

PARKER HIGH SCHOOL

2023 - 2024

Renaissance is a statewide network promoting academic excellence through the principles of rewards and incentives used successfully by business and the sports professions.

In this positive school environment, teachers teach, students learn, parents support the effort, and the community's quality of life is enhanced.

What makes this network and program different? The program works. It is based on real life solutions to real life educational problems in today's schools.

Renaissance is a recognition and incentive program with three major goals:

*To focus on academic excellence;
To recognize and stimulate student achievement; and
To encourage superior education practices.*

Our Mission Statement

Parker High School will provide an educational environment conducive to the intellectual, emotional and physical growth of its students.

Name _____

Grade Level _____ Student ID Number _____

Parker High School
1600 Kofa Ave • P.O. Box 1090 • Parker, Arizona 85344
(928) 669-2202 • Operating Hours 7:30 a.m. - 4:00 p.m.

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PARKER UNIFIED SCHOOL DISTRICT NO. 27

Board of Education

Mr. Randy Hartless	President
Mrs. Deanna Beaver	Member
Mrs. Dolores Ferris.....	Member
Mrs. Amelia Flores	Member
Mr. Marlon Short	Member

District Administration

Mr. Brad Sale	Superintendent
Mrs. Joanna Hermes.....	Asst. Superintendent

High School Administration

Mr. David Daly	Principal
Mr. Lonnie Lewis	Asst. Principal

PRINCIPAL'S WELCOME

I hope that you all had a great summer. I am looking forward to having a successful school year.

As with previous years, I expect all students to do the very best they are capable of doing all the time. This means, first of all, having great attendance to school. You should not be absent from school more than nine (9) times per term or eighteen (18) times per school year. Being absent more than that is considered excessive. Teaching is our responsibility, but learning is your responsibility. You cannot learn what is being taught if you are not in school. That is basically one of the most important secrets to a successful life: showing up.

Another point of emphasis will be not just showing up to school but doing so on time and prepared to learn. The number one reason why people lose their jobs is because they are habitually late to work. It is not because they are not good at their job. It is mainly because people are habitually late. That word "habitually" is very important because being on time is a habit and that is a habit we want to reinforce at Parker High School.

The last point of emphasis is being a person of character. The six pillars of character are trustworthiness, respect, responsibility, fairness, caring, and citizenship. Trustworthiness means: Be honest • Don't deceive, cheat, or steal • Be reliable — do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal — stand by your family, friends, and country. Respect means: Treat others with respect; follow the Golden Rule • Be tolerant and accepting of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit or hurt anyone • Deal peacefully with anger, insults, and disagreements. Responsibility means: Do what you are supposed to do • Plan ahead • Persevere: keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act — consider the consequences • Be accountable for your words, actions, and attitudes • Set a good example for others. Fairness means: Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly • Treat all people fairly. Caring means: Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need. And lastly, citizenship means: Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment • Volunteer. If you are a person of character you will be successful in everything you do!

BRONC MAINTENANCE

Mr. Skyler Fisher	Day Maintenance
Mr. Daniel Rennau	Night Maintenance

<i>SPECIAL EDUCATION</i>	928-669-2431
Mrs. Amanda Maxwell	Director
Ms. Mindy Baker.....	Secretary
 <i>COUNSELORS</i>	 928-669-2202
Mr. Kyle Carlson.....	A-K
Mr. Jeff Wheatley	L-Z
 Talent Search/Upward Bound Coordinator	 928-669-2214

FACULTY MEMBERS and STAFF

<i>Teacher</i>	<i>Subject</i>	<i>Ext.</i>	<i>Rm</i>	<i>BT</i>
Mr. Deepak Arora.....	Math	1103	103	12
Mrs. Kathy Baker.....	English.....	1041	41	12
Mrs. Lorena Burns.....	Spanish	1071	71	12
Ms. Fiona Cabrillos	English.....	1042	42	11
Mr. Victor Cuadras	CTE	1094	94	N/A
Mrs. Phoebe Dampal.....	Special Ed.	1105	105	N/A
Ms. Brooklyn De La Mora.....	Special Ed.	1043	43	N/A
Mr. Ruben Diaz	CTE	1104	104	12
Ms. Kristine Doriman.....	Science.....	1082	82	12
Mrs. Laura Flores	Music	1445	BR	N/A
Mrs. Melissa Frias.....	Math	1083	83	10
Mr. John Paul Gatmaitan.....	English.....	1040	40	10
Ms. Marissa Guerra.....	Science.....	1076	76	12
Mrs. Larissa Hansen	Social Studies	1079	79.....	SC
Mr. Rolland Hansen	Phys. Ed. ....	.....	Gym.....	9
Mrs. Ingrid Holt.....	Spanish	1070	70	11
Mr. Jason Howard.....	Self-Contained Special Ed.....	1066	66	N/A
Mrs. Nancy Huffaker	Social Studies	1078	78	9
Mrs. Margaret Leivas Estrada.....	CTE	1092	92	9
Mr. Charles Magpayo.....	English.....	1069	69	10
Mr. Daniel Maya	P.E/AD.....	1047	3	N/A
Mrs. Marie Maya	P.E.....	.....	Gym.....	9
Mr. Doug Meale.....	Social Studies	1068	68	11
Mr. Thomas Moore.....	Vocational.....	1446	26	10
Mr. Emmanuel Munoz.....	CTE	1094	94	10
Mrs. Kattryina Omadley	Math	1106	106	12
Mrs. Jackie Reaves.....	CTE	1077	77	11
Mrs. Sherry Rennau.....	Librarian	1090	Lib	N/A
Ms. Noemae Sienes.....	Science	1075	75	10
Mr. Pritpal Singh.....	Math	1187	87	11
Mrs. Punita Verma	Math	1086	86	9
Officer Lucas.....	Criminal Justice	1102	102	N/A
 Ms. Vannesa Martinez.....	 Attendance.....	.....	.....	1000
Ms. Amparo Araujo	Main Office.....	.....	.....	1014
Mrs. Lee Moody.....	Counseling.....	.....	.....	1016
Ms. Maria E Morales	Bookstore.....	.....	.....	1003
Ms. Gloriela Castro.....	Alternative Classroom.....	.....	.....	1032

STUDENT GOVERNMENT

2023-2024 Student Council Officers

President.....	Trevor Elliot
Vice-President.....	Tillman Wedemeyer
Secretary.....	Antonio Deleon
Treasurer.....	Jacob Bailey
Sgt. of Arms.....	

Student Body President:

Dear students of Parker High School, I hope your journey here is like no other. The memories and friends you make along the way will be remembered throughout your life. Then make it last while you can, I encourage you to be an active member every time you step foot on this campus. Join multiple different clubs, sports, electives. You won't just impact your school and the others around you, you will be impacting yourself in the future. -Trevor Elliot

2024-2027 CLASS OFFICERS

Senior Class Officers (2024)

President.....	Mattie Baldenegro
Vice-President.....	Angel Velarde
Secretary/Treasurer	Elizabeth McCabe
Class Sponsor.....	Mrs. Lorena Burns

Junior Class Officers (2025)

President.....	DanikaDurham
Vice-President.....	Cami Romo
Secretary/Treasurer	Macayla Salcido
Class Sponsor.....	Mrs. Ingrid Holt

Sophomore Class Officers (2026)

PresidentFernando.....	Eli Baldenegro
Vice-President.....	Fernando Lugo
Secretary/Treasurer	Sawyer Conlin
Class SponsorMr.....	Charles Magpayo

Freshman Class Officers (2027)

President.....	Shelby Tahbo
Vice-President.....	Hamuse Harper
Secretary/Treasurer	Olivia Taylor
Class Sponsor.....	Ms. Nancy Huffaker

STUDENT EXPECTATIONS

1. COME TO CLASS PREPARED AND ON TIME.
 - BRING TEXTBOOKS, NOTEBOOKS, HOMEWORK, WRITING UTENSILS, ETC.
 - BE TO CLASS ON TIME, EVERY TIME.
 - HAVE EXCELLENT ATTENDANCE.
2. FOLLOW DIRECTIONS – THE FIRST TIME GIVEN.
 - GIVE THE TEACHER YOUR UNDIVIDED ATTENTION WHEN THEY ARE ADDRESSING THE CLASS.
 - RESPECT THE RIGHTS AND PROPERTIES OF OTHERS.
3. BE RESPECTFUL TO THE TEACHER, BE RESPECTFUL TO YOURSELF, AND BE RESPECTFUL TO THE OTHER STUDENTS.
 - RESPECT THE RIGHT OF THE TEACHER TO BE ABLE TO TEACH, THE RIGHT OF OTHER STUDENTS TO LEARN, AND BE RESPECTFUL OF YOUR RIGHT TO RECEIVE A QUALITY EDUCATION.
 - IF IT DOESN'T BELONG TO YOU, DON'T TOUCH IT.
4. RECEIVE PERMISSION TO SPEAK FROM THE TEACHER.
5. FOLLOW ALL CLASSROOM DIRECTIONS AND PROCEDURES.
 - DIRECTIONS AND PROCEDURES ARE DESIGNED TO ENHANCE THE LEARNING EXPERIENCE.
 - DOING “CLASSWORK”, “HOMEWORK”, “IN-CLASS ACTIVITIES” ARE NOT OPTIONAL...THEY ARE REQUIRED AND NOT DOING REQUIRED WORK IS CONSIDERED DEFIANCE.
 - IT IS THE TEACHER’S JOB TO TEACH BUT IT IS THE STUDENT’S RESPONSIBILITY TO LEARN. LEARNING IS AN ACTION VERB.

PARENTAL INVOLVEMENT

ALTHOUGH PARENTS ARE ALWAYS WELCOME TO OUR CAMPUS AND TO VOLUNTEER IN ANY APPROPRIATE WAY, THAT IS NOT REALLY WHAT WE ARE LOOKING FOR IN TERMS OF “PARENT INVOLVEMENT”. PARKER HIGH SCHOOL NEEDS A COMMITMENT FROM PARENTS/GUARDIANS TO DO THE FOLLOWING THINGS TO HELP THEIR CHILD(REN) BE SUCCESSFUL:

- **PARENTS SEND STUDENTS TO SCHOOL PREPARED AND READY TO LEARN.**
 - **CLOTHED APPROPRIATELY, FED, NECESSARY SCHOOL SUPPLIES, AND WELL RESTED.**
- **PARENTS ACTIVELY ENGAGE THEIR CHILDREN ABOUT SCHOOL BY ASKING ABOUT THEIR DAY AT SCHOOL, LOOKING AT THEIR SCHOOLWORK, ETC.**
 - **ASK ABOUT WHAT THE CHILD LEARNED THAT DAY**
 - **HAVE THE CHILD TEACH THE PARENT SOMETHING THEY LEARNED IN SCHOOL THAT DAY.**
- **PARENTS ESTABLISH AN ATMOSPHERE IN THE HOME THAT EDUCATION IS IMPORTANT AND VALUED.**
 - **FREQUENTLY TALK ABOUT GOALS AND ASPIRATIONS OF THEIR CHILDREN AND HOW SCHOOL CAN HELP THEM IN ACCOMPLISHING THEIR GOALS.**
 - **EDUCATION IS AN INVESTMENT IN THEIR FUTURE AND THE FUTURE OF THEIR FAMILY.**
 - **KNOWLEDGE IS A TOOL THAT CAN NEVER BE TAKEN AWAY.**
 - **WHATEVER YOU DO, DO YOUR BEST.**
- **PARENTS SET HIGH EXPECTATIONS FOR THE ACADEMIC PERFORMANCE AND MORAL CONDUCT OF THEIR CHILDREN.**
 - **CHILDREN ARE HELD ACCOUNTABLE FOR CONDUCT, BOTH BEHAVIORALLY AND ACADEMICALLY.**
 - **CHILDREN HAVE EXCELLENT ATTENDANCE AND EXHIBIT RESPONSIBILITY BY BEING ORGANIZED, PUNCTUAL, AND COOPERATIVE.**

PARENT INVOLVEMENT CONTINUED:

- **PARENTS PROVIDE THE RESOURCES NECESSARY FOR THEIR CHILDREN TO BE SUCCESSFUL. THIS CAN BE AS SIMPLE AS PROVIDING A PLACE AT THE KITCHEN TABLE FOR STUDENTS TO DO THEIR HOMEWORK. PARENTS SHOULD NOT DO HOMEWORK. THE STUDENT SHOULD DO THE HOMEWORK BUT THE PARENT MUST SET THE EXPECTATION THAT IT GET DONE BY MONITORING THEIR CHILDREN AS THEY DO THEIR SCHOOLWORK.**

