

CLARKDALE-JEROME SCHOOL

Parent/Student Handbook



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*Every Student
Every Day
Preparing for Tomorrow*

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www.cjsd.k12.az.us

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Message from the Principal

Welcome to Clarkdale-Jerome School located in the beautiful Verde Valley of Central Arizona. Our school continues to provide the students of this valley with an outstanding educational experience. A cornerstone of the District's vision is our commitment to the development of the whole child by creating an environment in which all students will



achieve success. Instrumental in establishing an inviting school atmosphere is the fostering of a strong partnership among staff, students, parents and community members. We are firm in our belief that all children can meet their potential, and so we look forward in working together this year in achieving that goal. In order to assist with this, our school is embracing several initiatives. These include Capturing Kids' Hearts, instruction in character education by Officer Robertson, counseling and mediation by Counselor Daher, and AdvancED accreditation. Each of these practices are introduced in the first section of this handbook.

Please check out our website at www.cjsd.k12.az.us. You will find information about our school and the district. If you have further questions, please send me an e-mail or give me a call and I will help you find answers to your questions. We trust that you and your student will have a rewarding year at Clarkdale-Jerome School.

Sincerely,

Scott Jacobson
Principal/Superintendent
Clarkdale-Jerome School
scott.jacobson@cjsd.k12.az.us
928-634-5035

Initiatives for the Year

Capturing Kids' Hearts

By the first week of August, over 50 teachers and staff will have participated in three days of intense training in Capturing Kids' Hearts. These include teachers, paraprofessionals, office staff, bus drivers, custodians, kitchen staff and administrators – just about everyone. The main thrust of this training is to gain skills in developing a sense of “community” in the classroom and in the school as a whole and to develop trust and mutual respect. The idea is to “capture” each other’s hearts so that authentic learning can take place.

Our Goal Is to Treat Each Other with Respect. We value others’ opinions whether we agree or not. We praise others for good work and we thank others for praising us. We agree that we all own our building and grounds and must all do our part to keep it clean and attractive. We agree that together we can be the positive change in each other's lives. We agree that life has many challenges and when there is conflict, we must protect our relationships first. We agree to treat others as we expect to be treated. We agree to bring honor to our school upon every opportunity when in competition with others, whom we also will treat with respect.

What Does Capturing Kids' Hearts Look Like in the Classroom? “My big brother came home this weekend!” answered Janissa with an air of excitement, “He’s been away at college for three years.” This “Good Thing” that Janissa shared is one of several responses elicited from students during the first three minutes of Ms. Stafford’s history class. This sharing of Good Things sets the stage for a positive climate – one in which authentic learning can occur. The respectful atmosphere continues throughout the lesson, encouraged, in part, by the social contract posted on the wall – a signed agreement by the students and the classroom teacher. This mutual understanding is referred to when necessary – all in the name of furthering respect... among all – the



**"If you have a child's heart you have his head"
Flip Flippen**

students and the teacher; for even on occasion, a classroom observer will note an attentive student displaying the “foul” sign politely towards the teacher, as if he were a discerning referee making a call on a player. The violation of the contract is quickly amended by the teacher who understands, along with the students, that all are human and capable of making mistakes, even the instructor. Apologies are given, the relationship is restored, and learning continues. You see, respect goes both ways – students give and receive respect, and teachers give and receive respect. It’s all about Capturing Kids’ Hearts.

Instruction by the School Counselor

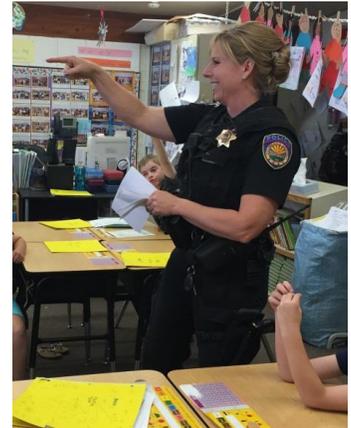
We are excited that Clarkdale-Jerome School Counselor Barb Daher will have an extra 1.5 days a week added to her schedule. She will be with us for 4 days per week, instead of the previous 2.5 days. Ms. Daher provides support to students in a wide variety of ways. She visits classrooms to provide whole-group instruction on a range of topics, when the need arises. She leads support groups for students dealing with similar life challenges; helps mediate conflicts using a pro-active approach, teaching students conflict resolution techniques; and most of all, is just “here” for the students – someone that can listen. Here’s a note from Ms. Daher:



I’ve been fortunate enough to be employed with Clarkdale-Jerome School since January, 2012. I love the students and staff, the positive atmosphere, and the feeling of a tight-knit campus of a K-8 school. As a former classroom teacher, I am very comfortable providing feeling-related classroom lessons, as well as character education. I also work with small groups, geared to improve specific areas of various needs. If your child is going through a difficult time or circumstance, do not hesitate to enlist my support. I have community resources as well to be able to help support families. The best way to reach me is through email or voicemail at barbara.daher@cjsd.k12.az.us or (928)634-5035.

Instruction by the School Resource Officer

Once again, Clarkdale-Jerome School is very fortunate to house a full-time peace officer on campus. Officer Robertson comes to us in cooperation with the Clarkdale Police Department. While this is not a new position, we want to re-energize the program by providing critical classroom instruction in character education; concentrating on respect, anti-bullying, drug awareness and campus safety. Officer Robertson is an awesome resource to have at school - a good role model for the students. Here's a note from her:



Assigned to Clarkdale-Jerome School since February 2015, I am here to promote campus safety and support our students in every way possible, including mentoring and instruction on law-enforcement related subjects. I monitor bus routes, conduct school zone traffic enforcement, and uphold Arizona State laws on and off campus. During breaks and lunch, my office fills with kids visiting to play Foosball, Uno or talk and ask questions. Relationships formed here in this welcoming environment foster excellent communication and partnership between the school and local law enforcement. Getting spontaneous hugs from our amazing students has become my favorite part of the job, and I have tremendous respect for the teachers and school administration. I am often a guest speaker in classrooms on character-building and anti-bullying. Please contact me for any questions or assistance at Kristin.robertson@clarkdale.gov or by phone (928)634-5035 / (928)-554-5096.

