

# Indian Oasis Elementary School Primary Campus

## Student & Parent Handbook



“We are committed to creating a **supportive** environment to  
**empower** ALL to reach their full potential. ”

**2023-2024**

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**Governing Board Members**

Juan Buendia, Board President  
Kathleen Vance, Board Member  
Ella Mae Greasewood, Board Member  
Sylvia Hendricks, Board Member  
Anamarie Stevens, Board Clerk

**Superintendent**

Rubén Díaz

**Telephone: 520-719-1230**

<http://www.indianoasisprimary.org/>

**Office Hours: 7:00 - 3:30 p.m.**

**School Hours:**

**Full day Monday to Thursday 7:55 a.m. - 2:35 p.m.  
Early Release Friday and select calendar dates at 12:00 p.m.**

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# Baboquivari Unified School District #40

Learning for Life • Duakag Oidam Maşcama

## **Mission Statement:**

We empower our children to have a strong cultural identity to conquer challenges and contribute to their communities in their journey of life.

## **Vision Statement:**

ALL our children will be given the foundational skills to become college and career ready and embrace their Himdag.

## **Our Core Value:**

- ❖ We are committed to creating a **supportive** environment to **empower** ALL to reach their full potential.

## **Our Creed is:**

- ❖ I am safe throughout the day.
- ❖ I take pride in all that I do.
- ❖ I act responsibly in every way.
- ❖ I respect myself and others.
- ❖ I am a Tohono Star.

**Our Purpose:** We prepare every child every day for success at the next grade level.

## **BUSD Stretch Goals:**

- ❖ Attendance: 80% of the students will score 70% mastery in each major cluster.
- ❖ Academics: 90% + Attendance by teacher, grade level, school and/or content & 90% Parent Portal View

# **General Information:**

All students attend school from 7:55 a.m. to 2:35 p.m. Monday through Thursday with an early release every Friday at 12:00p.m. Office hours are between 7:00 a.m. to 3:30 p.m. The Elementary campus is a secured campus. All parents and visitors must **sign-in and sign-out** at the front receptionist's desk. Beginning of the day procedures begin at 7:55 a.m. The first bell rings at 7:50 a.m. Students will line up with their class and teachers will lead them to their homerooms. The final bell rings at 8:00 a.m.

All meals at Indian Oasis Elementary School Primary Campus are free to students. Breakfast will be served beginning at 7:15 a.m. in the cafeteria. Please be sure to have your students here on time to ensure they can have the option of a hot breakfast as breakfast ends at 8:00 a.m.

All students participate in a special class daily. They will rotate daily between Physical Education, Culture, TinkerLabs (STEM), and Art.

## **Student Information Update**

Please notify the school office of any changes with students in addresses, telephone numbers, or medical needs during the year. It is very important for the safety of your child that our records are kept up-to-date. In the event of an emergency or early release, due to the weather, a responsible contact in the Sells area must also be listed.

## **Dress Code Policy**

Student dress and grooming are generally a matter of personal choice. However, the District recognizes that there is a relationship between student dress and student success, school pride, the safety and general welfare of students and staff, and the accomplishments of the curriculum goals and educational objectives.

Accordingly, Indian Oasis Primary Campus' dress and grooming standards prohibit student dress or grooming that, in the judgment of the school administration:

- A. Presents a risk to the health, safety or general welfare of students, staff, or others.
- B. Interferes with or disrupts the educational environment or process.
- C. Is counterproductive to curriculum goals or educational objectives.
- D. Produces disorder or creates an atmosphere of threat, intimidation or undue pressure.
- E. Causes excessive wear or damage to school property.

Student dress that violates these standards includes, without limitation, apparel that

- a. Displays or suggests obscene language or symbols,
- b. Presents undergarments or sleepwear as outerwear, or
- c. Exposes the back, chest, abdomen, midriff, genital area, or buttocks.

**Other areas of particular concern include the following:**

### **Dress that Advocates Drugs, Alcohol, or Tobacco:**

A.R.S. §15-712 permits instruction on the nature and harmful effects of alcohol, drugs, and tobacco. Clothing or accessories that display these substances or are deemed to advocate or encourage the use of these substances are counterproductive to the District's curriculum goals and educational objectives. These items are, therefore, prohibited.

### **Headwear:**

Students may wear hats, visors, beanies and hoodies that do not otherwise violate the student dress code, **but only when outdoors**. Students shall remove their headwear when indoors and upon request by an administrator, teacher or staff member.