PARKER HIGH SCHOOL STAFF COMMITMENT TO EXCELLENCE

- 1. GIVE OUR BEST EFFORT TO EACH AND EVERY STUDENT, PARENT, AND COLLEAGUE TO PROMOTE THEIR INTELLECTUAL, SOCIAL, AND PHYSICAL GROWTH.**
- 2. GIVE OUR ABSOLUTE BEST EFFORT IN PERFORMING OUR JOB AT A HIGH LEVEL OF EFFECTIVENESS.**
- 3. ENFORCE THE RULES AND FOLLOW THE PROCEDURES OF PARKER HIGH SCHOOL IN A MANNER THAT PROVIDES CONSISTENCY FOR STUDENTS, UNITY AMONG STAFF, AND FIDELITY TO WHAT IS RIGHT.**
- 4. TREAT ALL PEOPLE WITH DIGNITY AND RESPECT AT ALL TIMES. IF YOU RESPECT SOMEONE YOU WILL GIVE YOUR BEST EFFORT IN PERFORMING YOUR JOB. NOT PERFORMING YOUR JOB TO THE BEST OF YOUR ABILITY IS DISRESPECTFUL.**
- 5. BE A ROLE MODEL TO OTHERS AND LEAD BY EXAMPLE.**
- 6. DEMONSTRATE GOOD CHARACTER AT ALL TIMES.**
- 7. BE QUICK TO ENCOURAGE SOMEONE AND SLOW TO CRITIZE. NEVER TEAR SOMEONE DOWN. TRY TO BUILD THEM UP.**
- 8. DO NOT SPEAK POORLY ABOUT A PERSON. DO NOT GOSSIP.**
- 9. STUDENTS MUST BE HELD ACCOUNTABLE FOR THEIR INTELLECTUAL, SOCIAL, AND PHYSICAL GROWTH. ESTABLISH HIGH EXPECTATIONS FOR OUR STUDENTS AND OURSELVES.**
- 10. STAFF MUST HOLD EACH OTHER ACCOUNTABLE IN PROVIDING OUR STUDENTS THE BEST EDUCATION.**

EXTRACURRICULAR and INTERSCHOLASTIC

There are numerous activities and clubs for students at PHS. Participation is encouraged as a means to develop leadership and lasting friendships. Parker High students must meet the following regulations to remain eligible for participation in any school sponsored activity.

SCHOLASTIC ELIGIBILITY

1. Students must have passing grades in ALL classes from the previous 4 1/2 week grading period. (Progress 1,2,3,4 / 5,6,7,8)
2. Underclassmen must be currently enrolled in 4 classes.
3. Seniors must be enrolled in a minimum of 4 classes.

Students who become ineligible need to ask their sponsor/coach to explain the necessary procedure to become eligible again. In addition to scholastic eligibility, ATHLETIC PARTICIPANTS must also have on file, with the school:

1. Physical exam cards/forms.
2. Parent consent card.
3. Record of insurance premium payment (insurance is available to students through a school approved company) prior to practicing.
4. Record of certified birth certificate.
5. Minimum grade criteria established by the school.

Students who miss any portion of the school day, except for approved excused appointments, are ineligible to participate that day or evening in any extra-curricular activity.

Club meetings take place during club time. Students need not be scholastically eligible to participate in meetings, only sponsored activities and trips.

Student Clubs

Anime • FBLA • FCCLA • FFA • HOSA • Interact • NHS • Native American Cultures • "S" Club • Skills USA • Spanish Club • Student Council • Police Explorers • Youth for Youth • Strategy Gaming • Art Club • Show Choir • Teen Solutions

FALL

Football.....Mr. Wheatley
Cross Country.....Mrs. Miller

VolleyballMrs. Maya
Spirit Line..... Mrs. Romo

WINTER

Boys Basketball Mr. R Hansen
Wrestling Mr. Maya

Girls Basketball.....Mr. Diaz
Soccer.....Mr. Lewis

SPRING

Track Mrs. Miller
Baseball..... Mr. Golding
E Sports TBA

Softball.....TBA
Golf.....Mr. McKenzie

STUDENT SERVICES

The Academic and Guidance Services' philosophy of education stress the need for individual responsibility for academic success. The individual needs to be involved in researching what is required to achieve their future career goal.

PSYCHOLOGICAL SERVICES

Psychological services are available to assist students who are experiencing learning, emotional or personal problems.

<u>Grades</u>	<u>Points</u>	<u>Score</u>	
Honor A	5	101 +	Honor
A	4	90 - 100	Excellent
B	3	80 - 89	Above Average
C	2	70 - 79	Average
D	1	60 - 69	Below Average
F	0	59 & below	Failing

Students with a current GPA of 3.00 to 3.49 will be shown on the Honor Roll. Students with a current GPA 3.5 to 4.0 will be on Principal's Honor roll.

GRADING CRITERIA

The following criteria is used to determine the grades earned by Parker High students:

1. Tests/Projects 25-50%
2. Skills/Competencies 25-50%
3. Home/Class Work 15-25%
4. Attendance Participation 10-25%

CLASS STANDING

Class standing is established with the student's first years of high school.

- | | |
|-----------|------------------------------|
| Freshman | 1 st year student |
| Sophomore | 2 nd year student |
| Junior | 3 rd year student |
| Senior | 4 th year student |

GRADUATION REQUIREMENTS

English	4 credits
Math	4 credits
Science	3 credits
World History/Geography	1 credit
American History	1 credit
US Government/Economics	1 credit
Fine Arts or CTE	1 credit
Electives	7 credits
Total	22 credits

**All student must pass the Civics Exam with a passing score per the American Civics Act (House Bill 2064).*

ARIZONA UNIVERSITY ACADEMIC COMPETENCY AWARD

English	4	credits
Math	4	credits
Social Studies	3	credits
Lab Science	3	credits
Foreign Language	2	credits
Fine Arts or CTE	1	credit
Electives	<u>5</u>	credits
	22	total credits

This award requires a more rigorous academic schedule than required for our general diploma. These classes ensure that students have met the ACADEMIC COMPETENCIES for entrance into Arizona Universities. However, for admittance without deficiencies students must also meet the additional requirements of the university in which they plan to attend. In addition, you must have a cumulative 3.5 GPA to receive this award.

HONOR ROLL REQUIREMENTS

Students holding a term GPA of 3.5 or better qualify for the Principal's Honor Roll. Those students with a 3.0 GPA to 3.49 qualify for the Honor Roll.

COLLEGE COURSES

Students may qualify to enroll in AWC courses because of interest and ability. You can earn credits concurrently for both AWC and Parker High School.

HONORS CRITERIA

Students enrolled in the classes listed below may earn Honors distinction.

To earn an Honors A in one of these classes the student must meet the following general **and** class specific criteria:

General Criteria (must meet all of the criteria listed below):

- ◆ Student must have earned 90% or better in the course.
- ◆ Student must have earned 90% or better on the comprehensive final examination.

Class-specific Criteria (must meet all of the criteria listed below):

- ◆ Algebra III
 - Student will create a PowerPoint presentation covering an exhaustive lesson in Algebra II or Algebra III. Finished product will include script and documentation.
- ◆ Pre-Calculus
 - Student will create a 2-page worksheet using Geometer's Sketch Pad software.
- ◆ Calculus
 - Student will create a 10-15-minute teaching video for Algebra I, Algebra II, or Geometry, including outline and script.
- ◆ Physics
 - Research project on a topic relating to Physics. The research project will consist of a written report and in-class presentation. Topic must be approved by the instructor.
- ◆ Advanced Biology
 - Produce a multimedia presentation that uses slides, video tape, PowerPoint, and a written script to present information on a biology-related topic approved by the instructor.
 - Read The Hot Zone and one other fiction or non-fiction book, approved by the instructor, relating to biology.
 - Prepare a portfolio of newspaper, internet, and/or magazine articles that relate to biology.
 - Do a lab experiment and lab report on the drosophila fruit fly.
 - Complete a journal with information on dissections done in class.
- ◆ General Chemistry
 - Submit a portfolio consisting of twenty (20) newspaper, internet, and/or magazine articles that include a one (1) page typed (12 point font, 1-inch margins, double-spaced) summary of each article. Each article must be pre-approved by the instructor.
 - Research and find an experiment, related to chemistry, that will allow data to be collected and analyzed Write a detailed lab report, at least four (4) pages in length (12 point font, 1-inch margins, double-spaced) that includes relevant tables, charts, and graphs. Experiment must be pre-approved by the instructor.
 - Type a research paper on a chemist that is pre-approved by the instructor. The research paper must be a minimum of ten (10) pages in length (12 point font, 1-inch margins, double-spaced) and must cite a minimum of three (3) sources.

Honors Criteria continued:

Arizona/American History

- o Prepare a mini-lesson for the class. The lesson should be at least ten (10) minutes in length. Lesson must be pre-approved by the instructor.
- o Various primary source readings and papers throughout the term. Papers must be two (2) pages in length (12 point font, 1-inch margins, double-spaced). Students will be assigned two (2) per month.
- o Student made multimedia presentation consisting of a minimum of fifteen (15) slides with no more than five (5) picture slides. Script must be submitted to the instructor.
- o A compare and contrast essay comparing two aspects of history that is a minimum of eight (8) pages in length (12 point font, 1-inch margins, double-spaced) relating to American History.
- ♦ Arizona/American Government-Economics
 - o Research and track eight (8) stocks for an eight-week period and write a 1-page (12 point font, 1-inch margins, double-spaced) report on **each** stock. All eight (8) stock reports must be submitted together as one (1) report.
 - o Submit a portfolio of a minimum of five (5) newspaper articles about government actions and decisions, summarizing each article in a 1 page (12 point font, 1-inch margins, double-spaced) summary addressing the level of government the articles address and stating which action was taken.
 - o Submit, from a given list of approved topics on current political issues, ten (10) position papers one (1) page in length (12 point font, 1-inch margins, double-spaced). The position papers must be submitted together in one report.
- ♦ English III
 - o A more demanding level of English III with higher expectations and more stringent requirements. A history of American literature through novels is the main focus. Students will be required to master in-depth literary forms through written analysis as well as complete an extensive research paper (minimum of 8 pages, 12 point font, 1-inch margins, double-spaced) with a minimum of seven (7) sources properly cited, with various projects in addition. Students will be required to read above and beyond the regular classroom 3 novels and complete 3 in-depth projects to be determined by the English III Honors instructor. Emphasis will be placed on English III Arizona State Standards plus those for Distinction. (See state standards for Distinction)
- ♦ English IV
 - An intensive investigation of English usage and literature as preparation for advanced, college bound, honors students. Students will be required to master in-depth literary forms through written analysis as well as complete an extensive research paper (minimum of 8 pages, 12 point font, 1-inch margins, double-spaced) with a minimum of seven (7) sources properly cited, with various projects in addition. Students will be required to read above and beyond the regular classroom 4 novels and complete 4 in-depth projects to

be determined by the English IV Honors instructor.. Emphasis will be placed on English IV Arizona State Standards plus those for Distinction. (See state standards for distinction)

HEALTH AND MEDICATION

HEALTH CONCERNS

Students are usually up-to-date on their immunizations until they reach the age of 14. The State of Arizona requires students to have a Tdap every ten (10) years, have two (2) MMR's, have all three (3) Hepatitis B vaccinations, MCV-4/16 years of age Booster, and Hep A.. Students who do not have these vaccinations due to personal, religious, or medical beliefs **must** sign a form in the Health Aide office to that effect. Please be sure to update your immunization records and provide the school with a copy. **No student will be enrolled at PHS until all immunizations have been verified by the health aide.**

MEDICATION

PURSUANT TO A.R.S. 15-344: When it is necessary to take medication during school hours, the following requirements must be met:

1. The medicine must be prescribed by a physician.
2. There must be a written order from the physician stating the name of the medicine, the dosage, and the time to be given.
3. There must be written permission from the parent to administer the medicine to the student. Forms are available from the health aide in the bookstore.
4. The medicine must come to school in the prescription bottle and be taken to the bookstore to be dispensed to the student. Passes will be provided if the medication must be taken during school hours. It is the responsibility of the student to pick up the medication from the bookstore at the end of the day.
5. Over the counter medications, such as Tylenol, must be brought to school and taken to the Health Aide office with written permission from parent, in order to be taken. PHS does not provide ANY medications to students.
6. All Medication needs to be picked up at the end of the school year. Otherwise it will be disposed of by PHS. No exceptions.