AdvancED Accreditation

Clarkdale-Jerome School is pleased to announce its accreditation with AdvancED. Throughout the 2014-2015 school year, an in-depth process was undertaken in order to shape the goals and objectives of the school. A needs assessment was conducted. We studied survey data and student performance data. Stakeholders were interviewed –

teachers, students, parents and community members. From the identified needs, came the goals and objectives. The objectives for this year are: better communication across the board – with parents, student, and staff; the furtherance of “respect” on campus – among staff and students; and the increase in academic performance in mathematics. We are excited about this accreditation opportunity as we seek to improve the educational program of Clarkdale-Jerome School.

Instruction and Academics

Instruction is the reason Clarkdale-Jerome School exists – it’s why we’re here. All of the departments, personnel, and assets of the District; coalesce and function to support student learning. Not only classroom teachers, but also paraprofessionals, office staff, food service workers, bus drivers, custodians, and administration either directly provide or support student academic performance.

Parent Involvement

Research supports that parental involvement in education increases student achievement. We request that parents actively participate in the many and varied opportunities to promote their students’ success. These activities include open houses, parent-teacher conferences, honor roll assemblies, PTO meetings, extra-curricular and athletic events, strategic planning meetings, and board meetings. Furthermore, it is imperative that parents stay up-to-date with their students’ classroom assignments and grades. If at any time a question arises regarding a particular assignment or grade, please call the school at 634-5035 or email the teacher in order to set up an appointment.

Checking Grades Online

Parents of students in grades 1-8 can check their children’s grades online through the FamilyLink website. Each child has a unique ID number and PIN that will allow parents to view grade reports. Contact the office for details.

Progress Reports (Grades 6-8)

Grading periods are approximately nine weeks long. A progress report will be sent home with each student at the mid-point of every quarter. Parents should review these progress reports with students, sign each of them, and students should return them to each teacher. Please direct any questions to the specific teacher. Students having unsatisfactory performance in any class will have copies of the progress reports mailed home

Parent/Teacher Conferences

Conferences are scheduled twice during the school year. However, if parents have concerns about their child's progress, you may contact your child's teacher to schedule additional conferences. We encourage email communication at any time.

Fourth Quarter Report Cards

Final report cards, honor roll, and perfect attendance certificates will be sent home with students on the last day of school

Grading Scale

While kindergarten uses standards-based grading, grades 1-3 use the following grading scale:

E = Excellent

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

Grades 4 – 8 use the following grading scale:

100% - 90% A – 4.0

89% - 80% B – 3.0

79% - 70% C – 2.0

69% - 60% D – 1.0

59% - 0% F – 0.0

Late Work and Make up Work (Grades 6-8)

Upon returning to school after an absence it is the STUDENT'S RESPONSIBILITY to fill out their planner for each class, to ask each teacher

for work missed, and to make it up. If a student is absent due to illness, parent requests for homework to be sent home should be arranged either before the absence with each teacher or through the office. Teachers are not obligated to give more than two days work at a time and no additional work will be given until the original work is turned in satisfactorily. Vacations during the school year are strongly discouraged. Assignments given out PRIOR to a student's absence are not considered make up work and will be due on the assigned date or the first day they return. A student has the same number of days they were absent in which to turn in all missed work without penalty, after which the late work procedure will apply. If appropriate (sports, pre-arranged appointments) students will consult with teachers prior to the absence to get work they will miss. If work is received prior to the absence, no extra time will be given for completion.

Class assignments are to be submitted on their due dates. Late work has the following penalties:

- 10% off after the specified time due up to the end of the following day
- 20% off the second day
- 30% off the third day

No credit will be given for work turned in after the third day. Papers with no name will receive 10% off.

Student Planners (Grades 6-8)

Planners are essential to student organization and communication between school and home. Students will be issued one planner. A replacement planner will be provided at a cost of \$5. Students are to carry their planner with them to every class. Students are responsible for writing assignments, activities, and homework in their planner for every class period every day. As an assignment is completed it should be checked off, if there is homework it should be circled. If a student is absent they are still responsible for getting their planner filled out upon return to school. Planners should be signed by a parent or guardian every Thursday and will be graded Fridays for completeness and having the appropriate signature.

Extra Credit

Extra credit may be assigned at a teacher's discretion but shall not be given in place of missing or poorly done assignments. Extra credit points earned will not be figured into a student's grade until the end of the quarter.

Honor Roll Requirements

The honor roll recognizes students who have earned high grades and is published at the end of each grading period. Requirements are:

- Principal's List – GPA of a 4.0
- Honor Roll - GPA of 3.0 - 3.9 AND no grade lower than a "B" in any class.

Gifted and Talented Education

Clarkdale-Jerome School has developed an instructional program to meet the needs of exceptionally gifted students of school age. Gifted child means that a child who is of lawful school age, who due to superior intellect or advanced learning ability, or both is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs special instruction or special ancillary services, or both, to achieve at levels commensurate with his intellect and ability (ARS 15-761.7) Candidates for this program are identified by:

- Achievement in schoolwork
- Scores at or above the 97th percentile on tests measuring intellectual ability and aptitude in verbal, quantitative and non-verbal areas
- Evaluation by teachers, psychologists, administrators, and supervisors familiar with the demonstrated abilities of the students.

Students may be nominated for testing by parents, teachers or they may nominate themselves. The scope and sequence for gifted education is available in the district office. On request, copies of pages related to program options and testing services will be supplied to parents or guardians.

Gifted Academy

An afterschool *Gifted Academy* will be provided for students who have been formally identified as gifted by scoring at or above the 97th percentile on the Cognitive Abilities Test. Consideration will also be given to additional

students based on Standardized testing scores, academic achievement in the classroom and/or teacher recommendation. Final determination for participation in the Academy will be determined by the Gifted Coordinator and the School Administration. This enrichment program will provide activities geared to gifted students and will include a section for 3rd-5th graders and another section for 6th-8th graders. Further details, including specific activities, fees, times and dates are available in the district office.

Promotion Requirements

CJSD is dedicated to the continuous development of each student. Promotion from year to year will be based upon standards for each subject area as identified in the course of study. Students must achieve accomplishment of the standards in reading, written communication, mathematics, science, and social studies adopted by the State Board of Education. In addition to these standards, test scores, grades, teacher-Superintendent recommendations, and other pertinent data will be used to determine promotion.

Retention

A process is followed when the professional staff, in consultation with the parent, determines retention to be in the best interests of the student. When circumstances indicate that retention is in the best interest of the student, the student will have individual consideration, and decisions will be made only after a careful study of facts relating to all phases of the student's growth and development. The student's academic achievement level and mental ability are important, but physical and social characteristics are also important factors. A decision should be based on sufficient data, collected over a period of time and motivated by a desire to place students in school programs where they will be the most successful. In addition, such decisions when applied to students enrolled in special education shall be on a case-by-case basis, consistent with the individualized education plan and in accordance with A.A. C. R7-2-301 and R7-2-401.

