timeliness of any such medical care. Parents agree to reimburse Releasees for any expenses incurred during such treatment.

Parents hereby acknowledge that if the Student/Traveler acts in an inappropriate manner (such as drinking, drugs, theft, extreme disrespect, etc) Releasees shall have the right to return the Student/Traveler to Phoenix, Arizona via the first available means of transportation. This with the understanding that we, the Parents, shall cover all the expenses from the moment the decision is made, the night at the hotel, meals, taxi, porters and any other expenses necessary for such return. No refund will be granted whatsoever; neither the company nor any Releases have any obligation or any other responsibility toward the Student/Traveler from that moment on.

Parents and the Student/Traveler hereby release said Releases from any and all claims for loss or damages, including, but not limited to, personal injury or death, whether or not caused by "negligence". The Parents and Student/Traveler volunteer hereby to assume all risks related to the trip.

This release binds the Parents and Student/Traveler's spouse, heirs, legal representative and assigns; if any portion of this release shall be held invalid under the laws of the State of Arizona or any other related to this trip, those parts not held invalid shall continue in full force and effect. And as we, the Parents and Student/Traveler and all other related or not, shall consider this document as valid in all its full contents of all the releases stated in all above paragraphs thus making all portions valid under any law from any state, country, or location, and all release in favor of said Releases stated in the above paragraphs of this document.

In Witness whereof, Parents and Student/Traveler have read and acknowledge the above release. By the signature below it is inclusive and binding of the Student/Traveler who acknowledges Parents signatures.

Parent/Guardian

Date

Parent/Guardian

Date

Maricopa
County State of
Arizona

Notary Signature and Seal _____

Date_____

Parental Permission Form

Everyone under the age of 19 must have a Parental Permission Form to travel.

If both signatures are unattainable by reason of:

1. Single parent
2. One parent is deceased
3. Parents divorced or legally separated
4. Legal guardianship or adoption

Then the minor must carry an affidavit stating the same as well.

We hereby give permission for our son/daughter, _____,
to travel with FHUSD staff on the approved extracurricular trip. We also give permission to partake in any
excursions during the trip, with FHUSD staff and chaperones.

Parent/Guardian

Date

Parent/Guardian

Date

Single Parent Permission Form

I, _____ testify in that I am
legally a single parent and I do have all rights to my child, _____.

Parent/Guardian

Date

Medical Authorization for Treatment of a Minor

On rare occasions, an emergency requiring hospitalizations and/or surgery develops. Since minors may not, as a rule, be administered an anesthetic or be operated on without the written consent of the parent or guardian, we request that parents or guardians sign the following statement. Every effort will be made to contact the parents or guardians before any major treatment. This is to prevent a dangerous delay in case an emergency does occur and we are unable to contact parents.

In the event of injury to our son/daughter/ward _____ born _____ we hereby authorize FHUSD staff to secure whatever treatment is deemed necessary, including the administration of an anesthetic, surgery, or dental treatment.

Parent Signature

Date

Parent Signature

Date

Medical Information Form

Name: _____

Date of Birth: _____

Emergency Contact and Telephone Numbers: _____

Health Insurance: _____

Policy Number: _____

Allergies/Medical Conditions: _____

Medications Currently Taking/how often:* _____

*Any prescription medications need to be in the original container with the prescription on the container or packaging.

Is the student permitted to administer the medication(s) themselves? _____

Is the student permitted to administer over-the-counter remedies themselves? _____

I, _____, the parent/guardian of
_____ permit FHUSD staff and/or chaperones to
provide over-the-counter medications while on the trip.

I allow _____ to administer the following themselves:

(list medications) which they may carry on their person.

Parent Signature _____ Date _____

Insurance

Health
insurance:

The health insurance of the parent/guardian is usually sufficient to use overseas, **HOWEVER**, the company must be contacted to make sure the policy is world accepted. **Everyone must check with his or her insurance company.**