### **Gang-Related Apparel/Grooming:**

The Governing Board desires to keep District schools and students free from the threat of harmful influences by any group or gang that advocates drug use or disruptive behavior. Therefore, the presence of any apparel, jewelry, accessory, notebook, or manner of dress or grooming that by virtue of its color, arrangement, trademark, symbol, or any other attribute, denotes or implies membership in or affiliation with such a group is prohibited because of the potential disruption of the educational process or threat to the safety of other students.

### **Consequences for Violations**

In addition to any disciplinary action taken by the teacher and administration, students who violate the dress standards may be asked to do any of the following, depending on the specific circumstances:

- Turn inappropriate clothing inside out.
- Change into clothing that may be provided by the school.
- Have other clothing brought to school.
- Remove the accessory.

### **Babo Ki:**

Baboquivari Unified School District has implemented the house system, inspired by the Ron Clark Academy. The House System Creates excellence, promotes teamwork, positive school climate, school pride, while building character in our students. More importantly, it promotes a culture of belonging for all and enhances relationships among our students. There are four houses, each house is represented by four different colors and character strengths.

Throughout the year, we will hold house assemblies to build a positive community and provide space to empower our students with character development.

Students will earn points for their house throughout the year and every Friday. It is highly encouraged to wear your house shirt. It is also highly encouraged for parents to participate in house meetings.



House of Givers



House of Courage



House of Friendship



House of Dreamers

### **Parent/Teacher Conferences**

Parent-Teacher conferences will occur during the fall and spring semester. **These meetings are very important.** Please refer to the school calendar to plan on attending these conferences. Your child will appreciate the support as we work together. Additional conferences can be requested by appointment with your child's teacher.

### **Grading/ Report Cards**

The instructional program at IOES is based on a philosophy that ALL children can learn. In order for that to occur, we will ensure that we have a guaranteed and viable curriculum, quality and effective instruction, and formative assessments. These three components will be a triangulated effort for high student and staff achievement.

### **Level of Performance**

**4-** Student Exceeds expectations for the standards covered in this marking period

- Demonstrates in depth understanding of complex concepts and skills

**3-** Students meets expectations for the standards covered in this marking period

- Demonstrates solid understanding and display of the concepts and skills

**2-** Students is approaching or nearing the expectations for the standards covered in this marking period

- Demonstrates partial understanding of the concepts and skills

**1-** Student is experiencing difficulty understanding the concepts and skills in this marking period and is in need of additional support

- Demonstrates limited understanding of the concepts and skills

**NA** Not Assessed

**Policy IKA: Grading /Assessment Systems**

A District-developed grading system will be utilized. Teachers will keep a careful record of the grades assigned to students. Written reports to the parents concerning student achievement will be made every nine (9) weeks by the teacher, and additional written reports will be made when necessary. Teachers will confer with parents when necessary concerning academic progress and discipline of students. Teachers will report to parents on students' conduct, scholarship, attendance, or excessive tardiness.

**Special Education**

Grades reporting achievement of special education students not taking regular education classes shall be given on a basis commensurate with the students' abilities and based on their individual progress rather than in competition with classmates. The permanent record cards for such students shall indicate enrollment in special education for those classes. Parents of special education students shall be counseled regarding the significance of the grading system in order to avoid misinterpretation of the achievement grade.

*Adopted: February 13, 2018*

**Academic Assessment Philosophy and Procedures**

**Overall Philosophy of Grading**

Teachers attempt to provide students with reasons behind the grades received through individual conferences, clarification of course objectives, discussion of grading philosophy, etc. Grades are based on a variety of activities, spread over the entire marking period and not concentrated in a short unit of time at the beginning or end of a marking period. The issuing of report cards should not come as sudden, emotion-laden experiences to students, but should be a routine, clearly understood, and supportive procedure. Grades are intended neither as rewards or punishments.

1. Teachers employ every effort to be consistent with departmental and school grading policies and not to be idiosyncratic in the application of personal and unique grading philosophies.
2. A student is not penalized in his academic grades for behavior, habits, and attitudes provided that his academic work meets regular grade standards as outlined in this Policy Statement.
  - The student's academic grade suffers only because of the classroom work (discussions, tests, assignments, etc.) that has been missed.
3. At no time are students or student aids to input grades.

**Report Cards**

All teachers are required to issue Report Cards for each of their students. These reports can be used to inform parents and students when a student's performance in class is significantly below or above the teacher's expectation. It can be a great public relations tool when we send out positive notices that praise students. The positive motivational aspects of these reports should not be overlooked.