Pursuant to Arizona Revised Statutes, a parent may appeal to the Board for reconsideration on any placement decision. The parent or student of majority has the burden of proof to overturn the decision of a teacher to promote, retain, pass or fail the pupil. It must be demonstrated to the Board that the

student has or has not mastered the State Board adopted standards required for the placement recommended by the teacher. If the Governing Board overturns the decision of the teacher, a written finding of mastery or non-mastery of the State Board adopted standards must be adopted by the Governing Board. Board Policy I-7200 IKE, I-7211 IKE-R

Discovery Connection

The Discovery Connection provides after-school care, tutoring and enrichment programs after school hours until 6:00 pm. Some scholarships are available and registration forms may be obtained from the school office. Discovery Connection can also be reached by calling 301-9105.

Eligibility

Eligibility for Athletics and Extracurricular Activities

Student eligibility for extracurricular activities is as follows:

- Students must have a D or higher in every subject for which a letter grade is given. In the case of a Pass/Fail class, students must maintain a passing grade.
- Students declared ineligible may not participate in athletic activities. However, they may participate in practice only if they are up-to-date on all class assignments.
- Students must be in attendance at school **a full day** on the day of the event in order to participate, unless the absence is excused.
- If a student is suspended from school, participation in extracurricular activities is denied during that time.
- Eligibility will be checked weekly, on Friday.
- If a student is ineligible on a Friday check, they will remain ineligible until the next check.

Eligibility for Fieldtrips

While field trips enrich the curriculum and the experience of our students, the nature of field trips require a great deal of responsibility on the part of our students. Therefore, students who have shown a pattern of disruption and a minimum of academic effort, will not be allowed to participate. Instead, they

will remain at school and be provided with representative work. Students not enrolled in the class taking the field trip may not participate, even though their parents may be chaperones.

Students who owe lunch money or library fees for unreturned books at the end of the year, may be ineligible to participate in end-of-the year fieldtrips and activities.

Eligibility for 8th Grade Promotion Activities

The Clarkdale-Jerome School has a long-standing reputation for providing the best in education for our students. We believe that education is a process that requires effort from students, staff and parents. In order to maintain the integrity and value of 8th grade Promotion at the Clarkdale-Jerome School, students must achieve an overall Grade Point Average during their 8th grade year of at least 1.0 in order to earn the privilege of participating in the Promotion Ceremony and Promotion Dance. Students in jeopardy of losing this privilege will receive written notice on each report card, and a final determination will be made mid-term of the 4th quarter. Parents of students who have not maintained a 1.0 GPA will be notified at that time.

Attendance

Tardies

School begins at 8:15. Students are expected to be on time to school and to each class. Morning tardiness may be excused in the event of a medical or dental appointment with proper documentation. Students living out of district are expected to arrive at school on time. Excessive tardiness will result in disciplinary action.

Absences

Legal responsibility for school attendance (ARS 15-803) rests with the parents. In the event that your student is absent, please call the school office. The school will make reasonable attempts to contact parents/guardians to inform them of student absences. Students are expected to attend school regularly. Students are allowed to accumulate five (5) absences during any

one quarter. Absences are excused for medical or bereavement reasons, with proper documentation.

Truancy

A student is considered truant if he/she:

- Is absent without parental permission or knowledge
- Leaves campus without signing out in the office
- Is absent from class without permission from a school official

Lunch and Breakfast Program

The Clarkdale-Jerome School Cafeteria participates in the federally funded free and reduced lunch and breakfast program. Applications are available in the front office. For students not eligible for the free and reduced program, the prices are as follows:

- Lunch - \$2.25
- Breakfast - \$1.25

The school encourages parents to be up-to-date on their account balances. Students having negative balances will be provided up to three meals, after which cheese sandwiches will be served until the charges are paid.

Health Services, Social Services, and Custodial Issues

Student Injuries and Insurance

The Clarkdale-Jerome School District does not provide insurance coverage for school accidents. You are responsible for medical bills if your child is hurt during school activities. Early in the school year your child will bring home a “Student Accident/Health Insurance Plan” brochure. This is an optional plan you may wish to purchase to help pay medical bills that may occur as the result of injury. You will find many options available through Myers-Stevens for both accidents and illness, either during school hours or 24 hour per day coverage. Please read this brochure carefully. If you have questions about this insurance plan, you may call the plan administrator at 800-827-4695. If you purchase the plan and have a claim, the school office can provide the

claim form.

Health Concerns & Medications

The school Health Aide will provide basic first aid to students who become ill or injured at school. Parents and/or emergency services will be called if warranted. Please be certain that the school office has your **current phone number** in the event of an emergency.

Please do not send your child to school if he/she is ill or has a fever of 100.0 or higher per the Health Department. If your child has a communicable disorder such as pink eye, strep throat, head lice, impetigo, etc., make sure he/she has been on prescribed medication or treatment for at least 24 hours prior to returning to school.

Administering Medications at school

Students are not allowed to have ANY medications in their possession. It is a violation of district policy for students to carry, transfer or sell drugs or medications. The only exception to these rules is that students may carry an EPI-PEN or an inhaler upon providing **written authorization** from parents.

We are not able to administer any medication without prior written approval from the student's parent or guardian. This includes non-prescription medications such as Tylenol, Advil, etc. If you would like the school nurse to be able to give these medications at school, the health aide must have your written permission on the form provided by the school. Parents must also provide the health aide with the non-prescription medication.

Prescription medications will be given only with written permission from a parent or guardian AND with physician authorization. Prescription medications must be provided by the parent in a current pharmacy container labeled for the student who is taking the medications. The nurse will make a record of each time the student takes the medications.

All students must have a pass to report to the health office. If the student is too ill to return to class, regular check out procedures apply. A parent or guardian must sign the student out.

Individual Health Concerns

If your child has specific health problems, the school should be notified in writing. This information can be vital in case of an emergency. This might include food allergies, medication allergies, insect allergies, chronic disorders, diabetes, etc. Allergy and emergency treatment forms are at the back of this handbook.

Social Services

Students with personal concerns can receive assistance from our School Resource Officer, School Health Aide, Assistant Principal or other staff members. A pass from a teacher or a pre-arranged appointment may be necessary.