ILLNESS

If a student becomes ill during the day, s/he is to get a pass from the teacher to the health aide. **A prolonged stay in the restroom because of illness, without prior permission, is truancy.** If the condition warrants, parents will be called to come for the student. The school does provide a bed to lay down on, for a short period of time, if the student cannot be released from school.

Also it is the current procedure of Parker High School to follow the guidelines set forth by the Center for Disease Control regarding children with "flu" like symptoms to stay home when sick until at least 24 hours after they no longer have a fever without the

use of fever-reducing medicines. A good indication of a fever is a body temperature that is above 100.5 degrees Fahrenheit.

To keep your child from infecting other children and for the well-being of your child, Parker High School would highly recommend that your child be kept home from school or be taken home from school when showing a fever of 100.5 degrees Fahrenheit or greater. We understand that under some circumstances a parent/guardian may not be able to come and get their child right away. Parker High School will have the child stay in the health aide office until the parent/guardian is able to come and get them.

TOBACCO and ILLEGAL SUBSTANCES

The District Governing Board prohibits the possession, smoking or use of tobacco or other illegal substance by students. Students possessing tobacco and/or illegal substances on/near campus regardless of their age are in violation of District policy and subject to confiscation and disciplinary action.

ATTENDANCE POLICY

*It is extremely important that both students and parents understand these regulations as **our policy is strictly enforced.***

REGULATIONS

Definition of excused absence. An acceptable absence for which parent or guardian notification, written or telephonic, is received in the attendance office prior to or upon the return of the student to school. *Example:* If a student is absent on Monday and returns to school on Tuesday, notification must be received in the attendance office any time prior to the return of the student to school (any time before Tuesday) or upon the return of the student to school (Tuesday before class starts). The only absences deemed acceptable are those that are the result of:

- Personal illness;
- Death in the family;
- Medical and/or dental appointments;
- Authorized school activities;
- Family travel, if administrative approval is obtained and arrangements for making up missed work are made *prior* to the absence; and
- Other reasons approved by the administration *in advance*. *Note:* Running errands such as going to the post office or grocery store, getting the car, absences that are the result of car trouble, et cetera, are **not** considered acceptable, with or without parent permission.

After the accumulation of five (5) or more excused absences per term, a note from a doctor or the court may be required in order to excuse the absence.

Definition of unexcused absence. An absence for which parent or guardian notification is not received prior to or upon the return of the student to school, or does not meet the definition of an acceptable absence. All unexcused absences for which parent or guardian notification has not been received are considered truancies. Absences for which parent or guardian notification was received but do not meet the definition of an excused absence will be unexcused but will not be considered truancies.

Definition of tardy. Students are tardy if they are not in their assigned classrooms when the bell rings. A tardy will be excused only if the student presents an Excused Tardy Pass or another school-recognized pass signed by an administrator, attendance clerk, or other authorized school personnel, upon the student's initial arrival to class. Teachers will not release students for the purpose of obtaining excused tardy passes. All other tardies will be considered unexcused (including a student who is reporting to class late with an Admit Form without an Excused Tardy Pass). Definition of excused tardy is the same as excused absence.

Note: Running errands, tardies that are the result of car trouble, getting back late from lunch etc, are not considered acceptable with or without parent permission.

Makeup work as a result of an absence. The student will be given an opportunity to make up and earn credit for work missed as a result of any absence, excused or unexcused, (excluding daily participation points that can be made up only at the discretion of the teacher). For each day absent, one (1) day will be allowed to complete makeup assignments missed as a result of the absence. If, however, a student was present for an assignment but was absent the day the assignment was due, the student will be required to turn in the assignment upon his/her return.

Failure to turn in the makeup work on time will result in a *O* or *F* grade for the work not made up as a result of the absence. Note: Although off-campus suspensions are not considered excused absences, students will be allowed to makeup work missed during an off-campus suspension. For off-campus suspensions in excess of three (3) days, students are expected to request work and that work is expected to be turned in upon the return of the student to school.

Procedure for readmission to class after an absence. If parental or guardian notification is received the day before the student returns to school before 3:00 p.m., it will not be necessary for the student to pick up an Admit Form to go to class. In all other cases, students are required to obtain an Admit Form from the attendance office each time they are absent from school, except for school-sponsored activities (i.e., field trips and athletics). Admit Forms are to be picked up in the attendance office before class and are not an acceptable excuse to be tardy to class.

Procedure for leaving campus at any time other than lunch. Students who leave campus during the school day for any reason, except for during lunch and school-sponsored activities (i.e., field trips and athletics), must sign-out in the attendance office and be issued a Passport. Any student who leaves campus, for any reason, without signing-out in the attendance office and being issued a Passport, will be considered truant. If the truancy is later excused by a parent or guardian, the student is still in violation of school procedure and may be disciplined according to the Parker High School Student Handbook.

***Note: Parent(s)/Guardian(s) are the only individuals that are allowed to sign-out students from school. Any other individual, including any one listed as Emergency Contact, would need administration approval.**

Penalties. All unexcused absences for which parental or guardian notification is not received are considered truantries. Truantries will be referred to the Vice Principal by the attendance office. Truantries will be handled in accordance with the discipline matrix outlined in the Parker High School Student Handbook. Grades of students can be adversely affected by all absences, both excused and unexcused. It is therefore critically important that all absences be avoided to the greatest extent possible. In accordance with Arizona State law, a student absent ten (10) consecutive days without notice of illness will be dropped from the rolls of Parker High School.

EXCESSIVE TARDINESS

Habitual tardiness is an extremely bad habit to develop and it is one of the most prevalent reasons why people lose their jobs/get fired in this country. Aside from teaching students academics, our mission is to also prepare our students to be successful, productive members of the work force and society. Therefore, it is important that Parker High School demand and expect our students to be to class prepared and on time. The first 3 times a student is late to class, it will be dealt with at the classroom level. The 4th time it will result in a discipline referral to administration, and an additional referral for each additional tardy.

TRANSPORTATION

PARKING

Parking student vehicles on/near campus is a privilege, NOT A RIGHT. Students are to park around the perimeter of the school in properly marked parking spaces ONLY. Unsafe operation of a vehicle warrants disciplinary action and may result in loss of Open Campus privileges. Cars parked in unauthorized areas may be towed at the owner's expense. Students will be subject to disciplinary action.

Students are to enter the campus promptly after the vehicle is parked and not return to their cars without permission until after their classes are over. Vehicles are not to be used as lockers or storage. Loitering in the parking lot at any time is not allowed. Repeated offenses will warrant disciplinary action.

DISTRICT TRANSPORTATION

All students are expected to conduct themselves properly while riding District transportation. Students participating in extracurricular activities are required to ride the bus to and from the activity. A student may be released only to the parent and with the principal's prior permission. On regular bus routes, the bus driver is in charge. If there is a discipline problem on the bus, the driver will alert the assistant principal of the problem. Disciplinary action will be taken. During field trips or extracurricular/athletic trips, the teacher/coach is in charge and the driver will report instances of misbehavior to the teacher/coach.

STUDENT DISCIPLINE PROCEDURES

Students are expected to conduct themselves, at all times, in a manner that will bring credit to themselves, their parents, and the school. It is especially important that students understand that the school staff is responsible for the conduct of the students traveling to or from school or a school sponsored event, while on the school campus, or at any school function. The student is expected to follow the directions given by any staff member during any of these times.

A student who engages in conduct prohibited by District policy JIC & JK-RA will warrant disciplinary action (a copy of this policy is available to parents and students from the vice-principal). Disciplinary action may be warranted for any behavior found to be inappropriate by the administration, even if not specifically listed. Refer to the following discipline matrixes on pages 25 thru 28 and policy JIC & JK-RA for some unacceptable behaviors and consequences.

ALTERNATIVE CLASSROOM

On an individual class basis, students who are disruptive, disrespectful, and impede the education of other students may be assigned to the Alternative Classroom (AC) by the administration in order to protect the ability of the teacher to teach his/her class and for the students to have an educational environment conducive to their intellectual, emotional, and physical growth. A student who must be removed from his/her class will be escorted to the office by a staff member with the work the student is expected to complete. In addition to AC, students may also be assigned After School Detention (ASD) and/or Off Campus Suspension (OCS) for offenses that warrant their assignment to AC. Teachers will be required to provide meaningful work for any students assigned to AC and students will be expected to complete the work during AC. Students who are not cooperative in AC will be subject to further disciplinary action.

AFTER SCHOOL DETENTION (ASD)

After School Detention (ASD) is held after school. Students are required to sit quietly during ASD. Students serving ASD must be on time and serve ASD without incident for it to count as having been served. A student removed from ASD will face Off Campus Suspension and may be placed on a behavior contract.

Students who violate the rules and standards of conduct at Parker High School as outlined in the Parker High School Student Handbook may be subject to disciplinary action which may result in being assigned to After School Detention (ASD). However, there are general guidelines that apply to ASD. These general guidelines are:

- Once a student accumulates in excess of five (5) consecutive days of assigned ASD, the student may be suspended off campus.
- After the second time a student fails to serve their assigned after school detention, the student may be suspended off campus.
- The student may be placed on a Behavior Contract.

OFF-CAMPUS SUSPENSION

Off-campus suspension (OCS) is used as a "last resort" to change behavior or in severe cases of misbehavior. Involvement in a fight on or near campus may warrant up to a ten (10) day off campus assignment. Students suspended from school may not attend classes, participate in school activities, use district transportation or visit the school grounds. Parents are encouraged to meet with the administration prior to the student's return to school in an attempt to change the student's behavior.

DANGEROUS WEAPONS IN THE SCHOOLS (JICI)

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.

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.

Weapon means any of the following:

- A firearm.
- A knife, other than a folding pocket knife that has a blade length of not more than 2-1/2 inches or that does not have a mechanism by which the blade can be locked in an open position (regardless of blade length).
- A destructive device.
- A dangerous instrument.

STUDENT CONDUCT

SCHOOL RESPONSIBILITY

State law holds the school responsible for the conduct and well-being of students. The administration reserves the right to take action involving student conduct, regardless of where or when said misconduct takes place.

BULLYING

Parker High School believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. To assist in achieving a school environment based on these beliefs, bullying in any form will not be tolerated.

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 perceived imbalance of power or strength may constitute a violation of law.

Behaviors that characterize bullying / 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. Bullying/harassment may be related to, but not limited to, race, religious orientation, sexual preference, cultural background, economic status, size or personal appearance.

Students found to be bullying others will be disciplined up to and including suspension or expulsion from school. Law enforcement authorities shall be notified any time the administration have a reasonable belief that an incidence of bullying is a violation of law.

UNSAFE CAMPUS ACTIVITY

The use of skateboards, skates, bicycles, roller blades, and/or any forms of conduct which may lead to injuries and/or property damage are not permitted on campus at any time.

ACCEPTABLE USE POLICY OF DISTRICT TECHNOLOGY

The guidelines of the Acceptable Use Policy must be followed. Chat Rooms and E-Mail are not allowed unless they are part of class curriculum or prior Administrative approval. Students found violating the AUP will receive a discipline referral and Internet privileges may be taken away immediately. Students will receive due process from the administration regarding the violation(s). If the student did NOT violate the usage policy then "internet privileges" will be returned. However, if the student is found to have violated the usage policy then Internet privileges may be removed as well as other disciplinary steps that may be deemed appropriate.

CAMPUS PRIDE

Students are expected to take pride in their campus. Littering on or near the campus is frowned upon and students should discourage those few students who do litter. Other actions which would embarrass or bring discredit to the positive image of Parker High School, such as excessive over affection, are subject to disciplinary action. Our self-respect, respect for others, and pride in Parker High should be enough to direct our appropriate conduct.

Student Acceptable Use of Personal Electronic Devices

For purposes of this procedural directive, "personal electronic device" means any device that a student is in possession of which electronically communicates, sends, receives, stores, reproduces or displays voice and/or text communication or data. These include, but are not limited to cellular phones, pagers, smart phones, music and media players, gaming devices, tablets, laptop computers and personal digital assistants.

For purposes of this procedural directive, "instructional day" means the period of time between the first scheduled bell and the last scheduled bell of the school day and any other time in which instruction occurs.

Student Rights and Responsibilities

The student who possesses a personal electronic device shall be solely responsible for its care.

1. Student possession of personal electronic devices on the school campus, including athletic fields, and school buses, at school-sponsored activities and while the student is under the supervision and control of school district employees shall be permitted. All students may use these devices on campus

before school begins and after school ends. In addition, students may use such devices during their lunch period as determined by the school administration.