**Timeline for Report Cards**

The timeline for Report cards is as follows:

<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>	<b>4<sup>th</sup> Quarter</b>
September 29, 2023	December 21, 2023	March 8, 2024	May 15, 2024

Since we have a four marking period Report Card, it is essential that teachers alert parents and students to real or potential failure. Students who do not receive failure or near failure notices cannot be given a grade of F or a 1 for that period unless there are unusual circumstances which have been cleared by the Principal. A grade of a "1" should not come as a surprise to a parent.

**Changes in Grades and/or Report Cards**

**Section A**

1. Classroom teachers are responsible for grading decisions. Teachers shall keep sufficient record of objective measures of each student's performance during the grading period to explain/justify/support the grade indicated on the report card.
2. Students or their parents/legal guardians have the right to question grading decisions.

3. Questions regarding grading decisions should initially be discussed with the teacher who made the decision.
4. Any questions regarding grading decisions not resolved through discussion with the teacher may be appealed to the school Principal or designee within 20 school days into the next grading period.
5. In an effort to resolve the matter, the school Principal or designee should discuss the grade with the classroom teacher and review (with the teacher) the teacher's record of objective measures of student performance during the grading period. Administrators shall not substitute their professional judgment for that of the teacher.
6. Except as provided in section B, there is no process for review of a grading decision other than with the school Principal or designee.

#### **Section B**

1. In the event that any question regarding a teacher's decision to pass or fail a student in a course in elementary school cannot be resolved at the school level, the student or parent/legal guardian may request in writing that the Governing Board review the decision. Any such request must be written and made within fifteen (15) days of the school Principal's or designee's review of the pass/fail decision.
2. The Governing Board shall review the decision in executive session unless the parent/legal guardian requests in writing that the review be conducted in an open meeting.

#### **Promotion/Retention**

Indian Oasis Elementary School Primary Campus promotion and retention plans are based on the premise that all children must possess competencies at each instructional grade level in order to be promoted. Please speak with your child's teacher to ensure your child is meeting or exceeds these standards in order to be promoted to the next academic level.

#### **Arizona Move on When Reading Law**

Please be advised of Arizona Move on When Reading Law. All students, parents, and teachers need to be committed together to ensure student success. Arizona Revised Statute § 15 - 701 states that if data on the third grade statewide reading assessment is available and demonstrates that a student scored "falls far below" the student shall not be promoted from the third grade. There are three exemptions from ARS §15-701. In accordance with the new law, a school district governing board or the governing body of a charter school is allowed to promote a student who earns a score of "falls far below" on the third grade statewide reading assessment only for the following reasons:

- The student is an English Language Learner or Limited English Proficient who has received less than two years of English instruction; or
- A student with disabilities has an individualized education plan (IEP), and the IEP-team, which includes the student's parent/guardian, agrees that promotion is appropriate
- A student in the process of a special education referral or evaluation for placement in special education and/or students that have been diagnosed as having a significant reading impairment, including dyslexia.
- 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.

The bill defines "dyslexia" as a brain-based learning difference that impairs a person's ability to read and spell, that is independent of intelligence and that typically causes a person to read at levels lower than expected.

The law can be found at the following website: <http://www.azleg.gov/ars/15/00701.htm>

#### **School Site Council**

Indian Oasis Elementary School Primary Campus Site Council is composed of all stakeholders from parents, teachers, community members, administration and students. The Site Council meets throughout the year. The Purpose of the Site council is support for entities or clubs to make decisions for the Needs funds. You are encouraged to apply for open positions by completing a brief application of interest in the front office.

Arizona Revised Statutes § 15-351 School Councils; Duties; Membership

15-351. School councils; duties; membership



A. 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.

B. 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:

1. 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.

2. Teachers.

3. Non Certified employees.

4. Community members.

5. Pupils, if the school is a high school.

6. The principal of the school.

C. 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.

D. 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.

E. 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.

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

Section: [Previous](#) [15-344.01](#) [15-345](#) [15-346](#) [15-347](#) [15-348](#) [15-349](#) [15-350](#) [15-351](#) [15-352](#) [15-353](#) [15-354](#) [15-361](#) [15-362](#) [15-363](#) [15-364](#) [Next](#)

*Last modified: October 13, 2016*

## ***SITE COUNCIL PARENT/COMMUNITY MEMBERSHIP APPLICATION***

***2023-2024 SY***

Name \_\_\_\_\_  
Address \_\_\_\_\_  
Home Phone \_\_\_\_\_  
Cell Phone \_\_\_\_\_