Custody Issues

It is the responsibility of the parent to notify the school office, in writing and with proper documentation, of any changes in custodial arrangements by parents or guardians. Please be certain that the school has current information as to who has permission to pick up your child and who is restricted from contact.

Behavioral Expectations

In order to maintain a campus where students are safe and learning can take place, behavioral expectations do apply. At Clarkdale-Jerome School, we strive to be proactive by teaching and modeling the various norms that apply.

General Expectations

1. Respect yourself and others by using appropriate language and resolving conflicts verbally rather than physically.
2. Respect and obey all school rules and school staff.
3. Walk and use quiet voices on the sidewalks going to and from classes. Running should be reserved for the playground area.
4. The following are not allowed at school:
 - a. Gum
 - b. Glass bottles and containers

- c. Personal property such as personal music devices and video games
- d. Rollerblades, skateboards, bikes, skate shoes and scooters
- e. The use of cell phones or electronic devices. They must not be visible, but turned off and stored out of sight.

Expectations in the Cafeteria

1. Use respectful table manners.
2. Walk, do not run.
3. Listen to and respect the cafeteria servers and aides.
4. Remain seated until dismissed.
5. Clean up your area.
6. Use an “inside voice.”
7. Food may not be taken out of the cafeteria.

Expectations in the Restrooms

1. Flush the toilet.
2. Wash your hands, turn off the water.
3. Put paper towels in the trash can.
4. Return to class promptly.

Expectations on the Bus

Our bus rules are designed for the safety of our students. Remember—riding the bus is a privilege. Students may lose that privilege by not following the rules. All our bus drivers are certified and trained in CPR and first aid. The bus driver is to be obeyed promptly as he/she is responsible for the safety of the entire bus. Students must obey all school rules and expectations while waiting for the bus and after leaving the bus. Additional rules listed below apply to all students when riding a bus.

1. Follow the direction of the bus driver at all times. The driver has the authority to assign seats as needed.
2. Students must stay in their seats, facing the front of the bus. Switching seats is not allowed.
3. Use classroom voices in the bus.
4. No food or drink is to be consumed on the bus.
5. Gum is not allowed on the bus or on campus.

6. Keep hands, feet, and all objects inside the bus. Students must be respectful of others by keeping their hands to themselves. For safety, pens and pencils must be put away.
7. No swearing, rude gestures, teasing, put-downs.
8. Students are not to make gestures, faces or throw things at other vehicles. Remember, you represent our school when riding the bus.
9. No glass containers of any kind, no live animals or toys may be taken on the bus.
10. Cell phones & electronic music devices may not be used on the bus.
11. Students may not leave the bus anywhere other than their designated bus stop without the written permission from the student's parent or guardian. This permission must be presented to the bus driver.

Expectations on the Playground

We would like our playground to be an area where children can play and get exercise without being injured. In order to prevent injuries, the equipment must be used in the manner for which it was designed. We ask that all students follow these rules, along with any other school rules. If a student has a problem or difficulty with any other student while on the playground, he/she should report it to the adult on duty immediately.

1. Students must remain in the boundaries of the back playground: top of the stairs to the big slide, the infield of the softball field as designated by the red marker and behind the red lines on the sidewalks. Students must be in view of the playground aides at all times.
2. Students must not play near the dumpster, recycling bins, or on the hill leading to the soccer field.
3. Rough play is not acceptable.
4. Students may not leave the playground area without permission from the adult on duty.
5. Gravel, wood chips, rocks, sticks, etc. may not be thrown or kicked.
6. Any game in which the object is to hit another child with a ball or other object may not be played. This includes ball tag and wall ball.
7. Hard balls, baseball bats, squirt guns, water balloons, etc. are not allowed on the playground.
8. Students must not hang from basketball rims, climb trees or fences, or

- swing from the tree branches.
9. Students may not play in areas where water or ice is present.
 10. Students in the primary playground may not climb on the railing leading to the bus barn.
 11. When using the swing set: One student per seat, no standing or twisting the chain, jumping off swings or running under the swing.
 12. When using the slides: One child at a time, seated, feet first only. Do not climb up the slide, use the stairs. Do not slide head first or backwards. Handrails are not to be used as slides.
 13. When using the bars: Do not stand on top of the bars. Rough play is not allowed on the bars.

Dress Code

Our school staff will encourage students to dress in a manner that reflects good taste. Students should wear clothing that is appropriate for weather conditions and for school activities. Consider our dress code when purchasing clothing for school. The dress code is designed to help students learn the importance of dressing for success.

1. No oversized pants, shirts or belts are allowed. Clothing will not drag or sag extensively. The waist and inseam of pants must be at the student's waist and inseam.
2. Shorts and skirts must be fingertip length when arms are extended downward in normal posture. This includes shorts & skirts worn with leggings or tights.
3. No undergarments or straps are to be visible. Tank type undershirts are not permitted for boys.
4. Halter tops, backless tops, plunging necklines and spaghetti straps (under 1" in width) are not acceptable.
5. Clothing must meet at or extend below the waist of the bottom garment when student is engaged in normal activity such as sitting, raising hand, etc.
6. Excessively torn or frayed clothing that exposes bare skin or undergarments is not acceptable.
7. Pajamas or slippers are not allowed.
8. Clothing must not bear language or symbols of the following:
 - a. Obscenities or suggestive material

- b. Tobacco, alcohol or drugs
 - c. Satanism or witchcraft
 - d. Insults or “put-downs”
 - e. Gangs (no hairnets, bandanas, “colors”)
9. Jewelry must not present a hazard to self or others during normal school activities including P.E. or sports activities.
 10. No hats, head coverings, bandanas or sunglasses may be worn in any school building, except for medical reasons. The bill of a hat must face forward.
 11. Tennis shoes are required to participate in P.E. and sports.
 12. Shoes must be worn at all times and should be appropriate for normal school activities. **Closed toed shoes are recommended. Flip-flops are strongly discouraged due to safety.** Students wearing flip-flops may not be able to use some playground equipment. Wheeled shoes may not be worn to school.

Arriving to Class On Time

Students are expected to arrive to class on time and be ready to work. At 8:10am the warning bell will sound, notifying students that they have five minutes to report to their classrooms and be ready for work. At 8:15am the tardy bell will sound, meaning that students should be seated, quiet and ready for work with their materials out. Students who do not report to class in a timely manner and ready to work, will be considered tardy.