These devices shall be kept out of sight and powered off or silenced during the school day and during any school-sponsored activity meeting or practice held on school property. The requirement that personal electronic devices be turned off may not apply in the following circumstances when the student obtains **prior approval** from the principal or his/her designee (classroom teacher):

- A. The student has a special medical circumstance for self or family member.
 - B. The student is using the device for an educational or instructional purpose with the teacher's permission and supervision.
2. Student use of personal electronic devices shall be prohibited in areas including, but not limited to locker rooms and bathrooms.
 3. **At the discretion of the classroom teacher**, students may use electronic devices during designated times during the class period for **educational purposes only**.
 4. Students shall not use personal electronic devices on school property or at a school-sponsored activity to access and/or view internet websites that are otherwise blocked to students at school. Blocked sites include, but are not limited to, social networking sites and websites with no redeeming educational value.
 5. Student use of personal electronic devices that disrupt the instructional day may result in disciplinary action and/or confiscation of the personal electronic device. When a personal electronic device is confiscated, it shall only be released and/or returned to the student's parent/legal guardian. It is the student's parent/legal guardian's responsibility to retrieve the device.

Unauthorized Use

Unauthorized use of personal electronic devices includes, but is not limited to, the following:

1. Possessing, viewing, sending or sharing video or audio information having sexual, violent or threatening content on school grounds, school events or school busses shall be prohibited and may result in disciplinary action and/or confiscation of the personal electronic device.
2. Transmitting school materials for unethical purposes such as cheating.
3. Any activity which may be in violation with the Parker Public Schools anti-bullying or harassment policy and violation of this procedural directive.

District Staff Rights and Responsibilities

1. Parker Public Schools shall not be responsible for the theft, loss or damage to personal electronic devices brought to school by a student while the device is under the student's care. The school where the personal electronic device is confiscated shall be responsible for the theft, loss or damage of personal electronic devices if the district employee demonstrated reckless disregard for internal procedures developed by the school. The school shall be responsible

for the theft loss or damage of personal electronic devices confiscated by district staff if the school has not developed internal procedures.

2. If the District administration believes that it may be necessary to examine the contents of a confiscated personal electronic device, the District administration will first consult with legal counsel.

Corrective Action

Corrective action shall be determined by the number of previous acts, the nature of the act, and the context in which the alleged act occurred. Consequences may range from positive behavioral interventions to suspension and expulsion for repeated and/or severity of the violations.

UNIFORM DRESS POLICY

General dress guidelines for all students:

- The administration has the right, and is the final authority, in determining the appropriateness of dress as it relates to this policy. Exceptions to the uniform dress policy may be made for special events such as Spirit Week, etc.
- No spiked articles of clothing, accessories, or jewelry are permitted.
- No wallet chains are permitted.
- No excessively baggy or oversized jackets or coats are permitted. Additionally, no shirts/blouses of any kind are to be worn over the PHS uniform shirt. Proper coats/sweatshirts are permitted during cold weather. All jackets and coats are to be removed in their classroom.
- No coats, jackets, hats, or any other article of clothing or accessory that has a reference to drugs, alcohol, tobacco, gang affiliation, violence, provocative messages, sexual innuendo, or any other activity/message deemed inappropriate by the administration is permitted. This includes dew rags and bandanas of all sorts.
- Shorts, or in the case of young ladies, skirts/skortis, must have a hem line that falls closer to the knee than to the bottom of the buttocks.
- No pajamas or house shoes/slippers. No leggings.
- ALL STUDENTS MUST WEAR A SHIRT APPROVED AS PART OF THE UNIFORM DRESS POLICY WITH THE OFFICIAL, TRADE-MARKED LOGO OF PARKER HIGH SCHOOL. THESE SHIRTS ARE ONLY AVAILABLE FOR PURCHASE FROM THE PARKER UNIFIED SCHOOL DISTRICT APPROVED VENDOR TO SELL THESE SHIRTS. ADDITIONALLY, SHIRTS ADMINISTRATIVELY APPROVED FOR SALE BY VARIOUS PARKER HIGH SCHOOL CLUBS/ORGANIZATIONS WILL BE PERMITTED TO BE WORN ON FRIDAYS ONLY.

STUDENTS NOT IN COMPLIANCE WITH THE UNIFORM DRESS POLICY WILL NOT BE ALLOWED TO ATTEND CLASSES WHILE DRESSED INAPPROPRIATELY AND WILL BE REQUIRED TO GO HOME AND GET APPROPRIATE CLOTHING. ANY CLASS MISSED AS A RESULT OF VIOLATING THE UNIFORM DRESS POLICY WILL BE COUNTED AS UNEXCUSED. FURTHER DISCIPLINARY ACTION MAY BE IMPOSED.

Teachers are encouraged to report violators of the uniform dress policy to the Assistant Principal when such violations are noticed. Repeat offenses of any part of this code throughout the school year may result in more severe disciplinary action.

SENIOR TRIP

Traditionally, Parker High School Seniors have attended GradNite at Disneyland or Universal Studios as their Senior Trip. Senior trips, such as GradNite are for graduating

seniors. Therefore, only seniors meeting the following criteria will be allowed to attend a Senior Trip representing Parker High School:

- Must not have excessive absenteeism (in excess of 10%, both excused and unexcused) in any of their classes, INCLUDING BRONC TIME AND TEACHER'S AIDES classes.
- Must not have six (6) or more unexcused absences in any class, INCLUDING BRONC TIME.
- Must not be failing any class at the time of the trip (including satisfactory work in Bronc Time and in a Teacher's Aide class).
- A senior on a Behavior Contract, if he/she has met the conditions above, will have to be administratively approved, depending on the reasons for the Behavior Contract and how the student has complied with the demands of the contract.

Senior Trip continued:

- A senior who purchases a **non-refundable/non-transferable** ticket for the Senior Trip and subsequently does not meet the eligibility criteria to attend the Senior Trip **will not** be issued a refund.

Senior Trips are a privilege, not a right. Only students who will be good representatives of Parker High School, by meeting the above conditions, will be allowed to purchase tickets to go on the Senior Trip.

GANG ACTIVITY OR ASSOCIATION

It is the school's position that gangs that initiate, advocate or promote activities that threaten the safety or well-being of persons or property on/near school grounds or disrupt the school environment are harmful to the educational process. Further, the use of hand signals, graffiti, or the presence of any apparel, jewelry, and accessory, by virtue of its color, arrangement, trademark, symbol, or any other attribute indicates or implies membership or affiliation with such a group is prohibited. Disregard for this position may result in disciplinary action.

STUDENT/PARENT RIGHTS

EQUAL EDUCATIONAL OPPORTUNITIES

The right of a student to participate fully in classroom instruction shall not be abridged or impaired because of age, sex, race, religion, national origin, handicap, pregnancy, parenthood, marriage or for any other reason not related to the student's individual capabilities. The right of the student to participate in extracurricular activities shall be dependent upon his/her maintaining the minimum academic and attendance standards established by the Board, and the student's ability in the extracurricular activity.

NONDISCRIMINATION

The Parker Unified School District affirms that it does not discriminate on the basis of race, color, natural origin, sex, age, or disability in access or admission to, success or treatment in, any of its educational programs, activities, or employment opportunities. In compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the

Age Discrimination Act of 1967 as amended in 1978 and 1986, and the Americans With Disabilities Act of 1990. Additionally, a lack of English Language Skills shall not be a barrier to admission or acceptance into any program including vocational education. The Parker Unified School District currently offers the Vocational Courses listed in the Course Description catalog. Employment Opportunities and Placement Assistance Services relative to these Vocational Courses is available through the State Department of Economic Security and/or the Counseling office.

STUDENT GRIEVANCE PROCEDURE

A complaint alleging discrimination on the basis of sex or handicap may be filed with the Section 504 Coordinator. If after two weeks the complaint has not been resolved satisfactorily, it may be brought to the attention of the principal, the assistant superintendent, the superintendent and then the school board, in that order. At all levels, due process standards will be maintained.

STATEMENT OF RESPONSIBILITY

It is the responsibility of the parent and student that the student conduct him/herself so that she/he obtains the best education possible and that the rights and privileges of other students to obtain a quality education are not infringed upon. The regulations are set forth to help students understand their responsibilities. Parents are encouraged to help support the regulations necessary in providing their child(ren) with the best possible education at Parker High School.

PRIVACY RIGHTS

Parker School District will provide a parent of a student or an eligible student with an opportunity to inspect and review the educational records of the student. (An eligible student is one who has reached 18 years of age). The District must obtain the written consent of a parent or eligible student prior to releasing personally identifiable information from the education records of a student except in circumstances where federal law authorizes an exception to this requirement. Students/parents should request that false information be corrected. The student is given the right to a hearing to make correction of false information. Parents may also indicate, by signature, that they do not want the student's name published.

SEXUAL HARASSMENT

All individuals associated with this District, including, but not necessarily limited to, the Governing Board, the administration, the staff, and students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when made by a member of the school staff to a student or to another staff member, or when made by a student to another student. Sexual harassment should be reported to the administration.

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

enrollment, or intending to enroll or be promoted to District schools within twelve (12) calendar months. For purposes of this policy a person as specified above shall be considered a "student" until graduation, transfer, promotion or withdrawal from the District school.

Definitions:

"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 educational 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.

Reporting/Complaint Procedure:

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

DUE PROCESS OF LAW

Students will be afforded the process of law under the United States Constitution, the laws of the State of Arizona and the regulations of Parker Unified School District #27.

Under no circumstances shall punishment be cruel, excessive or administered with malice.

Students may be suspended only by the superintendent, principal, vice principal or other school officials granted this power by the Board of Education.

The Board of Education may expel a student for misconduct, upon recommendation of the administration.

GENERAL INFORMATION

Grade Reports

Grade reports will be sent quarterly to parents each term. Parents are encouraged to contact the school to schedule a conference with the instructor(s) teaching the course(s).

CLASS CHANGES

Students may request class changes during the first 3 days of each term by signing up in the counseling office to discuss the proposed change with their counselor.

Teacher, parent, and/or administrator input will be solicited when appropriate. After the first 3 days of the term, class changes cannot be initiated by the student. Class changes will be made only in consultation with parents, teachers and/or administrators as determined to be in the best interest of the student's educational process.

PARKER HIGH SCHOOL PARENTS

Parents have the opportunity to share in establishing a line of communication between the administration, teachers, and the student body by becoming involved with this group of concerned parents. Monthly meetings are in the evening at the high school and are on the calendar in the monthly newsletter.

MESSAGES AND PHONES

The District phone system allows students and parents to leave messages for teachers in their voice mailbox. Please refer to the teachers' extension listed on page 4 of this handbook. **To avoid unnecessary classroom disruptions, we cannot deliver personal messages to students except in cases of extreme emergencies.** Students are NOT to use classroom phones. If a student needs to place a call, they must receive permission to go to an office where they will be allowed to place their call, if approved.

LEAVING CAMPUS and SIGNING-OUT PROCEDURE

Students who become ill during the school day or desire to leave for any reason must report to the attendance office before leaving. Only those students who receive parental permission will be permitted to leave campus. If permission to leave is granted, a passport will be issued and the student will be required to sign-out on a log located in the attendance office. If the student returns, they must log back in at the attendance office, with their passport. Students who are eligible to leave during lunch must use their student id and exit through the student parking gate. Parents must come and get their child if they are being signed out during lunch. If a student leaves campus for lunch and fails to return and was not issued a passport, s/he is considered truant unless excused by parent/guardian.

STUDENT SERVICES

Textbooks will be issued by classroom teachers. Yearbook sales, class and activity sales, graduation needs, and all locker needs are handled through student services. Student service hours will be posted at the beginning of the school year. All students are responsible for the condition of textbooks assigned to them and will be charged for damages or loss. Students leaving textbooks in teacher classrooms are still responsible for them if lost or stolen. Any outstanding bill will prevent transcripts from being released.

SCHOOL PICTURES

All students will have their school pictures processed by the chosen firm if they want to appear in the yearbook. Picture day(s) will be announced. A portion of the student photo money is used to finance the publication of the yearbook. Students are not required to purchase the pictures.

NATIONAL HONOR SOCIETY

In compliance with Article IX Section 4 of the Constitution of the National Honor Society, the procedure for selection of members for the PHS Chapter is as follows:

- The Chapter Advisor will distribute an application to all qualified members (3.5 grade point average and above)• Candidates must complete and return the completed application within a specified two-week time period• Faculty Council will review each application based upon Character, Service, and Leadership qualities. Additionally, clarity, completeness, and neatness of the application will also be taken into consideration• Acceptance into the National Honor Society is based upon three out of five votes from the members of the Faculty Council• New members will be notified in a timely manner• Those denied membership may appeal the decision to the Principal• *The Principal will review any appealed application.*



Our high school is a partner in the Western Arizona Vocational Education District #50. This is a career technology educational district that supports Career and Technical Education programs. Being a member of a CTED allows our school to have additional funds from local and state taxes. CTED funds allow us to increase the rigor of the coursework and help to provide for enhanced instructional equipment, advanced materials, and additional supplies.