Do you have a family member employed with BUSD? \_\_\_\_\_ Yes \_\_\_\_\_ No  
Are you able to commit a minimum of 1 hour per month to the IOES Site Council? \_\_\_\_\_  
Are you a parent or guardian of a student currently enrolled at ---- \_\_\_\_\_ in good standing? \_\_\_\_\_  
What are your interests at \_\_\_\_\_?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do you have a fingerprint clearance card? \_\_\_\_\_ Yes \_\_\_\_\_ No  
Do you have or have you ever been convicted of a felony? \_\_\_\_ Yes \_\_\_\_ No

XX

For official use only:  
  
Fingerprint Clearance Card: \_\_\_\_\_  
  
Other comments:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Visitors, Guests, and Volunteers**  
Parents are encouraged to volunteer at the school or in their children’s classrooms throughout the year. Please make arrangements with the parent liaison or teacher prior to the day of the visit. **All individuals must sign in and out at the front office and wear their assigned visitors tag the entire time they are on campus.** Additionally, to ensure student success no young children can accompany volunteers in the classrooms. However, our parent liaison welcomes all age volunteers as this area is not considered a structured learning environment. Please dress in appropriate attire while on campus. Guests whose attire is disrespectful to our learning environment and culture of safety may be asked to leave or may not be permitted on campus.

**After School Extra-Curricular Activities and Field Trip Fees**  
The Board recognizes the need for student fees to fund certain school activities that are not financed by local, state, or federal funds. It also recognizes that some students may not be able to pay these fees. All fees shall contain a provision that allows the fees to be waived in the event of economic hardship to the pupil. Non-payment of fees charged by the District, may not prevent a pupil from enrolling in, applying to or remaining enrolled in a public school. No student will be denied an education as a result of inability to pay these supplementary charges. This policy does not prohibit the District from charging tuition to a non-state resident pupil, as required by statute. Please make sure families know there will be fees assessed and collected this year and if they cannot pay due to financial need, they

must fill out the attached form.

Field Trip Fees: \$5 per field trip

Club Fees: \$10 per club

### **Surveillance**

Video cameras are located at various places on the school campus. Cameras are not located in areas where students, employees and others have a reasonable expectation of privacy, such as bathrooms, locker rooms, etc. Images captured by the cameras shall be used only for school district purposes, and in a manner consistent with the Family Educational Rights and Privacy Act. Under no circumstances shall any student touch, alter or tamper with any camera operated and maintained by the School District on school property.

## **Attendance:**

According to BUSD Board Policy,

### **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.

In the event of a necessary absence known in advance, the parent is expected to inform the school; if the absence is caused by an emergency, such as illness, the parent is expected to telephone the school office. When a student returns to school following any absence, a note of explanation from the parent is required.

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. When it is impossible to call on the day of the absence, the school should be notified on the morning the student returns, in time for the student to obtain an admission slip prior to the student's first class. All absences not verified by parental or administrative authorization will remain unexcused. If a parent does not have access to a phone, either at home or at work, a note will be accepted for verification purposes.

For absences greater than one (1) day in length, the school should be notified each day of the absence.

All personnel will solicit cooperation from parents in the matter of school attendance and punctuality, particularly in regard to the following:

- ~ The scheduling of medical and dental appointments after school hours except in cases of emergency.
- ~ The scheduling of family vacations during school vacation and recess periods.

The school may require an appointment card or a letter from a hospital or clinic when the parent has not notified the school of an appointment of a medical or dental nature.

School administrators are authorized to excuse students from school for necessary and justifiable reasons.

Our attendance goal is 100% unexcused absences. Please make sure your student comes to school on time every day at 7:55 a.m. and is not picked up prior to 2:30 p.m. in order to maximize their learning. Good attendance habits early on can have a positive effect for a lifetime. Attendance is everyone's responsibility. Students with perfect attendance will be recognized.

### **Reporting Absences**

- Parents or guardians are to notify the front office of any absences on or before the date of the absence, in order for it to be marked as excused.
- You must report the absence either in person, by phone or by note no later than 9:00 a.m. on the day of the absence.

### **Half Day Absences**

- If a student arrives after 11:30 a.m., the student is counted absent for one-half day.
- If a student is in school in the morning and is taken from school before 12:30 p.m., the student is counted absent for one-half day

### **Tardy/Early Checkout**

- Students arriving after the final bell are considered tardy and must be signed in at the school office before going to their classrooms.
- Any student needing to leave before 2:35 p.m. will need to be signed out at the school office before leaving campus.