Hall Passes (Grades 7-8)

Students will use their planner as a hall pass. Each student will be allowed three hall passes per week. This will include leaving the room for restroom, drinks, supplies, books, homework, etc. In order to leave the room for any reason the student will need to write the date and time in the Hall Pass section of the current week in their planner. The teacher will then initial it and allow them to go. If the student does not have their planner they may not leave the room. If they already have three signatures for the current week they may not leave. Students **WILL NOT** interrupt instruction in order to use a hall pass.

Personal Electronic Devices

Cell phones and other electronic devices are not to be visible, turned on or in use during the school day. They may be used only AFTER school. Electronic devices that are being used during the school day will be confiscated, and will be released only to the parent. The school is not responsible for the content on a device or its loss. No personal electronic devices should be connected to the school network. Kindles, Nooks, and similar devices are allowed for reading only with teacher approval.

Deliveries to School

Deliveries of flowers, balloons, and other items to the school are highly discouraged. Deliveries that arrive will be held until the end of the school day in the office and will not be sent to the classrooms. Students will be paged at the end of the day to pick up their items. The school does not guarantee that a student will pick up an item delivered to the office.

Food deliveries are NOT allowed during class time while instruction is taking place unless previous arrangements have been made with the teacher. Lunch may be brought to the school for students to pick up at the office. Students will not be released from class to eat at any time other than their lunch period.

Food and Drinks on Campus

Students are not to take food or drinks into any classroom, except a water bottle. Chewing gum anywhere on campus is prohibited unless special permission has been given by the administration. Students are not to bring or possess any open container on campus during school hours. This includes Starbucks, fast food and convenience store cups, etc. No glass bottles are allowed on campus.

Bullying, Harassment, Intimidation

Bullying is the abusive use of strength, over time, through implied or actual threats. These behaviors include not only physical violence but negative comments as well, such as teasing, taunting, spreading of rumors, obscene gestures, racial comments, sexual comments; and those shared on social media.

These behaviors hurt everyone and can result in violence in our school. We ask that incidences of bullying be reported to the student's teacher or the school administration immediately. Parents will be notified each time a student is sent to the office for harassment, bullying or intimidation. We will make every effort to involve parents immediately to help stop these behaviors before situations escalate.

Students and parents have the right to file a grievance regarding bullying or intimidation; Governing Board Policy JII-EB is provided in the back of the handbook for this purpose. Students sent to the office for teasing, bullying, harassment, etc. will receive increasingly more severe consequences. A student who falsely accuses another student of bullying, harassment or intimidation will be subject to disciplinary action.

Substance Use or Possession

Students in possession of alcohol or any illegal substance will be referred to law enforcement and will face disciplinary measures, including possible long term suspension or expulsion. The school is posted as a drug-free zone. Violators will be guilty of the same class felony as if not in a drug-free zone, but the sentence shall be increased by one year. The drug-free zone is the area within 300 feet of a school or its accompanying grounds, any public property within 1000 feet of a school or grounds, at a school bus stop or on any school bus or bus which transports pupils to school.

Threats of Violence

All threats of violence against individuals or groups will be taken seriously and investigated by staff and the school resource officer. Clarkdale Jerome School has developed emergency procedures to initiate in response to a viable threat. If you have heard of threats being made, please report to the principal or your child's teacher. In case of emergency contact the Clarkdale Police Department at 634-2921. Students who make false reports of threats will be subject to disciplinary action.

Discipline

Discipline is a Latin word that embodies the concepts of training and education. In other words, it carries the idea of “teaching” and “instruction.” At Clarkdale-Jerome School, we want to “teach” students how to behave in the classroom in order to advance their academic achievement. We want to provide “instruction” on how to get along with others, how to be respectful to peers and to teachers, and how to handle conflicts in a positive manner. As mentioned in the previous section, instruction in positive behavior is **already happening in full force** - thanks to our dedicated teachers and staff, the follow-through with Capturing Kids’ Hearts, the instruction in character education by School Resource Officer Robertson, and by the interventions of our school counselor, Ms. Daher.

Nevertheless, part of this instruction involves consequences. If positive interventions and parent conferences do not change behavior, then it becomes necessary to provide alternative methods to invite students to “think” about their actions – to help them understand that disrespect, disruption, and even insubordination do not advance the academic productivity of themselves or of their fellow students. Generally, disciplinary consequences are progressive in nature. First time occurrences of disruption or disrespect may simply warrant an informal conference with the student, while an increasing trend of misbehavior will likely result in more punitive assignments such as detention, work detail, or even suspension. While these practices may seem as “punishment,” they are actually meant to be instructive in the sense of causing the student to “wake up” to his/her actions. Some violations, due to their very nature and the resulting effects on the welfare and safety of the students as a whole, may result in immediate removal from the school. Examples of such behavior range from severe disrespect or defiance towards school personnel to the possession of drugs or weapons - the latter involving police involvement. The discipline grid, located on page 25, is only a guide for disciplinary actions. Mitigating factors may include the severity and frequency of infractions, the level of disruption to the educational process, and the age of the student.

Searches

District personnel will not conduct random searches of students or their desks or personal effects. Searches will only be conducted if the principal or his designee has a reasonable suspicion that contraband will be found. This decision will be based on the safety and well-being of students and staff.

Detention

Students may be assigned to serve detention during recess, lunch, or after school (with parent approval). Students are to complete classroom assignments and remain quiet while in the study carrel.

In-School Suspension (ISS)

Students assigned to ISS are to complete classroom assignments and remain quiet while in the study carrel for the entire instructional day.

Out of School Suspension (OSS)

Generally, OSS is considered the last resort for addressing student misbehavior. Suspended students are not allowed on campus, nor at any school-related function for the duration of the suspension. This is the time when students and parents are to reflect on the negative effects of misbehavior. Disrespect and disruption at school severely limits the academic achievement other students.

Work Detail

In some cases, it may be recommended that a student remain after lunch and assist the custodial crew with cleaning up the cafeteria during the recess time, or remain after school and assist with the custodial crew in cleaning classrooms. The responsibilities may include sweeping, vacuuming, wiping tables and emptying the trash. Generally, work detail is assigned for a period of time with parental agreement. Often this type of consequence has proven beneficial to the students as it partners them with responsible adults acting as role models and provides them with meaningful work, both of which tend to foster a sense of responsibility and ownership at school.