The CTED courses that are identified in the catalog are eligible for WAVE CTED funding and have been approved by the state of Arizona. Students must take and pass an industry based proficiency exam. For more information about career opportunities and dual credit classes through the CTED courses contact your CTE teachers or the counseling office. You may be a candidate for tuition scholarship from the CTED to attend college classes.

The schools that participate are Lake Havasu High School, Kingman High School, Mohave High School, Parker High School and River Valley High School.

LIBRARY/MEDIA CENTER

The library is open from 7:30 a.m. until 3:30 p.m. All items checked out will be the responsibility of the user. Personal and additional required reading, study sessions, preparation of research projects, and computer/typewriter use are activities available to students. A library pass is necessary for a student to enter the library during regular class time. Students MUST sign in and out on the librarian's log. Those who do not, are considered truant from class.

USE OF RESTROOMS

Students are encouraged to use restrooms before school, during passing periods, during lunch, and after school. If it is absolutely necessary for a student to use a restroom at any time, other than the times mentioned above, the student must present their student handbook to the teacher and proceed to the restroom. Students will have no more than 5 minutes to use the restroom.

CLOSED CAMPUS LUNCH PERIOD

Parker High School will be closed at lunch for all Freshmen and Sophomores. Additionally, Juniors and Seniors will have the privilege of an open campus at lunch but this is a PRIVILEGE that can be taken away for various infractions of school rules. Students who wish to exercise their open campus privilege must give their PHS ID Card to the person on gate duty to leave campus. Students who do not return after lunch, return late from lunch, operate vehicles unsafely, or accumulate excessive tardies and /or absences may lose their open campus privilege. Students who are suspended off-campus may also lose this privilege.

There will be two 30-minute lunch periods each day, Seniors and Freshmen will be a lunch at the same time while the Juniors and Sophomores will be in their Bronc Time class. When the Juniors and Sophomores are at lunch, the Seniors and Freshman will be in their Bronc Time class. **Students who are eligible to leave campus for lunch must do so through the gate to the back parking lot on Laguna and must show their school issued ID card to the staff member at the gate. Students who stay on campus for lunch must remain in the designated lunch area.**

Parker High School participates in the USDA Child Nutrition Program which offers meals, breakfast/lunch, free or at reduced prices for students who qualify. Lunches are provided for students through the lunch line in the PHS Cafeteria/Multipurpose Facility. **NO FOOD OR BEVERAGES MAY BE TAKEN INTO THE CLASSROOM DURING INSTRUCTIONAL TIME BY STUDENTS OTHER THAN BOTTLED WATER.**

AWARDS PICNIC

During the Spring some students may be invited to participate in the awards picnic. Students who have earned a 3.5 cumulative GPA as of the end of the first semester will automatically be invited. Students who will be receiving awards will be notified and their parents will also be invited. Members of the National Honor Society and Student Council will be responsible for helping make the picnic go smoothly.

VISITORS

State law requires all visitors to report directly to the principal's or assistant principal's office, prior to visiting any part of the campus to be screened for a visitor's pass. **VISITOR PASSES MUST BE COMPLETED THE DAY PRIOR TO THE VISIT.** Parents are always welcome to visit the campus. The conduct of a visitor who is the guest of a student is the responsibility of that student. Elementary school and preschool children are not permitted on campus at any time without permission. Suspended students or those dropped from enrollment will not be issued visitor passes and are not permitted on/near campus. Visitors are not permitted during times designated for testing nor for the first two or last two weeks of school. Non students present on school property without a visitor's pass are trespassing and subject to criminal prosecution.

IDENTIFICATION CARDS

I.D. cards will be issued to all students enrolled at Parker High School. Should the card become lost, a \$5.00 fee will be charged before a new card will be issued. For each instance thereafter, a \$5.00 charge will be collected. This card must be presented to any school employee when asked for. Students are expected to display the I.D. card to leave campus at lunch. It will be used to gain admission into school related functions, to vote in student elections, and to ride the activity bus. Admission may be denied to any student who is unable to present their card. I.D. Cards are the property of PHS and students are required to give them to school officials upon request. ID Cards not returned at the end of the year will result in a \$5.00 fine.

LOCKERS AND SCHOOL LOCKS

Lockers are assigned to each student by student services every year the week before school starts. Sharing lockers is prohibited. Students who paint or damage their locker will be charged \$25. Lockers are to be locked when not in use. Any mechanical problems should be reported immediately to Student Services. Vehicles are not to be used in lieu of lockers. Locks issued by the P.E. Department shall be returned at the end of the course or upon withdrawal from the course or school. The school district reserves the right to enter and inspect, for reasonable cause, any district owned locker, cabinet or closet which is used by personnel and/or students. Personal locks will not be permitted on District owned equipment and will be cut off and disposed of. Do not leave money or other valuables in your locker or around campus because the loss of personal property cannot be reimbursed by the school or school district.

DIRECTORY INFORMATION

The District designates the following personally identifiable information contained in a student's education record as "directory information" and will disclose that information without prior written consent: student's name; name(s) of the parent(s); student's address; date of birth; class designation; extracurricular participation; achievement awards or honors; weight and height if a member of an athletic team; photograph; and school or district the student attended before enrollment in the District. Parents have two (2) weeks to advise the District in writing of any or all of the items they refuse to permit the District to disclose.

This handbook was designed to assist you in being successful at Parker High School. We encourage you to read it and to have it with you at ALL times. Student achievement is important to all of us who have written the contents of this handbook. Our intent was to organize a body of information that is essential for student success and to present it to you and your parents in a format that is easy to comprehend. It is our belief that your understanding of the content of this handbook will enable you to have a more satisfying experience as a Parker High School student.

CLASSROOM PASS PROCEDURE

This is the **ONLY** way for a student to leave a classroom other than receiving an office pass or in the case of an extreme emergency. It is the student's responsibility to secure the teacher's signature on their student handbook and the time before leaving the classroom.

RESPONSIBILITIES

STUDENT MUST:

- Be in possession of their own hand-book (name on inside sheet)
- Have the book open to the proper day to be signed by the teacher
- Write in the **PLACE** they are requesting to go
- Not leave the classroom without getting the **TIME** and **TEACHER'S SIGNATURE**

TEACHER WILL:

*consider the student's request: denying or granting permission appropriately

* sign only one student's handbook at a time *ensure the student has the **PLACE**, **TIME**, and **TEACHER'S SIGNATURE** on the day the student is sent out of the classroom.

Any responsibilities that are not met will be dealt with by the administration. Students found on campus without a signed student handbook are in violation of this procedure and subject to disciplinary action.

STUDENTS are not to be released from class for any reason unless it is an absolute necessity and **ONLY** with their Student Handbook. Students who must leave without their Handbook and will be subject to disciplinary action.

Just a reminder.. food and drinks are not allowed in the classroom at any time. Bottled water only.

PHS Fight Song

Broncs are we,
With high ideals and honors bright,
Broncs we will be,
As long as we can stand and fight,
We'll do our best,
In everything we try and do,
So to pass the test,
We'll show the rest
We're Parker Broncs through and through,
Hey!
Hip, Hip, Hip, three cheers for Parker High,
Voices ring,
Hip, Hip, Hip the blue and gold will fight,
While we're full of pep and energy,
Juniors!
Seniors!
Freshman!
Sophomores!
Pals forever more,
Through all kinds of weather,
We will jog along together,
P-A-R-K-E-R High School!
Fight!

Parker High School Alma Mater

P-A-R-K-E-R High School.
Our chant rolls on and on!
Thousands strong join heart and song in
Alma Mater's praise.
Our Campus beautiful by day and night, beside Royal
blue waters bathed in golden light.
Beneath the Arizona sky
Parker's chant will never die

To the Blue and Gold we sing!

CLASSROOM DISCIPLINE MATRIX

<u>UNACCEPTABLE BEHAVIOR</u>	<u>RANGE</u>	<u>MINOR INFRACTION</u>	<u>REPEATED/MAJOR INFRACTION</u>
EXCESSIVE TARDINESS	MIN.	Warning	Warning
	MAX.	1 Min. After Class Deten.	Referral
STUDENT MISCONDUCT (K) (Food/drink, gum, etc.)	MIN.	Verbal Warning	1min. After Class/ Parent Contact
	MAX.	1 Min. After Class Deten.	Referral
SCHOLASTIC DISHONESTY (L) (Copying, cheating, etc.)	MIN.	Verbal Warning	1min. After Class/ Parent Contact
	MAX.	1 Min. After Class Deten.	Referral
CLASSROOM DISRUPTION (A) (Excessive tardies, talking, out of seat, etc.)	MIN.	Verbal Warning	1min. After Class/ Parent Contact
	MAX.	1 Min. After Class Deten.	Referral
PROFANITY, OBSCENITY, & INDECENT CONDUCT (J)	MIN.	Verbal Warning	1min. After Class/ Parent Contact
	MAX.	1 Min. After Class Deten.	Referral
DISRESPECT/DEFIANCE (D) (Insubordination, etc.)	MIN.	Verbal Warning	1min. After Class/ Parent Contact
	MAX.	1 Min. After Class Deten.	Referral

Habitual occurrences or major infractions will result in a referral to the office.

If a student is a severe disruption and needs to be removed from the classroom, the student will be escorted to the office with an alternative classroom assignment provided on the referral form. It will be sent to the office along with the disruptive student.

PARKER HIGH SCHOOL DISCIPLINE MATRIX for students referred to the administration.

<u>UNACCEPTABLE BEHAVIOR</u>	<u>RANGE</u>	<u>MINOR INFRACTIONS</u>	<u>REPEATED/MAJOR INFRACTIONS</u>
STUDENT MISCONDUCT (K)	MINIMUM MAXIMUM	Warning 1 - 2 Days ASD	1 - 4 Days ASD 1 - 10 Days OCS LTS / Expulsion
SCHOLASTIC DISHONESTY (L) (Copying, cheating, etc.)	MINIMUM MAXIMUM	Warning 1 - 2 Days ASD	1 - 4 Days ASD 1 - 10 Days OCS
CLASSROOM DISRUPTION (A) (No/dress, tardy 4+, etc.)	MINIMUM MAXIMUM	Warning 1 - 2 Days ASD	1 - 4 Days ASD 1 - 10 Days OCS
PROFANITY, OBSCENITY, & INDECENT CONDUCT (J)	MINIMUM MAXIMUM	Warning 1 - 3 Days ASD	1 - 4 Days ASD 1 - 10 Days OCS
DISRESPECT/DEFIANCE (D) (Insubordination, etc.)	MINIMUM MAXIMUM	Warning 1 - 2 Days ASD	1 - 4 Days ASD 1 - 10 Days OCS
LOITERING AROUND CAMPUS (Q) AFTER HOURS (7 a.m.-3:30p.m.)	MINIMUM MAXIMUM	Warning 1 - 2 Days ASD	1 - 4 Days ASD 1 - 10 Days OCS
POSSESSION/USE OF TOBACCO (S) (within 500 ft. of campus)	MINIMUM MAXIMUM	Warning 1 - 3 Days OCS	1 - 4 Days ASD 1 - 10 Days OCS
TRUANCY /DITCHING (T) (Improper check-out, etc.)	MINIMUM MAXIMUM	Warning 1 - 2 Days ASD	1 - 4 Days ASD 1 - 10 Days OCS

Call To Police

Habitual occurrences or major infractions may result in a maximum of 10 days “off campus suspension”, “long term suspension”, and “expulsion”.