### **Attendance Record Keeping**

Attendance records will be maintained for all students, which include the number of days and dates of both excused and unexcused absences. Detailed parent contact records will be maintained which include the date, name of the person contacted, means of contact, school official present and results. Repeated unexcused absences will result in a conference where all stakeholders are present. Continued unexcused absences following the conference can result in the school taking the necessary steps to enforce the law. This may include but is not limited to referrals to Tribal Child Welfare, Tohono O'odham Police Department, Behavioral Health, and/or Intermountain.

### **Withdrawal of Students**

If you are needing to withdraw your child from school, please come to the school office a few days prior to the withdrawal date. Procedures must be followed in order for your student to successfully be admitted to their next school of choice. You will need a withdrawal form to enroll your student at their next school. This is the final step within the withdrawal process.

## **Transportation:** **BABOQUIVARI UNIFIED SCHOOL DISTRICT #40** **School Bus Agreement Form** **2023–2024 School Year**

Transportation is a privilege extended to students in the school district. It is the responsibility of both the driver and student(s) to do everything possible to make it a safe ride. The privilege of the student to ride the school bus is contingent upon continuous observation of the safety rules and acceptable behavior.

<b>SCHOOL BUS SAFETY RULES</b>
--------------------------------

#### **BUS RULES 100% Be Safe, No Exceptions.**

1. Assigned seats will be issued, Am/Pm.
2. Keep head, hands and feet inside the bus.
3. Bus switching will not be allowed.

#### **GENERAL SCHOOL BUS SAFETY RULES**

1. Nothing is to be thrown in or out of the bus.
2. Pushing and fighting prohibited
3. Profanity is prohibited.
4. Do not bring pets on the bus
5. Do not bring glass containers on the bus.
6. Use of tobacco of any kind is prohibited.

7. Illegal substance is prohibited on the bus. Immediate expulsion from bus privileges.
8. Do not tamper with the emergency windows or equipment.
9. Do not bring flammable material or weapons on the bus. Immediate expulsion from bus privileges.
10. Absolutely no Public Display of Affection (PDA) will be tolerated.

#### **Consequences for General Bus Rule Violation**

**1<sup>ST</sup> Offense** Parent/Guardian and Principal notified.  
Bus agreement form sent home for

Parent/Guardian signature. Return to bus driver in the Am.

**2<sup>nd</sup> Offense** Parent/Guardian and Principal notified.  
Two day bus suspension.

**3<sup>rd</sup> Offense** Parent/Guardian and Principal notified.  
One week bus suspension.

**4<sup>th</sup> Offense** Parent/Guardian and Principal notified.  
One Month bus suspension.

**5th Offense** Loss of all Bus Privileges.

**Severe Clause;** Fighting, Illegal substances or activities, and Gross disrespect to the Bus Driver may result in immediate expulsion from ALL bus privileges. School Administrators and/or Law Enforcement may be involved.

Parents/Guardians are responsible for ensuring that their children are at their assigned bus stop ten (10) minutes before the scheduled arrival time.

*I understand that the school administration and transportation department work together to determine appropriate action for the violation of the rules, including the loss of bus privilege.*

---

**Student Signature**

**Date**

---

**Parent / Guardian Signature**

**Date**

### Information for the Transportation Department 2023 – 2024 S.Y.

Name of School Attending: \_\_\_\_\_

Grade: \_\_\_\_\_

Student Name (Print): \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

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

Parent/Guardian Phone: Home: \_\_\_\_\_

Cell: \_\_\_\_\_

Work: \_\_\_\_\_

Message: \_\_\_\_\_

Village: \_\_\_\_\_

Name of Bus Stop: \_\_\_\_\_

Directions to Home (route no., mile post, church, feast house, etc.):

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## **NOTICE TO PARENTS AND GUARDIANS**

**THE TRANSPORTATION DEPARTMENT AND SCHOOL OFFICES WILL NOT FULFILL REQUESTS FOR ALTERNATE BUS STOP PICK-UP AND DROP-OFF POINTS FOR YOU CHILD(REN) DUE TO ASSIGNED SEATING ON THE SCHOOL BUS.**

**(520) 719-1220   Baboquivari Unified Transportation Department   [dnarcho@busd.org](mailto:dnarcho@busd.org)**

## **Behavior:**

### **Textbooks/Library Books**

All parents should encourage their child to take good care of their textbooks. Students are responsible for all textbooks and library books issued to them during the school year. Parents and students are responsible for all lost, stolen, or damaged books and will be required to reimburse the school. If a lost book is found and returned, the money will be refunded.