Discipline Grid

Infraction	Disciplinary Action (Determined by severity, frequency and age of student)
Level 1	
Spitting, Littering, Gum, Loitering Playground rules, Bus rules Public display of affection *Electronic devices (Cell phones, Laser pointers, etc.) **Dress code	Student conference / Parent Contact Detention/Loss of free time Suspension from bus privileges *Cell phones will be confiscated upon first offense **Change of clothes
Level 2	
Inappropriate language/gestures, Obscenities Drug innuendos Leaving class without permission Rough play Plagiarism/cheating/forgery Tardy / Truancy Violation of Technology Agreement Disruption Disrespect Defiance of Authority Failure to complete assigned disciplinary actions Repeated Level 1 Infractions	Parent conference Home Visit Written apology Detention/Loss of free time After school detention Work detail In school suspension (1-3 days) Out of school suspension (1-3 days) Loss of credit (plagiarism, cheating, forgery) Loss of computer privileges
Level 3	
Harassment/bullying Minor vandalism, graffiti, destruction of property Theft Severe disrespect or obscenities towards staff Unauthorized entry/trespassing Possession/use of lighter or matches Fighting Repeated Level 1 or 2 infractions	Work detail After school detention Suspension from other privileges/activities Restitution In school suspension (1-5 days) Out of school suspension (1-5 days) Police referral
Level 4	
Sexual harassment Gang activity Arson Assault Bomb threat Possession of a knife or weapon Vandalism, theft, or destruction of property over \$100 Use of, possession of, under the influence of alcohol, drugs or tobacco Repeated Level 1, 2 or 3 infractions	Restitution Out of school suspension (3-10 days) Behavior Plan Alternative Placement Long term suspension Expulsion Police referral

School Safety

Visitors/Volunteers

We welcome parent visitors and appreciate the help of our volunteers. For the safety of our students, **ALL** parents, visitors and volunteers must sign in at the office upon arrival on campus. Visitors will be given a large sticker and volunteers will be given an ID badge. Upon leaving campus, visitors and volunteers will need to sign out in the office. Please do not go to the classrooms without signing in. Student visitors are not allowed on campus. Exceptions include visiting school groups, chaperoned student organizations and students attending with parents for classroom observations. Volunteers may get a volunteer handbook and application from the office or the teacher they will be assisting.

Student Check in/Check Out

Students who must leave school early will need to be checked out in the office. No student will be released without the parent or legal guardian first coming to the office for check out. After check out, the student will be called to the office and released to the parent or legal guardian. **Please do not go to the classroom to pick up your child.** Again, this is for the safety of our students.

Safety When Traveling To and From School

Students should not arrive at school prior to 7:45 am, as there is no supervision on the playgrounds. The gymnasium is open and serving breakfast in the morning from 7:40 to 8:10. When students are dismissed from school, they are expected to go directly home or to a designated place. Students are not to remain on campus waiting for practices or other activities.

Parents, if you are dropping off your child in front of the office before school, or picking up after school, please use extreme care. Pull completely forward and exit through the driveway on 16th Street. If you must come in to the office, please park your car in the parking lot and walk to the office. Vehicles should never be left in front of the office with the engine running. Remember, children might not watch for you, so you must watch for them.

Bicycles, skateboards, rollerblades, skate-shoes, etc. are not to be used on campus. If they are used for transportation, they must be stored in designated areas during school hours. They are not to be used on campus at any time.

Emergency Response Plan

In the case of an emergency, the school will follow the Emergency Response Plan, a copy of which is located in every classroom. This plan details the course of action for a variety of emergency situations. During the year, fire evacuation drills and lockdown drills will occur routinely in cooperation with the Clarkdale Fire Department and the Clarkdale Police Department. Such drills enable the staff and students to be ready should a real emergency occur.

Adverse Weather

On days with inclement weather, please tune to one of the local radio stations for information about school closure or delayed start. **PLEASE DO NOT CALL THE SCHOOL OR THE RADIO STATIONS.** The decision to hold to a regular school schedule, have a delayed start or to close school will be made by 7:15 am. On a delayed schedule, school will begin at the announced time and will be dismissed at the regular time. When road conditions are poor in Jerome, students will be asked to walk to the Old High School building where the bus will pick them up at the announced time. Our busses are driven by certified drivers and safety is the primary concern when adjusting schedules for weather. The following is a list of local stations:

KAZM 780 AM

KVRD 105.7 FM

KAFF 93.0 AM or FM

KNAU 88.7 FM

KKLD 95.9 FM

KVRD 1600 AM

KQST 100.1 FM

Board Policies, State and Federal Compliance Information

School Policies and Procedures

The Clarkdale-Jerome School District Governing Board's policy manual is available in the district office and the school library for public review. The policies and procedures contained in this handbook are only a portion of the complete manual.

Enrollment Eligibility

Enrollment in the Clarkdale-Jerome School is available to any student who resides within the boundaries of the school district. Students seeking to enroll at CJSD will be asked to provide verification of residence through the submission of a current utility invoice or official document that has the parent/guardian's name on it with a street address. A driver's license with a current street address works as well.

Students who do not reside within the boundaries of the District may apply for admission through the Open Enrollment process (Board Policy JEC). Students who have been expelled from a previous district will not be allowed to enroll without the approval of the administration. Students who move out of the district service area will have to apply for continued enrollment through Open Enrollment.

Instruction on Acquired Immune Deficiency Syndrome

According to ARS #15-716, "each common, high and unified school district may provide instruction to kindergarten programs through the 12th grade on Acquired Immune Deficiency Syndrome and the Human Immunodeficiency Virus." It is our intent to offer this instruction. "At the request of a parent, a pupil shall be excused from instruction on the Acquired Immune Deficiency Syndrome and the Human Immunodeficiency Virus as provided in subsection A of this section. The school district shall notify all parents of their ability to withdraw their child from the instruction." Should you have questions about the instruction that will be offered at each grade level, or if you wish to review the curriculum guide, please contact your child's teacher or the school principal. The guides are available in the school library.

Title IX

Clarkdale-Jerome School District #3 complies with the spirit of the law and the regulations of Title IX, which prohibits discrimination on the basis of gender in education programs or activities that receive federal funds, extending to employment to and admission to such programs and activities. Questions concerning compliance with Title IX regulations should be referred to the Superintendent, Kathleen Fleenor.

Title I Parent's Right To Know

In accordance with the Elementary and Secondary Education Act, Section 111(h)(6) PARENT'S RIGHT TO KNOW, this is notification from the Clarkdale-Jerome School District to every parent of a student in a Title I school that you have the right to request and receive information in a timely manner regarding the professional qualifications of your student's classroom teachers. This information regarding the professional qualification of your student's classroom teachers shall include the following:

- If the teacher has met state qualification and licensing criteria for the grade level and subject areas taught;

- If the teacher is teaching under emergency or temporary status in which Arizona qualification and licensing criteria are waived;
- The teacher's baccalaureate degree major, graduate certification, and field of discipline; and
- Whether the student is provided services by paraprofessionals, and if so, their qualifications.

