



Baboquivari Unified School District #40

Indian Oasis Intermediate Elementary School



2025-2026 Student & Parent Handbook

4th-6th Grade



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Governing Board Members

Juan Buendia, Board President
Kathleen Vance, Board Clerk
Sylvia Hendricks, Board Member
Annamarie Stevens, Board Member
Jessica Miguel, Board Member

Superintendent

Ruben Diaz

Front Office Number: 520-719-1240

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www.indianoasis elementary.org

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

School Hours:

Monday-Thursday 8:10 a.m. - 3:10 p.m.

Early Release Friday and select calendar dates 8:10 a.m - 12:30 p.m.

School Address

Physical Address
Highway 86, Milepost 115.5
Sells, Arizona 85634

Mailing Address
P.O. Box 248
Sells, Arizona 85634



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Mission, Vision, Purpose, Core Values, and BUSD Vision

Mission Statement

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

Vision Statement

Success; No Less!

Purpose Statement

We teach with love to inspire, motivate, empower and expand all students' present and future capacity to lead and make a difference on the Tohono O'odham Nation and beyond.

Core Values

We value:

Caring

Innovation

Self-awareness

Cultural Responsiveness

Responsible Decision-Making



BUSD Mission Statement

We create **Healthy, Inspiring, Motivating, Developing, Achieving, Graduates.**

BUSD Vision Statement

Our students will be loved, encouraged, and prepared to take on the world by embracing our Himdag.

BUSD Purpose Statement

We create a positive academic impact on every child's life, everyday; with an additional commitment to support.

BUSD Core Values

We believe our learning community supports:

Student Focused **Expectations**

Responsive **Climate**

Valuable **Communication**

Transformative **Innovation**

Meaningful **Engagement**

Genuine **Celebration**

Himdag: "Our way of life"

General Information

All students attend school from **8:10 a.m. to 3:10 p.m.** Monday through Thursday with an early release every Friday at 12:30 p.m. Office hours are between 7:30 a.m. to 3:30 p.m. The Intermediate Campus is a secured campus. All parents and visitors must sign-in and sign-out at the front receptionist's desk.

All meals at Indian Oasis Intermediate Elementary School are free to students. Breakfast will be served beginning at 7:40 a.m. in the cafeteria.

All students participate in a specials class Monday-Thursday. They will rotate among Physical Education, Himdag, Library, and STEM.

Student Information Update

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

3 Year Stretched Goal

The Intermediate Campus has a few goals that we have been working on over the past two years using some of the programs as shown below. Within each goal of Proficiency, Attendance, Essential 10, Support and Challenge, and Standard Based Instruction all stakeholders will take a part in helping Intermediate staff and students be successful.

Models of Instruction

Proficiency

80% of our students will be proficient by reading 70% mastery in each essential standard.



Advancement via Individual Determination



Attendance

90% attendance in each classroom and by grade level.



Essential 10

Teachers will be provided training on the best teaching practices. BUSD leaders will be in the classrooms giving feedback and coaching our teachers so that we all can grow and be successful.



Professional Development

Intermediate Vision

Success, No Less!

Standard Based Instruction

Fun and engaging lessons will be provided using research based programs.

Support

All staff and students will be provided with research based strategies to support their success and coaching.

BUSD #40 THREE YEAR STRATEGIC PLAN 2025-2026

Goal 1: 80% of students will demonstrate 70% or more mastery on standards.

Goal 2: 90% attendance by school, grade, teacher, and content level.

Goal 3: 90% of families will consistently utilize ParentvUE.

Indian Oasis Intermediate Elementary School Action Plans for 2025-2026

Math Goal

Indian Oasis Intermediate Elementary School will increase math proficiency 25% or higher by utilizing assessments and benchmarks to effectively increase instructional practices quarterly.

ELA Goal

Indian Oasis Intermediate Elementary School will increase ELA proficiency 25% or higher by utilizing assessments and benchmarks to effectively increase instructional practices and intervention who have not demonstrated mastery of the required content/skills.

Additional Goal

Indian Oasis Intermediate Elementary School will increase their coaching with teachers to support effective instruction by 50% or higher using walkthrough data.

AVID Goal

Indian Oasis Intermediate Elementary School will consistently implement focused note-taking in all school-wide classrooms. This will be based on instructional practice focused on higher-level questioning and infused with Models of Instruction.