### **Positive Behavioral Intervention and Supports (PBIS)**

Indian Oasis Elementary School Primary Campus participates in Arizona's Positive Behavioral Interventions and Supports (PBIS) program for school-wide discipline and behavior management. With the PBIS approach, there is an emphasis on teaching desired positive behaviors towards creating a safe and productive classroom environment. Students will have opportunities to earn incentives, participate in the school store, and receive awards. Accordingly, the school will have posted guidelines and rules for all school areas. Students are required to follow these guidelines and rules to ensure safety and security while at school. **ENCOURAGE YOUR CHILD TO DO THEIR BEST AS STUDENTS ARE RESPONSIBLE FOR THEIR ACTIONS.**

### **Student Conduct**

Students at Indian Oasis Elementary School Primary Campus have the right to a quality education free from any unnecessary disruptions and distractions. Effective and appropriate learning occurs more readily in a school environment relatively free from behavioral problems. The Governing Board of BUSD #40 wants to ensure that every student has the opportunity to attend school and be educated or receive an education without fear or harm or injury. Therefore, the Board will not allow any person or persons with a disruptive intent to endanger the safety of pupils or school personnel, to damage property or to interfere with the educational process. Most situations involving students will be addressed through the classroom teacher or the PBIS system. However, serious or continuous infractions will be required to have a conference with the students' guardians.

### **Student Bullying/Harassment/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.

#### Definitions

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

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

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

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

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

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

***Intimidation:*** Intimidation is intentional behavior by a student or group of students that places another student or group of students in fear of harm of person or property. Intimidation can be manifested emotionally or physically, either directly or indirectly, and by use of social media.

#### Prohibitions and Discipline

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

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

#### Reporting Incidents of Bullying/Harassment/Intimidation

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

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

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

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

The principal shall investigate *all* reports of bullying, harassment, or intimidation. If the principal determines that bullying, harassment, or intimidation has occurred, discipline will be administered pursuant to Board Policies JK, JKD, and JKE. Regardless of the outcome of the investigation the principal will meet with the involved students to review the findings of the investigation. Subject to the restrictions of the Family Educational Rights and Privacy Act (FERPA) set out in Policy JR, the parent(s) or guardian(s) of the involved students shall also be informed of the findings of the investigation.

Documentation related to reported bullying, harassment, or intimidation and subsequent investigation shall be maintained by the District for not less than six (6) years. In the event the District reports incidents to persons other than school officials or law enforcement all individually identifiable information shall be redacted. Restrictions established by FERPA on disclosure of personally identifiable student information must be observed at all times.

The Superintendent shall establish procedures for the dissemination of information to students, parents and guardians. The information will include, but not be limited to, Governing Board policies, incident reporting, support services (proactive and reactive) and student's rights. The dissemination of this information shall

- A. occur during the first (1st) week of each school year,
- B. be provided to each incoming student during the school year at the time of the student's registration,
- C. be posted in each classroom and in common areas of the school, and
- D. be summarized in the student handbook and on the District website, and



the Superintendent shall establish procedures for the dissemination of information to District employees including, but not limited to

- A. Governing Board policy,
- B. preventive measures,
- C. incident reporting procedures,
- D. available support services for students (both proactive and reactive), and
- E. student rights.

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

The Superintendent shall establish procedures designed to protect the health and safety of students who are physically harmed as the result of bullying, harassment, or intimidation. These will include, when appropriate, procedures for contacting emergency medical services, law enforcement agencies, or both.

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

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

### **Suspension From School**

The policy of Indian Oasis Elementary School Primary Campus regarding suspension is in accordance with **ARS 15-843** which reads in part: "The authority to suspend a pupil from school is vested in the superintendent, principal or other school officials granted this power by the Governing Board of the school district. In all cases of suspension, it shall be for the good cause.

**Short-Term Suspension** - a student may be suspended for up to ten (10) days depending on the infraction.

**Long-Term Suspension** - a hearing officer of the Governing Board may impose Suspension exceeding ten (10) days.

**Expulsion** Expulsion of a student from a district school is discretionary power of the Governing Board under the provision **ARS 15-341, 25-342 and 15-843**. The Board alone has the authority to exercise the power of expulsion of a student from the schools. The principal shall initiate this action following all necessary procedures.