PARKER HIGH SCHOOL DISCIPLINE MATRIX for students referred to the administration. (Continued)

UNACCEPTABLE BEHAVIOR	RANGE	MINOR	REPEATED	MAJOR
		INFRACTIONS	INFRACTIONS	INFRACTIONS
UNSAFE VEHICLE OPERATION (V) (Parking violations, etc.)	MINIMUM MAXIMUM	Warning 1 - 2 Days ASD	1 - 5 Days ASD ASD (TOWED at your cost)	1 - 10 Days DCS Loss of PARKING PRIV. CALL TO POLICE
MISCONDUCT AT OFF-CAMPUS SCHOOL EVENTS (A)	MINIMUM MAXIMUM	Warning 1 - 2 Days ASD	1 - 5 Days ASD 1 - 3 Days DCS	1 - 5 Days DCS LTS/Expulsion* CALL TO POLICE
THREATS OF FIGHTING, HARASSMENT, FIGHTING, INCITING RIOT (H)	MINIMUM MAXIMUM	1 - 4 Days ASD 1-10 Days DCS	1-10 Days DCS CALL TO POLICE	5 -10 Days DCS LTS/Expulsion* CALL TO POLICE
BUS REFERRAL (V) (At stop, school or on bus)	MINIMUM MAXIMUM	Warning/1-4 Days ASD No Bus (1 - 10 days)	1-3 Days ASD No Bus (rest of semester)	1 - 10 Days Loss of Bus No Bus (rest of year)
ABUSE OR THREAT OF STAFF (H) (Verbal and/or Physical)	MINIMUM MAXIMUM	Warning 1 - 4 Days DCS	1 - 4 Days ASD 1 - 10 Days DCS	1 - 10 Days DCS LTS/Expulsion* CALL TO POLICE
DESTRUCTION OR THEFT OF SCHOOL PROPERTY (F)	MINIMUM MAXIMUM	Warning 1 - 4 Days ASD CALL TO POLICE	1 - 4 Days DCS 1 - 10 Days DCS LTS/Expulsion*	1 - 10 DAY DCS LTS/Expulsion* CALL TO POLICE
STEALING ITEMS FROM STUDENTS OR STAFF (F)	MINIMUM MAXIMUM	1 - 4 Days ASD 1 - 3 Days DCS	1 - 5 Days DCS CALL TO POLICE	LTS/Expulsion* CALL TO POLICE
POSSESSION/USE OF ILLEGAL SUBSTANCES & PARAPHERNALIA (E)	MINIMUM MAXIMUM	1-10 Days DCS/LTS CALL TO POLICE	10 Days DCS/LTS CALL TO POLICE	LTS/Expulsion* CALL TO POLICE
POSSESSION OF UNSAFE ITEMS (G) (Clubs, BB guns, etc)	MINIMUM MAXIMUM	1-3 Days ASD CALL TO POLICE	1 - 5 - Days DCS CALL TO POLICE	LTS/Expulsion* CALL TO POLICE
UNDER THE INFLUENCE OF DRUGS AND/OR ALCOHOL	MINIMUM MAXIMUM	1-10 DCS/LTS CALL TO POLICE	10 DAYS DCS/LTS CALL TO POLICE	LTS/Expulsion* CALL TO POLICE

ASD = After School Detention

DCS = Off-Campus Suspension
student's return to school.

LTS = Long-Term Suspension*

Expulsion

Parent/Guardian to meet with Administrator prior to

Suspension 10 days or greater, up to a whole calendar year.

The permanent removal or banning of a student from the school district

Students have the right to obtain the best education possible. It is the responsibility of the parents, students and school personnel to ensure that the most favorable educational environment is made available in order to accomplish this task. This discipline matrix has been developed to help students correct their misbehavior and to give them opportunities to learn appropriate behavior. Specific regulations regarding student conduct and discipline are necessary to ensure the most productive atmosphere for learning to assist students in developing responsibility and respect for the rights of others and to act as a guide when dealing with disciplinary infractions.

BELL SCHEDULES

Regular Schedule

Period 1: 8:00-9:29

Period 2: 9:33-11:02

Lunch A/Bronc A: 11:06-11:36

Lunch B/Bronc B: 11:40-12:10

Period 3: 12:14-1:43

Period 4: 1:47-3:16

Early Release Schedule

Period 1: 8:00-9:07

Period 2: 9:11-10:18

Period 3: 10:22-11:29

Lunch A/Bronc A: 11:33-12:03

Lunch B/Bronc B: 12:07-12:37

Period 4: 12:41-1:48

Club Schedule

Period 1: 8:00-9:23

Clubs: 9:27-9:47

(Release clubs from Period 1)

Period 2: 9:51-11:14

Lunch A/Bronc A: 11:18-11:48

Lunch B/Bronc B: 11:52-12:22

Period 3: 12:26-1:49

Period 4: 1:53-3:16

JLDB RESTRAINT AND SECLUSION

Restraint and seclusion are not to be used as disciplinary consequences.

A school may permit the use of restraint and seclusion techniques on any pupil if both of the following apply:

A. The pupil's behavior presents an imminent danger of bodily harm to the pupil or others.

B. Less restrictive interventions appear insufficient to mitigate the imminent danger of bodily harm.

If a restraint or seclusion technique is used on a pupil:

A. School personnel shall maintain continuous visual observation and monitoring of the pupil while the restraint or seclusion techniques is in use.

B. The restraint or seclusion technique shall end when the pupil's behavior no longer presents an imminent danger to the pupil or others.

C. The restraint or seclusion technique shall be used only by school personnel who are trained in the safe and effective use of restraint and seclusion techniques unless an emergency situation does not allow sufficient time to summon trained personnel.

D. The restraint technique employed may not impede the pupil's ability to breathe or otherwise physically harm the student.

E. The restraint technique may not be out of proportion to the pupil's age or physical condition.

F. The restraint or seclusion techniques shall not be used on students with disabilities for behaviors that a student without disabilities would not be subjected to restraint or seclusion.

G. Restraint or seclusion techniques shall not be used on students with disabilities based on assumptions or stereotypes about the disability or about students with disabilities generally.

Schools may establish policies and procedures for the use of restraint or seclusion techniques in a school safety or crisis intervention plan if the plan is not specific to any individual pupil.

Schools shall establish reporting and documentation procedures to be followed when a restraint or seclusion technique has been used on a pupil. The procedures shall include the following requirements:

A. School personnel shall provide the pupil's parent or guardian with written or oral notice, in a language that the parent understands, on the same day that the incident occurred, unless circumstances prevent same-day notification. If the notice is not provided on the same day of the incident, notice shall be given within twenty-four (24) hours after the incident.

B. Within a reasonable time following the incident, school personnel shall provide the pupil's parent or guardian with written documentation that includes information about any persons, locations or activities that may have triggered the behavior, if

known, and specific information about the behavior and its precursors, the type of restraint or seclusion technique used and the duration of its use.

1. All uses of restraint and seclusion shall be documented on the District Restraint and Seclusion Form. The original form shall be kept in the principal's office for at least five (5) years. A copy of the filled out form will be sent to the student file, special education teacher, ESS Office, and parent.

C. Schools shall review strategies used to address a pupil's dangerous behavior if there has been repeated use of restraint or seclusion techniques for the pupil during a school year. The review shall include a review of the incidents in which restraint or seclusion techniques were used and an analysis of how future incidents may be avoided, by the use of positive behavior interventions and supports (PBIS), de-escalation techniques, including whether the pupil requires a functional behavioral assessment or a behavior intervention plan.

D. Schools shall take individualized measures to address any negative effects of restraint or seclusion on a student including the possibility of compensatory education services or other remedial measures and any special education or related services that are made up as a result of restraint or seclusion be documented and that documentation be kept in the student's record.

If a school district or charter school summons law enforcement instead of using a restraint or seclusion technique on a pupil, the school shall comply with the reporting, documentation and review procedures established under the paragraph above. School resource officers are authorized to respond to situations that present the imminent danger of bodily harm according to protocols established by the law enforcement agency.

Schools are not prohibited from adopting policies which include procedures for the reasonable use of physical force by certificated or support staff personnel in self-defense, defense of others, and defense of property (A.R.S. 15-843, subsection b, paragraph 3.)

The District authorizes the use of these definitions which are included in A.R.S. 15-105:

A. "Restraint," whether physical or mechanical, means any method or device that immobilizes or reduces the ability of the pupil to move the pupil's torso, arms, legs or head freely, including physical force or mechanical devices. Restraint does not include any of the following:

1. Methods or devices implemented by trained school personnel or used by a pupil for the specific and approved therapeutic or safety purposes for which the method or device is designed and, if applicable, prescribed.

a. examples of specific and approved purposes include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible with the use of such devices, vehicle safety restraints when used as intended during the transport of a student in a moving vehicle, restraints for medical immobilization, or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

2. The temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a pupil to comply with a reasonable request or to go to a safe location.

3. The brief holding of a pupil by one adult for the purposes of calming or comforting the pupil.

4. Physical force used to take a weapon away from a pupil or to separate and remove a pupil from another person when the pupil is engaged in a physical assault on another person.

B. "School" means a school district, a charter school, a public or private special education school that provides services to pupils placed by a public school, the Arizona State Schools for the Deaf and Blind and a private school.

C. "Seclusion" means the involuntary confinement of a pupil alone in a room from which egress is prevented. Seclusion does not include the use of a voluntary behavior management technique, including a timeout location, as part of a pupil's education plan, individual safety plan, behavioral plan or individualized education program that involves the pupil's separation from a larger group for purposes of calming.

JLDB

Y AISLAMIENTO

La restricción y el aislamiento no deben utilizarse como consecuencias disciplinarias.

Una escuela puede permitir el uso de técnicas de restricción y reclusión en cualquier alumno si se aplican las dos condiciones siguientes:

A. El comportamiento del alumno presenta un peligro inminente de daño físico al alumno o a otros.

B. Las intervenciones menos restrictivas parecen insuficientes para mitigar el peligro inminente de daño corporal.

Si se utiliza una técnica de restricción o reclusión en un alumno:

A. El personal de la escuela deberá mantener una observación visual continua y un control del alumno mientras se usan las técnicas de restricción o reclusión.

B. La técnica de restricción o reclusión terminará cuando el comportamiento del alumno ya no presente un peligro inminente para el alumno u otros.

C. La técnica de restricción o reclusión debe ser utilizada únicamente por personal escolar que esté capacitado en el uso seguro y efectivo de técnicas de restricción y reclusión, a menos que una situación de emergencia no permita el tiempo suficiente para convocar al personal capacitado.

D. La técnica de restricción empleada no puede impedir la capacidad del alumno para respirar o otra manera dañar físicamente al alumno

E. La técnica de restricción no puede estar fuera de proporción con la edad o condición física del alumno.

F. Las técnicas de restricción o reclusión no se utilizarán en estudiantes con discapacidades por comportamientos que un estudiante sin discapacidades no estaría sujeto a restricción o reclusión.

G. No se utilizarán técnicas de restricción o reclusión en estudiantes con discapacidades basadas en suposiciones o estereotipos sobre la discapacidad o sobre los estudiantes con discapacidades en general.

Las escuelas pueden establecer políticas y procedimientos para el uso de técnicas de restricción o reclusión en un plan de seguridad escolar o de intervención en caso de crisis si el plan no es específico para ningún alumno en particular.

Las escuelas deberán establecer procedimientos de notificación y documentación que se seguirán cuando se haya utilizado una técnica de restricción o reclusión en un alumno. Los procedimientos incluirán los siguientes requisitos:

A. El personal de la escuela deberá proporcionar a los padres o tutores del alumno un aviso escrito u oral, en un idioma que los padres entiendan, el mismo día en que ocurrió el incidente, a menos que las circunstancias impidan la notificación el mismo día. Si la notificación no se proporciona el mismo día del incidente, la notificación se hará dentro de las veinticuatro (24) horas siguientes al incidente.

B. Dentro de un tiempo razonable después del incidente, el personal de la escuela deberá proporcionar al padre o tutor del alumno documentación escrita que incluya información sobre cualquier persona, lugar o actividad que pueda haber desencadenado el comportamiento, si se conoce, e información específica sobre el comportamiento y sus consecuencias, precursores, el tipo de técnica de sujeción o reclusión utilizada y la duración de su uso.

1. Todos los usos de restricción y reclusión se documentarán en el Formulario de Restricción y Reclusión del Distrito. El formulario original se mantendrá en la oficina del director durante al menos cinco (5) años. Se enviará una copia del formulario completo al archivo del estudiante, al maestro de educación especial, a la oficina de ESS y al padre.

C. Las escuelas revisarán las estrategias utilizadas para abordar el comportamiento peligroso de un alumno si ha habido un uso repetido de técnicas de restricción o reclusión para el alumno durante un año escolar. La revisión deberá incluir una revisión de los incidentes en los que se usaron técnicas de restricción o reclusión y un análisis de cómo se pueden evitar futuros incidentes, mediante el uso de intervenciones y apoyos de

comportamiento positivo (PBIS), técnicas de reducción, incluso si el alumno requiere una evaluación del comportamiento funcional o un plan de intervención del comportamiento.

D. Las escuelas deberán tomar medidas individualizadas para abordar cualquier efecto negativo de la restricción o reclusión en un estudiante, incluida la posibilidad de servicios de educación compensatoria u otras medidas correctivas y cualquier educación especial o servicios relacionados que se compongan como resultado de la restricción o reclusión documentados, y que la documentación se mantenga en el registro del estudiante.