After School Extra-Curricular Activities and Field Trip Fees

Field trips are a valuable addition to a child's educational growth. Field trips are usually initiated and planned by the classroom teachers. Children will not be allowed to attend a trip unless he or she has submitted a permission slip signed by the parent or guardian. Permission slips will be sent home with the children when a trip is planned. If a child is not permitted to participate in a field trip, he or she is still required to attend school; alternative instructional activities at the school will be provided.

The Board recognizes the need for student fees to fund certain school activities that are not financed by local, state, or federal funds. It also recognizes that some students may not be able to pay these fees. All fees shall contain a provision that allows the fees to be waived in the event of economic hardship to the pupil. Non-payment of fees charged by the District, may not prevent a pupil from enrolling in, applying to, or remaining enrolled in a public school.

No student will be denied an education as a result of the inability to pay these supplementary charges. This policy does not prohibit the District from charging tuition to a non-state resident pupil, as required by statute.

-Field Trip Fees: \$5 per field trip

-Club Fees: \$10 per club

Students will have the option to attend after school programs through the Nita M. Lowey 21st century community learning Grant.

Athletic Fees (6th Grade Students ONLY)

The current athletic fee to participate in athletics is \$40 per sport OR \$110 for the year (if playing fall, winter, and spring sports.)

The fee must be paid during the clearance process for each sport to the Athletic Director's Office for BUSD. Once the fee has been paid, the fee is non-refundable.

Assistance: Student athletes may receive assistance through JOM monies allocated by the Tohono O'odham Nation Education Department (TONED). Please contact the TONED office at (520) 383-8650 for more information.

If financial assistance through TONED is unavailable and the fee is a financial hardship, complete and return the request for a fee waiver for athletics, clubs, or extracurricular events on page 36.

Babo Ki:kî

Indian Oasis Elementary Intermediate School has implemented the house system, inspired by the Ron Clark Academy. The house system creates excellence, promotes teamwork, positive school climate, school pride, while building character in our students. More importantly, promotes a culture of belonging for all and enhances relationships among our students. There are four houses, each house is represented by four different colors and character strengths. All students and staff are assigned to a house based off of the wheel that they spin as seen below:



Throughout the year, students and staff participate in house assemblies and monthly house meetings to build a positive community and provide a space to empower our students with character development. We also have the Essential 44 to help build on our character skills. Students and staff participate in developing videos for each essential 44 for all students to learn from. The students use these skills to participate in our annual Amazing Shake competition.

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



House of Givers
HA-MAMKADAM HA-KI:



House of Courage
GEWKDAG KI:



House of Friendship
S-NAWOJMA KI:



House of Dreamers
S-CE:CKIMDAM HA-KI:

Essential 44

1. Respond to an adult when spoken to.
2. Congratulate classmates.
3. Respect other students' comments, opinions, and ideas.
4. If you win, do not brag, if you lose, do not show anger.
5. Eyes on the speaker.
6. Cover your mouth when you sneeze or cough and say excuse me.
7. Do not show disrespect with gestures.
8. Always say thank you when given something.
9. When you receive something, do not insult the gift or the giver.
10. Surprise others by performing random acts of kindness.
11. Follow along when we read together in class.
12. Answer all written questions with a complete sentence.
13. Do not ask for a reward.
14. Subject transitions and moving different classrooms will be swift, quiet, and orderly.
15. Be as organized as possible.
16. When homework is assigned, do not moan or complain.
17. When a substitute teacher is present, all class rules still apply.
18. Follow the specific classroom protocols.
19. Know other teachers' names and greet them by name.
20. Keep yourself and the bathroom clean and germ free.
21. Greet visitors and make them feel welcome.
22. Do not save seats in the lunchroom.
23. Do not stare at a student who is being reprimanded.
24. The ABC's of etiquette.
25. After dining in the cafeteria or elsewhere, be responsible for your trash.
26. On the bus, always face forward.
27. When offered food, take only your fair share.
28. If someone drops something and you are close to it, pick it up.
29. Hold the door for people rather than letting it close on them.
30. If someone bumps into you, say excuse me. Even if it's not your fault.
31. On a field trip, enter a public building quietly.
32. On a field trip, compliment the place you are visiting.
33. During an assembly, do not speak or call out to friends.
34. Keep to the right when walking in hallways and breezeways.
35. When walking in line, keep your arms at your sides and move quietly.
36. Never cut in line.
37. If anyone is bullying you, let the staff know.
38. Stand up for what you believe.
39. Be positive and enjoy life.
40. Live so that you will never have regrets.
41. Learn from your mistakes and move on.
42. NO matter the circumstance, always be honest.
43. Carpe Diem. (Enjoy the day, pluck the day when it is ripe, seize the day)
44. Be the best person you can be.