## **S.T.A.R. Matrix integrated with TBRI Approach and Social Emotional Learning**

### **Positive Behavior Intervention System**

<b>Intervention Level</b>	<b>Determination</b>	<b>Example Behaviors</b>	<b>Intervention</b>	<b>STAR Expectations to Address w/TBRI Strategy</b>	<b>SEL with Sanford Harmony</b>
<b>Level 1</b>	<b>Non-referral</b> Single offense behaviors Minor infractions	Bullying behaviors, talking during learning, running, distracting or disruptive behaviors, cheating, yelling/shouting	Redirect/re-teach behaviors in class, appropriate TBRI strategy	Teaching Empathy & Social Responsibility	Diversity and Inclusion Empathy & Critical Thinking Self-Awareness
		Off-task behavior, non-compliance, talking in class, scribbling on desk, lying, <i>blatant</i> dress code violation	Classroom routines + procedures are set & practiced, redirect behavior, appropriate TBRI strategy	Understanding Expectations	Peer Relationships Problem Solving Self-Management
<b>Level 2</b>	<b>Non-referral Discretionary</b> Multiple offense behaviors Element(s) of harm and/or threats present	Any Level 1 repeated behavior Being disrespectful or defiant, tantrums, name calling/teasing, stealing from peers	All Level 1 interventions, home contact, appropriate TBRI strategy	Practicing Self-Reflection	Empathy & Critical Thinking Self-Management
		Physical or verbal conflict, threats, mild aggression, property damage, theft of school property	All Level 1 interventions, counselor referral, appropriate TBRI strategy	Fostering Positive Self-Image	Problem Solving Responsible Decision-Making
<b>Level 3</b>	<b>Referral to Office</b> Multiple offenses Behaviors, are danger to self and/or others, 3 + referrals	Bullying, drugs or alcohol, fighting or physical altercation, gang related activities, sexual harassment or misconduct, threats to peers or staff, weapons, extortion	Referral sent to admin and appropriate consequence given, counselor referral, home contact, appropriate TBRI strategy	Practicing Self-Expression & Self-Regulation	Communication Relationship Skills
		Disrespect/non-compliance leaving class/campus without permission, profanity, dangerous item, technology violation, vandalism or tagging, inappropriate technology violation	Referral sent to admin and appropriate consequence given, home contact, appropriate TBRI strategy ( <i>Optional: referral to counselor, community service</i> )	Practicing Empathy & Social Responsibility	Empathy & Critical Thinking Social Awareness

<b>Level 4</b>	<b>Referral to Office</b> Extreme cases of Level 3 Concerning behaviors that pose a real danger	Any Level 1 repeated behavior Threats, tantrums, stealing from peers, property damage, theft of school property, illicit drugs/alcohol	All Level 3 interventions, appropriate consequence given, home contact, appropriate TBRI strategy	Practicing Self-Regulation & Self-Care	Problem Solving Responsible Decision-Making
		Physical or verbal conflict, being disrespectful or defiant , name calling/teasing, mild aggression, arson	All Level 3 interventions, appropriate consequence given, home contact, appropriate TBRI strategy	Creating Connections	Peer Relationships Relationship Skills

## **Health Services:**

The school has a Health Aide on site to facilitate basic health needs and first-aid. However, we urge all parents to make sure to administer all prescription medicine needs to the child before the child comes to school. Prescription medications that must be taken at school must be delivered in the current prescription bottle with instructions on the use of this medicine by a guardian. Please see the Health Aide for more specific requirements.

### **Immunizations**

According to Board Policy,

#### **JLCB © Immunizations of students**

Subject to the exemptions as provided by law, immunization against diphtheria, tetanus, pertussis, poliomyelitis, rubeola (measles), mumps, rubella (German measles), hepatitis B, Haemophilus influenza b (Hib), and varicella is required for attendance of a student in 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. The school administrator shall review the school immunization record at least twice each school year until the pupil receives all 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.

Any student with serologic confirmation of the presence of specific antibodies against a vaccine-preventable disease shall not be subject to immunization against that disease as a condition for attending school.

The District will cooperate with county and state health departments in programs of immunization. Parents' permission must be secured before a student may participate in such immunization projects.

Arizona law requires all children entering school must submit immunization records received **before** they come to school. Please contact your health service for a copy of your child's immunization record and provide this to the Health Aide prior to the start of the school year.

### **Lice**

Students diagnosed with live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun (depending on severity of infestation). Nits may persist after treatment, but successful treatment should kill crawling lice.

Head lice can be a nuisance but they have not been shown to spread disease. Personal hygiene or cleanliness in the home or school has nothing to do with getting head lice.

Both the American Academy of Pediatrics (AAP) and the National Association of School Nurses (NASN) advocate that “no-nit” policies should be discontinued. “No-nit” policies that require a child to be free of nits before they can return to schools should be discontinued for the following reasons:

- Many nits are more than ¼ inch from the scalp. Such nits are usually not viable and very unlikely to hatch to become crawling lice, or may in fact be empty shells, also known as ‘casings.’
- Nits are cemented to hair shafts and are very unlikely to be transferred successfully to other people.
- The burden of unnecessary absenteeism to the students, families, and communities far outweighs the risks associated with head lice.
- Misdiagnosis of nits is very common during nit checks conducted by nonmedical personnel.