If at any time your student has been taught for 4 or more consecutive weeks by a teacher that is not highly qualified, you will be notified by the school of this information. You also have the right to information on your child's level of achievement based on the required state assessments. If you have any questions or concerns, please feel free to contact the school principal at 928-634-5035.

Special Education Information

Child Identification and Referral. Clarkdale-Jerome School District (CJSD) identifies, locates and evaluates all children with disabilities who are in need of special education and related services. This applies to children attending private schools, highly mobile children (such as migrant and homeless children), and children who are suspected of having a disability even though they are advancing from grade to grade. The following is a summary of the CJSD child find procedures:

- 45 day screening instruments are completed for all newly enrolled and transferring students annually by teachers,
- The Special Services coordinator posts notices of available Child Find activities,
- The District works with Arizona Early Intervention Program (AZEIP) to provide child find and transition services for children ages 0-3,
- Child Study Team procedures are followed.

CJSD assures access to all identification, evaluation, placement and limited services for children attending private schools as guaranteed by the Individuals with Disabilities Education Act (IDEA).

Initial Evaluation/Re-evaluation. The school district follows and implements procedures according to Federal and State regulations regarding the full and initial evaluation, and re-evaluation, of children who may need special education services. The following is a summary of the district's evaluation procedures:

- Initial evaluation follows a team referral and will be completed within 60 calendar days. Extensions may be necessary,
- May be completed only with written parental permission,
- Is individual and meets requirements for assessment tools and procedures,
- Includes all components required for specific disability categories.

IEP Development, Implementation, Review & Revision. CJSD follows and implements procedures according to Federal and State regulations and rules regarding the development, implementation, review and revision of the Individual Education Program (IEP). The following is a summary of the district's procedures:

- The IEP is developed by a team, which includes participation by a parent of the child,
- Least Restrictive Environment (LRE): the child's educational services must be met in the regular classroom and within the general curriculum or as close to that as possible,
- The IEP is implemented immediately, unless the IEP team determines otherwise,
- The IEP is reviewed at least annually and revisions are made according to current assessments and IEP team decisions.

Least Restrictive Environment (LRE). While considering the unique individual strengths and needs of the child, the educational placement and services must be as close to the regular classroom and within the general curriculum as possible. Including the provision of accommodations, interventions, and/or related services.

Preschool Program. CJSD provides preschool programming which is in accordance with Federal and State regulations and rules. The following is a summary of the district's procedures:

- Serves children ages 3-4 who are eligible for special education services,
- The CJSD works in collaboration with local Headstart and private preschool programs to provide early education opportunities for special needs students,
- Includes a smooth and effective transition between AZEIP and the district.

CJSD follows all Federal and State required statutes and regulations regarding the adoption of any policies and procedures, including proper public notice, hearings, and comments.

Procedural Safeguards. CJSD provides parents with a copy of the Procedural Safeguards Notice in order to ensure that children with disabilities and their parents are guaranteed procedural safeguards with respect to the provision of free and appropriate public education (FAPE) which include: 1) Parents of a child with a disability have the opportunity to examine all records relating to their child and to participate in meetings with respect to the identification, evaluation, and educational placements of their child, and to obtain an independent educational evaluation of the child. 2) Procedures to protect the right of the child whenever the parents of the child are not known. 3) Written prior notice to the parents whenever the district proposes to initiate or change; or refuses to initiate or change; the identification, evaluation, or educational placement of the child or the provision of FAPE. 4)) Procedures designed to ensure that the notice is in the native

language of the parents, unless it clearly is not feasible to do so. 5) An opportunity for mediation, 6) An opportunity to present complaints with respect to any matter relating to the identification, evaluation, or educational placements of the child or provisions of FAPE. 7) Procedures that require the parent of a child with a disability to provide notice to the school district that includes the name of the child, address of the residence of the child, description of the nature of the problem of the child relating to such proposed initiation or change, including facts relating to such problem and a proposed resolution of the problem to the extent known and available to the parents at the time. Complaints can be handled through a voluntary mediation process, which occurs before a due process hearing.

Confidentiality of Student Records

Student records are maintained in the Special Services office, if applicable, under the supervision of the principal and director. Student records are available only to the teachers and staff working with the student. If a student transfers to another school, these records will be sent to the new school upon their request. Records are not released to most agencies or persons without prior written consent of the parent. Parents have the right to inspect and review any and all records related to their child including a listing of persons who have reviewed or have received copies of the information. Parents wishing to review their children's records should contact the school principal or Special Services office. If parents believe information is inaccurate or misleading, they have the right to request a correction and to add comments. A complete copy of all CJSJSD Special Education Policies and Procedures can be found at the district office.

Rights of Homeless Students

Clarkdale-Jerome School District shall provide an educational environment that treats all students with dignity and respect. Every homeless student shall have access to the same free and appropriate educational opportunities as students who are not homeless. This commitment to the educational rights of homeless children, youth, and unaccompanied youth, applied to all services, programs, and activities provided or made available. A student may be considered eligible for services as a "Homeless Child or Youth" under the McKinney-Vento Homeless Assistance Act if he or she is presently living:

- In a shelter, temporary shared housing, or transitional living program
- In a hotel/motel, campground, or similar situation due to lack of alternatives
- At a bus station, park, car, or abandoned building
- In temporary or transitional foster care placement

According to the McKinney-Vento Homeless Act, eligible students have rights to:

- **Immediate enrollment:** Documentation and immunization records cannot serve as a barrier to the enrollment in school.
- **School Selection:** McKinney Vento eligible students have a right to select from

the following schools:

- The school he/she attended when permanently housed (School of Origin)
- The school in which he/she was last enrolled (School of Origin)
- The school in the attendance area in which the student currently resides (School of Residency)
- **Remain enrolled** in his/her selected school for the duration of homelessness, or until the academic year upon which they are permanently housed.
- **Participate in programs** for which they are eligible, including Title I, National School Lunch Program, Head Start, Even Start, etc.
- **Transportation Services:** A McKinney-Vento eligible student attending his/her School of Origin has a right to transportation to and from the School of Origin.