Si un distrito escolar o una escuela chárter llama a la policía en lugar de usar una técnica de restricción o reclusión en un alumno, la escuela deberá cumplir con los procedimientos de informe, documentación y revisión establecidos en el párrafo anterior. Los oficiales de recursos escolares están autorizados para responder a situaciones que presenten el peligro inminente de daño corporal de acuerdo con los protocolos establecidos por la agencia de aplicación de la ley.

Las escuelas no tienen prohibido adoptar políticas que incluyan procedimientos para el uso razonable de la fuerza física por parte del personal certificado o de apoyo en defensa propia, defensa de otros y defensa de la propiedad (ARS 15-843, subsección b, párrafo 3).

El Distrito autoriza el uso de estas definiciones que se incluyen en ARS 15-105:

A. "Restricción", ya sea física o mecánica, significa cualquier método o dispositivo que inmovilice o reduzca la capacidad del alumno para mover libremente el torso, los brazos, las piernas o la cabeza del alumno, incluida la fuerza física o los dispositivos mecánicos. La restricción no incluye nada de lo siguiente:

1. Métodos o dispositivos implementados por personal escolar capacitado o utilizados por un alumno para fines terapéuticos o de seguridad específicos y aprobados para los cuales el método o dispositivo está diseñado y, si corresponde, recetado.

una. ejemplos de propósitos específicos y aprobados incluyen: dispositivos adaptables o soportes mecánicos utilizados para lograr la posición, el equilibrio o la alineación adecuados del cuerpo para permitir una mayor libertad de movilidad de la que sería posible con el uso de dichos dispositivos, sistemas de sujeción de seguridad para vehículos cuando se usan según lo previsto durante el transporte de un estudiante en un vehículo en movimiento, restricciones para inmovilización médica o dispositivos prescritos ortopédicamente que permitan a un estudiante participar en actividades sin riesgo de daño.

2. Tocar o sujetar temporalmente la mano, la muñeca, el brazo, el hombro o la espalda con el fin de inducir a un alumno a cumplir con una solicitud razonable o ir a un lugar seguro.

3. La sujeción breve de un alumno por parte de un adulto con el fin de calmar o consolar al alumno.

4. Fuerza física utilizada para quitarle un arma a un alumno o para separar y quitar un alumno de otra persona cuando el alumno está involucrado en una agresión física a otra persona.

B. "Escuela" se refiere a un distrito escolar, una escuela chárter, una escuela de educación especial pública o privada que brinda servicios a los alumnos colocados por una escuela pública, las Escuelas para Sordos y Ciegos del Estado de Arizona y una escuela privada.

C. "Reclusión" significa el confinamiento involuntario de un alumno solo en una habitación de la que se impide la salida. El aislamiento no incluye el uso de una técnica voluntaria de manejo del comportamiento, incluida una ubicación de tiempo fuera, como parte del plan educativo del alumno, plan de seguridad individual, plan de comportamiento o programa educativo individualizado que implique la separación del alumno de un grupo más grande con el propósito de calmarlo.

IHBA-RA

REGULATION

SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS FOR DISABLED STUDENTS

(Section 504 of the Rehabilitation Act of 1973)

Each qualified student within the District who is eligible to receive regular or special education or related aids or services, regardless of the nature or severity of the condition necessitating such programs or services, shall receive free appropriate education in the District.

Identification and referral procedures:

- any student who needs or is believed to need special education or related services not available through existing programs in order to receive a free appropriate public education may be referred by a parent, teacher, or other certificated school employee for identification and evaluation of the student's individual education needs.
- The identification and evaluation will be completed by persons knowledgeable about the student, the student's school history, the student's individual needs, the meaning of evaluation data, and the placement options. The

Superintendent will monitor the identification and evaluation to ensure that qualified personnel participate.

- The District will consider the referral and, based upon a review of the student's existing records, including academic, social, and behavioral records, make a decision as to whether an evaluation under this procedure is appropriate. If a request for evaluation is denied, the District will inform the parents or guardian of this decision and of their procedural rights.

Evaluation. Evaluation of the student and formulation of a plan of services will be carried out by the District according to the following procedures:

- The District will evaluate the nature of the student's disability and the impact of the disability upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation of a student who otherwise meets the criteria (such as age) for participation in the educational program and/or activities.
- No final determination of whether the student will or will not be identified as a student with a disability within the meaning of Section 504 will be made by the District without first inviting the parent or guardian of the student to participate in a meeting concerning such determination.
- a final decision will be made by the District in writing, and the parents or guardian of the student shall be notified of the Section 504 procedural safeguards available to them, including the right to an impartial hearing and review.

Plan for Services:

- For a student who has been identified as having a disability within the meaning of Section 504 and in need of special education or related aids and services, the District shall be responsible for determining what special services are needed.
- in making such determination, the District shall consider all available relevant information, drawing upon a variety of sources, including, but not limited to comprehensive assessments conducted by the District's professional staff.
- The parents or guardian shall be invited to participate in District meetings where services for the student will be determined, and shall be given an opportunity to examine all relevant records.
- The District will develop a written plan describing the disability and the special education or related services needed. The plan will specify how the regular or special education and related aides and services will be provided, and by whom.
- The District may also determine that no special education or related services are appropriate. If so, the record of the District proceedings will reflect the identification of the student as a person with a disability and will state the basis for the decision that no special services are presently needed.
- A student with a disability shall be placed in the regular educational environment of the District, with the use of the supplementary aids and services, unless the District demonstrates that such placement cannot be

achieved satisfactorily. The student with a disability shall be educated with those who are not disabled to the maximum extent appropriate to the individual needs of the student.

- The District shall notify the parents or guardians in writing of its final decision concerning the services to be provided.
- If a plan for providing related services is developed, all school personnel who work with the student shall be informed of the plan.

Review of the Student's progress. The District will monitor the progress of the student with a disability and the effectiveness of the student's education. Based upon any new information about a student's educational needs, a review of a student's progress may need to be done more frequently than annually to determine whether special education or related services are appropriate and necessary, and that the student's needs are being met as adequately as the needs of a nondisabled student.

Prior to any subsequent significant change in placement, a comprehensive reevaluation of the student's needs will be conducted.

Procedural Safeguards:

- The parents or guardian shall be notified in writing of all District decisions concerning the identification, evaluation, or educational placement of students made under this policy.
- The parents or guardian shall be notified that they may examine relevant records.
- As to such decisions by the District, the parents or guardians shall have the right to an impartial hearing ("Section 504 due process hearing"), with opportunity for participation by the parents or guardian and their counsel. In the notification of any District decision concerning identification, evaluation, or placement, the parents or guardian will be advised that:
 - A request for a Section 504 due process hearing should be made within thirty-five (35) days of notice of right to file (but not less than thirty [30] days).
 - The request shall be made to:
Director of Special Education
Parker Unified School District No. 27
P.O. Box 1089 or PO Box 1090
Parker, AZ 85344
Phone (928) 669-9244
 - The hearing will be held in accord with Regulation IHBA-RB. The decision may be appealed only to a federal court of competent jurisdiction.
 - Attorneys' fees are available only as authorized by law.

If a state due process hearing has been or will be held under the IDEA concerning issues relevant to the Section 504 proceeding, a hearing officer qualified as to IDEA and Section 504 proceedings may preside in a joint hearing. The issues for either IDEA or Section 504

determination shall be clearly defined at the outset, and determinations by the hearing officer will be separate and distinct.

If both the parents or guardian and the District agree that the student is not eligible for special education under the IDEA, neither party is required to exhaust administrative proceedings under the IDEA prior to the holding of a Section 504 due process hearing.

The hearing officer shall render a decision. The parents or guardians shall be notified in writing of the decision. Either party may seek review of the decision of the Section 504 hearing officer by a federal court of competent jurisdiction.

The parties shall abide by the decision of the Section 504 hearing officer unless the decision is appealed to a federal court of competent jurisdiction and the decision is stayed by the court.

IHBA-RA REGULACIÓN

PROGRAMAS DE INSTRUCCIÓN ESPECIAL Y ALOJAMIENTO PARA ESTUDIANTES DISCAPACITADOS

(Sección 504 de la Ley de Rehabilitación de 1973)

Cada estudiante calificado dentro del Distrito que sea elegible para recibir educación regular o especial o ayudas o servicios relacionados, independientemente de la naturaleza o gravedad de la condición que requiera tales programas o servicios, recibirá educación apropiada y gratuita en el Distrito.

Procedimientos de identificación y derivación:

- cualquier estudiante que necesite o se crea que necesita educación especial o servicios relacionados que no estén disponibles a través de los programas existentes para recibir una educación pública adecuada y gratuita puede ser referido por un padre, maestro u otro empleado escolar certificado para la identificación y evaluación de la necesidades educativas individuales.
- La identificación y la evaluación serán completadas por personas conocedoras del estudiante, la historia escolar del estudiante, las necesidades individuales del estudiante, el significado de los datos de evaluación y las opciones de ubicación. El Superintendente monitoreará la identificación y evaluación para asegurar que participe personal calificado.
- El Distrito considerará la remisión y, en base a una revisión de los registros existentes del estudiante, incluidos los registros académicos, sociales y de comportamiento, tomará una decisión sobre si una evaluación bajo este procedimiento es apropiada. Si se niega una solicitud de evaluación, el Distrito informará a los padres o tutores de esta decisión y de sus derechos procesales.

Evaluación. El Distrito llevará a cabo la evaluación del estudiante y la formulación de un plan de servicios de acuerdo con los siguientes procedimientos:

- El Distrito evaluará la naturaleza de la discapacidad del estudiante y el impacto de la discapacidad en la educación del estudiante. Esta evaluación incluirá la consideración de cualquier comportamiento que interfiera con la participación regular de un estudiante que de otra manera cumple con los criterios (como la edad) para participar en el programa y/o actividades educativas.
- El Distrito no tomará ninguna determinación final sobre si el estudiante será o no identificado como un estudiante con una discapacidad en el sentido de la Sección 504 sin invitar primero al padre o tutor del estudiante a participar en una reunión sobre dicha determinación. .
- El Distrito tomará una decisión final por escrito, y los padres o tutores del estudiante serán notificados de las garantías procesales de la Sección 504 disponibles para ellos, incluido el derecho a una audiencia y revisión imparciales.

Plan de Servicios:

- Para un estudiante que ha sido identificado con una discapacidad dentro del significado de la Sección 504 y que necesita educación especial o ayudas y servicios relacionados, el Distrito será responsable de determinar qué servicios especiales se necesitan.
- al tomar tal determinación, el Distrito considerará toda la información relevante disponible, basándose en una variedad de fuentes, incluidas, entre otras, evaluaciones integrales realizadas por el personal profesional del Distrito.
- Se invitará a los padres o tutores a participar en las reuniones del distrito donde se determinarán los servicios para el estudiante y se les dará la oportunidad de examinar todos los registros pertinentes.
- El Distrito desarrollará un plan escrito que describa la discapacidad y la educación especial o los servicios relacionados necesarios. El plan especificará cómo se proporcionarán la educación regular o especial y los servicios y auxiliares relacionados, y por quién.
- El Distrito también puede determinar que la educación especial o los servicios relacionados no son apropiados. De ser así, el registro de los procedimientos del Distrito reflejará la identificación del estudiante como una persona con discapacidad y establecerá la base para la decisión de que actualmente no se necesitan servicios especiales.

• Se colocará a un estudiante con una discapacidad en el entorno educativo regular del Distrito, con el uso de ayudas y servicios complementarios, a menos que el Distrito demuestre que dicha colocación no se puede lograr satisfactoriamente. El estudiante con una discapacidad deberá ser educado con aquellos que no están discapacitados en la medida máxima apropiada a las necesidades individuales del estudiante.

- El Distrito notificará a los padres o tutores por escrito de su decisión final con respecto a los servicios que se proporcionarán.
- Si se desarrolla un plan para proporcionar servicios relacionados, todo el personal escolar que trabaje con el estudiante deberá ser informado del plan.

Revisión del progreso del estudiante. El Distrito monitoreará el progreso del estudiante con una discapacidad y la efectividad de la educación del estudiante. Con base en cualquier información nueva sobre las necesidades educativas de un estudiante, es posible que se deba realizar una revisión del progreso del estudiante con más frecuencia que una vez al año para determinar si la educación especial o los servicios relacionados son apropiados y necesarios, y si las necesidades del estudiante se están satisfaciendo de la manera más adecuada posible. las necesidades de un estudiante no discapacitado.