**Center for Disease Control and Prevention**

## **Technology:**

IJNDB-E ©

EXHIBIT

### **USE OF TECHNOLOGY RESOURCES IN INSTRUCTION ELECTRONIC INFORMATION SERVICES USER AGREEMENT**

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

#### **Terms and Conditions**

##### **Acceptable use. Each user must:**

- A. Use the EIS to support personal educational objectives consistent with the educational goals and objectives of the School District.
- B. Agree not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
- C. Abide by all copyright and trademark laws and regulations.
- D. Not reveal home addresses, personal phone numbers or personally identifiable data unless authorized to do so by designated school authorities.
- E. Understand that electronic mail or direct electronic communication is not private and may be read and monitored by school employed persons.
- F. Not use the network in any way that would disrupt the use of the network by others.
- G. Not use the EIS for commercial purposes.
- H. Follow the District's code of conduct.
- I. Not attempt to harm, modify, add/or destroy software or hardware nor interfere with system security.
- J. Understand that inappropriate use may result in cancellation of permission to use the educational 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:**

- A. Maintain supervision of students using the EIS
- B. Agree to directly log on and supervise the account activity when allowing others to use District Accounts
- C. Take responsibility for assigned personal and District accounts, including password protection
- D. 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.

**Personal responsibility.** I will report any misuse of the EIS to the administration or system administrator, as is appropriate.

I understand that many services and products are available for a fee and acknowledge my personal responsibility for

any expenses incurred without District authorization.

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

A. Be polite and use appropriate language. I will not send, or encourage others to send, abusive messages. B. Respect privacy. I will not reveal any home addresses or personal phone numbers or personally identifiable information. C. Avoid disruptions. I will not use the network in any way that would disrupt use of the systems by others. D. Observe the following considerations:

- i. Be brief.
- ii. Strive to use correct spelling and make messages easy to understand.
- iii. Use short and descriptive titles for articles.
- iv. Post only to known groups or persons.

### **Services**

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

I have read and agree to abide by the School District policy and regulations on appropriate use of the electronic information system, as incorporated herein by reference.

I understand and will abide by the provisions and conditions indicated. I understand that any violations of the above terms and conditions may result in disciplinary action and the revocation of my use of information services.

Name \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_  
(Student or Employee)

School \_\_\_\_\_ Grade (if a student) \_\_\_\_\_

\*Note that this agreement applies to both students and employees.

The user agreement of a student who is a minor must also have the signature of a parent or guardian who has read and will uphold this agreement.

### **Parent or Guardian Cosigner**

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

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

Parent or Guardian Name (print) \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

## **ACER R753T CHROMEBOOK REPLACEMENT FEES**

**Total Loss of Device - \$389**

**All Repairs - \$80**

**Charger - \$49 Lost or Damaged**

*Payment Plans are  
available*

*Please contact the  
BUSD Technology*

*Department about Payment Plans at (520) 719-1212*

**BUSD MIFI HOTSPOT**

**LOST OR DAMAGED-\$149**

**All HP CHROMEBOOK**

**Devices will be disabled.**

**HP Devices should be turned in  
for an upgrade device.**

Please discuss the contents of this handbook with your student(s). Individually sign, detach, and return the last page of this handbook to your student's teacher

no later than September 2nd, 2021 or 10 days after enrollment at Indian Oasis Elementary School Primary Campus.



Indian Oasis Elementary School Primary Campus  
Student and Parent Agreement

I, \_\_\_\_\_, the parent/guardian of  
(printed parent/guardian full name)  
\_\_\_\_\_ sign that I have read and discussed this  
(printed student full name)

handbook with my student. I understand the policies, procedures and the consequences outlined in this handbook. I agree to support Indian Oasis Elementary School Primary Campus in every effort to make Indian Oasis Elementary School Primary Campus a safe learning environment for all.

\_\_\_\_\_  
Parent/guardian Signature Date

I, \_\_\_\_\_ agree to follow the  
(printed student full name)  
handbook, rules, and expectations of Indian Oasis Elementary School Primary Campus. I agree to be a STAR student by:  
Being **SAFE** throughout the day  
**TAKING** pride in all I do  
**ACTING** responsibly in every way  
**RESPECTING** myself and others

\_\_\_\_\_  
Student Signature Date