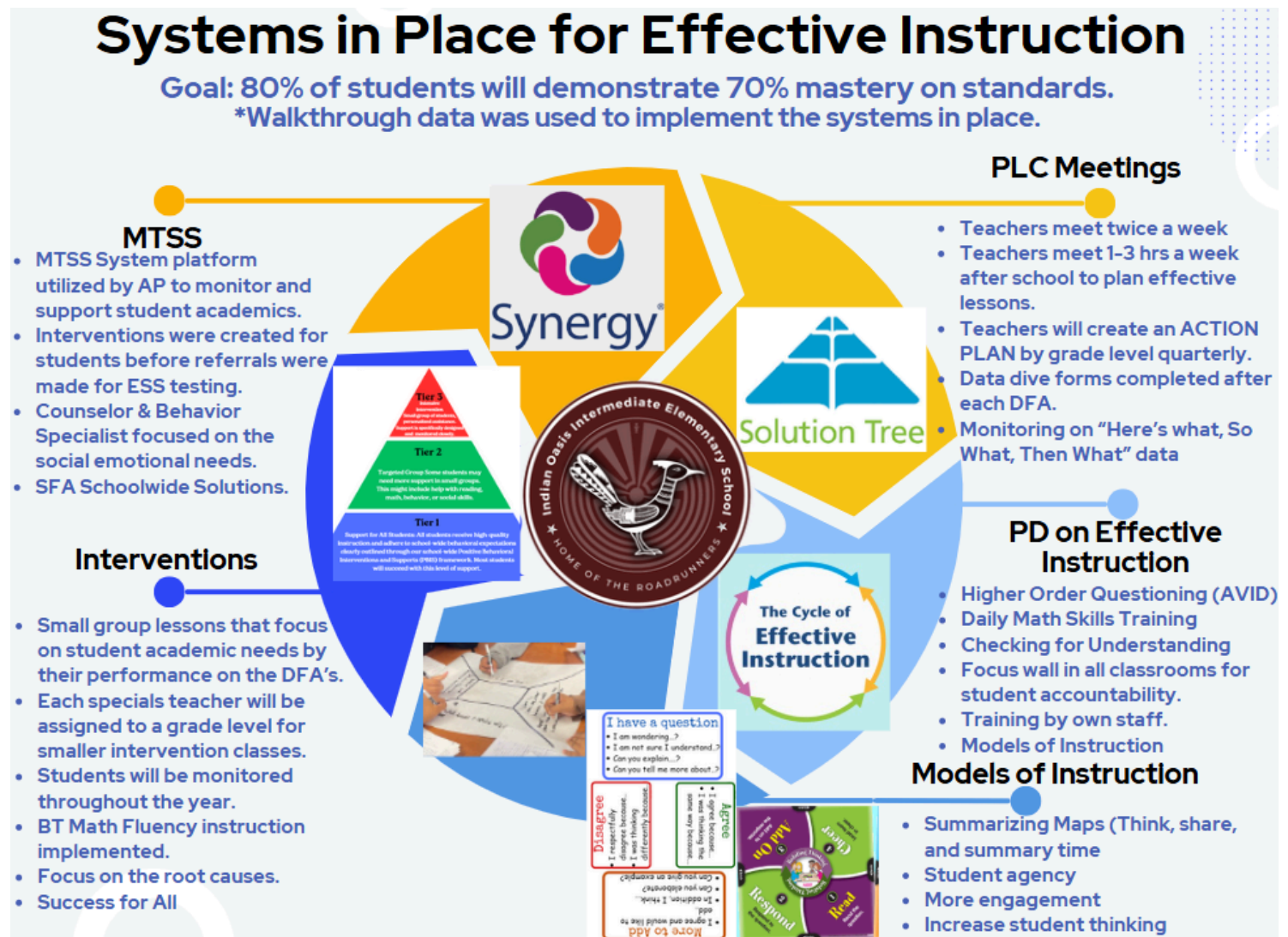
Curriculum and Instructional Program

BUSD follows the Arizona State Standards for English language arts, math, social studies, and science instruction. Teachers are expected to teach to these standards while keeping in mind the needs of each individual student with bell to bell instruction. Teachers will post their daily schedule, essential questions, student friendly learning targets, and success criteria. Instruction will be through varied, enthusiastic, and culturally responsive instruction, it is our goal to address the standards while offering a challenging and interesting curriculum that captivates students.