Antes de cualquier

JLDB-EA

EXHIBIT

RESTRAINT AND SECLUSION

DOCUMENTATION

Student's Name:	Grade:	School:
Date of Incident:	Location:	

School personnel were permitted to use the restraint or seclusion technique because b

of the following applied (check boxes to confirm that both conditions were met):

The student's behavior presented an imminent danger of bodily harm to the student or others;

Less restrictive interventions appeared insufficient to mitigate the imminent danger of bodily harm.

1. Student's Behavior Required the following: Restrained Secluded: Both:

2. Type of restraint used: Mechanically: Physically: Both:
- a. Restraint: Start Time: _____ End Time: _____ = Total Time: _____

3. If secluded: Blake Elementary Wallace Elementary Wallace Junior High Other

- a. Seclusion: Start Time: _____ End Time: _____ = Total

Time: _____

- b. If other, specify the location and explain why this location was chosen. _____

4. Describe how the restraint or seclusion was conducted (i.e., for restraints, how was staff positioned, was the student sitting, standing, supine, etc.). _____

5. Provide description of preceding factors that lead to student's behavior: _____

6. Describe student's behavior that gave rise to the school's belief that restraint or seclusion was justified.

7. Provide a description of the de-escalation strategy or strategies used prior to the restraint or seclusion, or an explanation for why none were attempted: _____

8. What activity or activities did the student miss during the restraint or seclusion (i.e., a related service, special education, a general education class, etc.). _____

9. Describe the events immediately following the restraint or seclusion (i.e., student remained in classroom or removed to different location, student met with counselor, etc.). _____

10. Did the student or staff suffer any injury or need any medical treatment as a result of the restrain or seclusion?

a. Yes No

b. If so, describe injury and any medical treatment provided if any. _____

11. Parent Notification: Date: _____ Time _____
Method (Oral or Written) _____

Name of Parent Contacted: _____ Language Utilized: English _____
Spanish _____ Other _____

12. If student not previously identified as a student with a disability, will the school hold a meeting to discuss whether the student is suspected of having a disability, and therefore, should be referred for a Section 504, IDEA evaluation or

both? No If no, explain

reason: _____

13. If student has been previously identified with a disability, will the school hold a Section 504 or IEP team meeting to discuss whether the relevant provisions of the student's Section 504 plan or IEP were implement, whether the student needs a re-evaluation, whether the student's plan needs to be revised, and/or whether the student is due compensatory services?

Yes No If no, explain

reason: _____

Staff member(s) conducting restraint or seclusion?

Print

Name: _____ Signature: _____

Print

Name: _____ Signature: _____

14.

Staff member(s) who witnessed the restrain or seclusion but not directly involved

Print

Name: _____ Signature: _____

Print

Name: _____ Signature: _____

15.

Staff member(s) completing Form

Print

Name: _____ Signature: _____

Print

Name: _____ Signature: _____

16.

Staff Member responsible for entering the above data into the District's school database

Print Name: _____

17.

CC: Student's File
Parent
Special Education Teacher
ESS Office
Principal

JLDB-EA

EXHIBE
RESTRICCIÓN Y AISLAMIENTO

LA DOCUMENTACIÓN DE

Nombre del estudiante:	Grado:	Escuela:	Discapacidad: <input type="checkbox"/> 504 <input type="checkbox"/> IEP
Fecha del incidente:	Ubicación:	Hora:	

Se permitió que el personal de la escuela usara la técnica de restricción o aislamiento porque se aplicaban las dos condiciones siguientes (marque las Casillas para confirmar que se cumplieron ambas condiciones):

- El comportamiento del estudiante present un peligro inminente de daño físico para el estudiante o para otros;
- Las intervenciones menos restrictivas parecían insuficientes para mitigar el peligro inminente de daño corporal.

1. El Comportamiento del Estudiante Requería lo siguiente: Restringido
Aislado Ambos
2. Tipo de restricción utilizada: Mecánicamente Físicamente Ambos
a. Restricción: Hora de inicio _____ Hora de finalización _____ =Tiempo _____
3. Si está aislado: Blake Elementary Wallace Elementary Wallace Junior High Otro
a. Reclusión: Hora de inicio _____ Hora de finalización _____ = Tiempo _____

b. Si es otro, especifique el lugar y explique por qué se eligió este lugar: _____

4. Describa cómo se llevó a cabo la restricción o reclusión (es decir, para las restricciones, cómo se colocó el personal, si el estudiante estaba sentado, de pie, boca arriba, etc.) _____

5. Proporcione una descripción de los factores anteriores que conducen al comportamiento del estudiante: _____

6. Describa el comportamiento del estudiante que hizo que la escuela creyera que la restricción o el aislamiento justificados: _____

7. Proporcione una descripción de la estrategia o estrategias de desescalada utilizadas antes de la restricción o reclusión, o una explicación de por qué no se intent ninguna: _____

8. ¿Qué actividad o actividades se perdió el estudiante durante la restricción o reclusión? (es decir, un servicio relacionado, educación especial, una clase de educación general, etc.) _____

9. Describa los eventos inmediatamente posteriores a la restricción o reclusión (es decir, el estudiante permaneció en el salón de clases o fue trasladado a otro lugar, el estudiante se reunió con un consejero, etc.) _____

10. ¿El estudiante o el personal sufrió alguna lesión o necesitó algún tratamiento como resultado de la restricción o reclusión? Si No

a. Si es así, describa la lesión y cualquier tratamiento médico provisto, si lo hubiere _____

11. Notificación a los padres: Fecha: _____ Hora: _____

Método(oral o escrito) _____

Nombre del padre contactado: _____ Idioma

Utilizado: _____ Otro _____

12. Si el estudiante no se identificó previamente como estudiante con una discapacidad, ¿la escuela llevará a cabo una reunión para discutir si se sospecha que el estudiante tiene una discapacidad y, por lo tanto, debe ser referido para una evaluación de la sección 504, IDEA o ambas?

Si No Si la respuesta es no, explique el

motivo: _____

13. Si se ha identificado previamente al estudiante con una discapacidad, ¿la escuela llevará a cabo una reunión del equipo de la Sección 504 o del IEP para analizar si se implementaron las disposiciones pertinentes del plan de la Sección 504 o del IEP del estudiante? si el estudiante necesita una reevaluación, si el plan del estudiante necesita ser revisado y/o si el estudiante debe recibir servicios compensatorios?

Si No Si la respuesta es no, explique el motivo: _____

14.

¿Los miembros del personal llevan a cabo la restricción o el aislamiento?

Imprimir nombre: _____

Firma: _____

Imprimir nombre: _____

Firma: _____

Fecha: _____

15.

Miembros del personal que presenciaron la restricción o reclusión pero que no estuvieron directamente involucrados?

Imprimir nombre: _____

Firma: _____

Imprimir nombre: _____

Firma: _____

Imprimir nombre: _____

Firma: _____

16.

Miembros del personal que completan el formulario

Imprimir nombre: _____

Firma: _____

Imprimir nombre: _____

Firma: _____

Fecha completada: _____

17.

Miembro del personal responsable de ingresar los datos anteriores en el Sistema de información de toda la escuela del Distrito.

Imprimir nombre: _____

Firma: _____

CC:

Expediente del estudiante

Madre/Padre

Profesora de educación especial

Oficina de Servicios para Estudiantes Excepcionales

JLDB-EB

EXHIBIT

RESTRAINT AND SECLUSION

RESTRAINT AND SECLUSION DOCUMENTATION

This form and form JLDB-EA must be completed when school personnel have used a restraint or seclusion technique with a student. Forms shall be distributed to teachers and staff at the beginning of the year. Extra forms can be located in the office of the principal and/or online at <https://policy.azsba.org/asba/browse/allmanuals/parker/z20000426>

Referral to Law Enforcement: School personnel are required to comply with the reporting, documentation and review procedures required by A.R.S 15-105 if the school district summoned law enforcement instead of using a restraint or seclusion technique on the student.

Applicable Definitions: For the purposes of determining whether this form and JLDB-EA must be completed, the following definitions apply:

Restraint means any method or device, physical or mechanical, that immobilizes or reduces the ability of a student to move the student's torso, arms, legs, or head freely, including physical force or mechanical devices.

Restraint **does not** include any of the following:

1. Methods or devices implemented by trained school personnel or used by a student for the specific and approved therapeutic or safety purposes for which the method or device is designed and, if applicable, prescribed.

- a. examples of specific and approved purposes include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible with the use of such devices, vehicle safety restraints when used as intended during the transport of a student in a moving vehicle, restraints for medical immobilization, or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

2. The temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student to comply with a reasonable request or to go to a safe location.

ANEXO

RESTRICCIÓN Y AISLAMIENTO

DOCUMENTACIÓN DE RESTRICCIÓN Y AISLAMIENTO

Este formulario y el formulario JLDB-EA deben completarse cuando el personal de la escuela haya utilizado una técnica de restricción o reclusión con un estudiante. Los formularios se distribuirán a los maestros y al personal al comienzo del año. Los formularios adicionales se pueden encontrar en la oficina del director y/o en línea en <https://policy.azsba.org/asba/browse/allmanuals/parker/z20000426>

Remisión alas fuerzas del orden: El personal escolar debe cumplir con los procedimientos de informes, documentación y revisión requeridos por ARS 15-105 si el distrito escolar convocó a las fuerzas del orden público en lugar de usar una técnica de restricción o reclusión en el estudiante.

Definiciones aplicables: A los efectos de determinar si se debe completar este formulario y JLDB-EA, se aplican las siguientes definiciones:

Restricción significa cualquier método o dispositivo, físico o mecánico, que inmoviliza o reduce la capacidad de un estudiante para mover libremente el torso, los brazos, las piernas o la cabeza del estudiante, incluida la fuerza física o los dispositivos mecánicos.

restricción **no** incluye nada de lo siguiente:

1. Métodos o dispositivos implementados por personal escolar capacitado o utilizados por un estudiante para fines terapéuticos o de seguridad específicos y aprobados para los cuales el método o dispositivo está diseñado y, si corresponde, recetado.

una. ejemplos de propósitos específicos y aprobados incluyen: dispositivos adaptables o soportes mecánicos utilizados para lograr la posición, el equilibrio o la alineación adecuados del cuerpo para permitir una mayor libertad de movilidad de la que sería posible con el uso de dichos dispositivos, sistemas de sujeción de seguridad para vehículos cuando se usan según lo previsto durante el transporte de un estudiante en un vehículo en movimiento, restricciones para inmovilización médica o dispositivos prescritos ortopédicamente que permitan a un estudiante participar en actividades sin riesgo de daño.

2. Tocar o sujetar temporalmente la mano, la muñeca, el brazo, el hombro o la espalda con el fin de inducir a un estudiante a cumplir con una solicitud razonable o ir a un lugar seguro.

3. La sujeción breve de un estudiante por parte de un adulto con el fin de calmar o consolar al estudiante.

4. La fuerza física utilizada para quitarle un arma a un estudiante o para separar y separar a un estudiante de otra persona cuando el estudiante participa en una agresión física a otra persona.

Reclusión significa el confinamiento involuntario de un estudiante solo en una habitación de la que se impide la salida.

El aislamiento no incluye el uso de una técnica voluntaria de manejo del comportamiento, incluido un lugar de tiempo fuera, como parte del plan de educación del estudiante, plan de seguridad individual, plan de comportamiento o programa de educación individualizado (IEP) que implique la separación del estudiante de un grupo más grande con fines de calmar

El maestro o miembro del personal que tenga más conocimiento sobre el estudiante o el miembro del personal que involucró al estudiante en una restricción o reclusión debe completar todos los formularios de documentación, incluido JLDB-EA. El formulario JLBA-EA se completará tan pronto como finalice la situación de emergencia, si es posible, pero a más tardar veinticuatro (24) horas después de la emergencia.

El formulario JLDB-EA se entregará en la oficina del director y se conservará durante cinco (5) años. El director del edificio será responsable de mantener el formulario JLDB-EA durante el período de cinco años. Se proporcionarán copias de este formulario al archivo del estudiante, a los padres, a la oficina de ESS y al maestro de educación especial o al maestro registrado. Los formularios adicionales están disponibles en la oficina del director.

Notificación a los padres: marque la casilla correspondiente.

- El personal de la escuela proporcionó al padre/tutor del estudiante un aviso escrito u oral el mismo día que ocurrió el incidente; o
- Las circunstancias impidieron la notificación del incidente al padre/tutor del estudiante el mismo día. La notificación se proporcionará dentro de las veinticuatro (24) horas posteriores al incidente.

Nombre del estudiante: _____
Identificación del estudiante: _____

Primero Medio
Apellido

Fecha del incidente: _____