Dispute Resolution. If you disagree with school officials about enrollment, transportation, or fair treatment of a homeless child or youth, you may file a complaint with the school district. The school district must respond and attempt to resolve it quickly. During the dispute, the student must be immediately enrolled in the school and provided transportation until the matter is resolved. The Homeless Liaison will assist you in making decision, providing notice of any appeal process, and filling out dispute forms.

For more information, refer to

http://www.ade.az.gov/schooleffectiveness/special_pops/homeless or contact:

Kathleen Fleenor, Superintendent
Homeless Liaison
Clarkdale-Jerome School District
1615 Main St
Clarkdale, AZ 86324
928-634-5035
kathleen.fleenor@cjsd.k12.az.us

Or

Frank Migali
Homeless Education Coordinator
Arizona Department of Education
1535 W. Jefferson Street
Phoenix, AZ 85007
(602) 542-4963
Frank.migali@ade.az.gov

Staff Directory

Instructional staff and office staff can be emailed using the following formula:

firstname.lastname@cjsd.k12.az.us

Example: susan.smith@cjsd.k12.az.us

District Website: www.cjsd.k12.az.us

Aston, Kristy	Business	Kessel, Cheryl	2 nd Grade Teacher
Ballam, Ethel	Food Service	Klassen, Ann	5 th Grade Teacher
Bergamini, Erika	Art	Link, Kari	2 nd Grade/SpEd Aide
Boardman, Joni	Office	MacDonald, Paul	Bus
Brooks, Missy	3 rd Grade Aide	Marple, Linda	4-6 th Grade Aide
Brown, Lacy	Junior High Teacher	McWorthy, Kayla	Kindergarten Teacher
Bustya, Beth	6 th Grade Teacher	Lally, Greer	Special Services Teacher
Cain, Stephanie	Health Aide	Mena, Gino	Bus
Chancellor, Duke	Custodial/Bus	Newman, Heather	7-8 th Grade Aide/Cust.
Chapman, Dave	Maintenance/Bus	Ray-Huff, Stephanie	Special Education Aide
Chavez, Lynda	5 th Grade Teacher	Russell, Angela	4 th Grade Teacher
Clark, Andrea	2 nd Grade Teacher	Sandoval, Rudy	P.E. Teacher
Daher, Barb	Counselor	Schneider, Terry	3 rd Grade Teacher
Densmore, Kim	1 st Grade Teacher	Scott, Elizabeth	6 th Grade Teacher
Doerksen, Steve	Assistant Principal	Scroggins, Jeff	Junior High Teacher
Enriquez, Gina	Front Office	Shilling, Jennifer	Kindergarten
Fleenor, Kathy	Superintendent	Snoke, Jenna	Cafeteria Manager
Fuchs, Kris	Office/Food Service	Stafford, Jessica	Junior High Teacher
Hanson, Terry	Cafeteria	Trujillo, Gigi	3 rd Grade Teacher
Harris, Margaret	Special Education Aide	Valenzuela, Cristy	Kindergarten Aide
Hokerk, Wayne	1 st Grade Aide	Velazquez, Tony	Bus
Howard, Linda	Librarian	Wagner, Sarah	Junior High Teacher
Huntress, Danielle	1 st Grade Teacher	Wright, Mary	Kindergarten Aide
Islas, Brandon	4 th Grade Teacher	Wylie, Beth	Special Services Teacher
Islas, Jesus	Custodial/Bus	Zuercher, Dan	Custodial
Jacobson, Scott	Principal		

2015/2016 Events Schedule

July

July 29-30 – Kindergarten Screen
July 31 – Extra prep day option for teachers

August

August 3,4,5 – Capturing Kids Hearts training
August 5 – Kindergarten Open House – 2:00 p.m.
August 12 – Grade 6-8 Open House – 5:00 – 6:00
August 12 – Grade K-5 Open House - 6:00 – 7:00
August 14 – Back to School BBQ – 5:00 – 7:00
August 21 – Aims Web Fall Benchmarks due

September

September 9 – Midterm Report
September 10 – 11 – Parent Teacher Conferences
September 14 – Cookie dough assembly – Sale starts

October

October 23-24 – Volleyball Tournament
October 26 – Tutoring starts
October 26-30 – Red Ribbon Week
October 28 – Honor Roll
October 30 – Halloween parties
October 30 or 31 – Fall Festival

November

Veteran's Day Band Concert
November 18 – Midterm Reports

December

December 9 – Holiday Concert – 6:30 – 7:15
December 11-12 – Basketball Tournament

January

January 13 – Honor Roll
January 15 – Aims Web Benchmark
January 15 – District Spelling Bee
January 20 – Nation Junior Honor Society Induction
January 25 – MUHS Future Freshman Night
January 29 – 30 – Regional Basketball Tournament

February

February 8-11 – Science Fair
February 10 - Midterms
February 11 – Parent Teacher Conferences
February 12 – CTE Day – 8th Grade MUHS
February 12 – VV Professional Development – PM
February 18 – MUHS registration – 8th grade

March

March 3 – Read Across America
March 3 – Art Show 7:30 – 1:30 ???
March 30 – End of tutoring

April

April 11-22 – Potential Az Merit
April 20 – Midterm

May

May 6 – Benchmarks
May 20 – Slide Rock Day
May 20 Field Day
May 23 – 8th grade promotion

Clarkdale-Jerome School 2015-2016

July 2015

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

3- Holiday

August 2015

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

6 First Day of School
21 Early Release

September 2015

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

7 Labor Day
2,10,11 Early Release
10,11 Parent/Teacher Conf.

Days

4
6
10
10
8
1

October 2015

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

7,9 Early Release
9 End of 1st Quarter
12-16 Fall Break
21 Report Cards

November 2015

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

11 Veteran's Day
4 Early Release
25-27 Thanksgiving Break

December 2015

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

2,18 Early Release
18 End of 2nd Quarter
21-31 Winter Break

11
14
10
7
6

January 2016

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

6 Report Cards
18 MLK Day
6,15 Early Release

February 2016

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

3,11,12 Early Release
11,12 Parent/Teacher Conf.
15 President's Day

March 2016

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

11 End of 3rd Quarter
14-18 Spring Break
23 Report Cards
25 No School
2,11 Early Release

9
15
9
13
10

April 2016

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

6 Early Release
29 Teacher Day - No Students

May 2016

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

23 8th Grade Promotion
4,6,24 Early Release
24 Last Day of School
30 Memorial Day

June 2016

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

Early Release Days 12:00
Teacher Work Day-No School

180

40th Day 10/1

100th Day 1/21