Curriculum and most supplies are provided for students. **NO SHARPIES ALLOWED.**

Majority of the curriculum and resources that will be used in the classroom are:

- Beyond Textbooks
- Daily Math Skills
- Success For All (SFA)
- Kagan
- Models of Instruction
- Teacher made lessons
- AVID
- Online academic programs and more



Success For All Expectations

SFA is a schoolwide comprehensive program to increase student achievement in reading. Reading Wings and Roots provides research-based instructional processes and classroom materials for ninety-minute daily lessons and targets the needs of students to build comprehension, vocabulary, and a love of reading. The Reading Wings lesson cycle centers around a narrative or expository trade book. Each lesson allows background knowledge, specific and technical vocabulary development, utilization of target skills, team discussion, relevant writing activities, and an assessment.

Reading Wings and Roots posters will be displayed outside of the classroom so that all Intermediate staff and students can see what your class is reading.

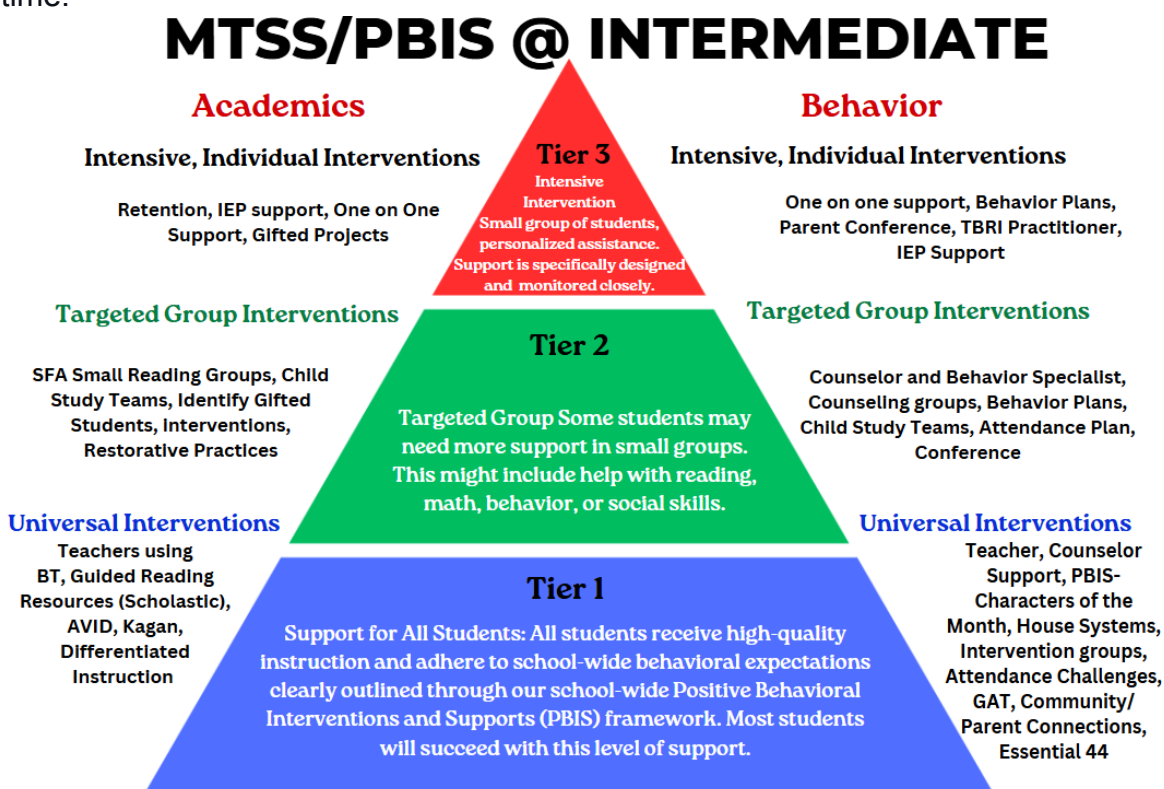
Schoolwide Solutions: There are five components that comprise the Schoolwide Solutions program: attendance, intervention, parent and family involvement, community connections, and cooperative culture. Each component has a team to fulfill its particular duties and implement the essential program elements.

Instructional Program

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

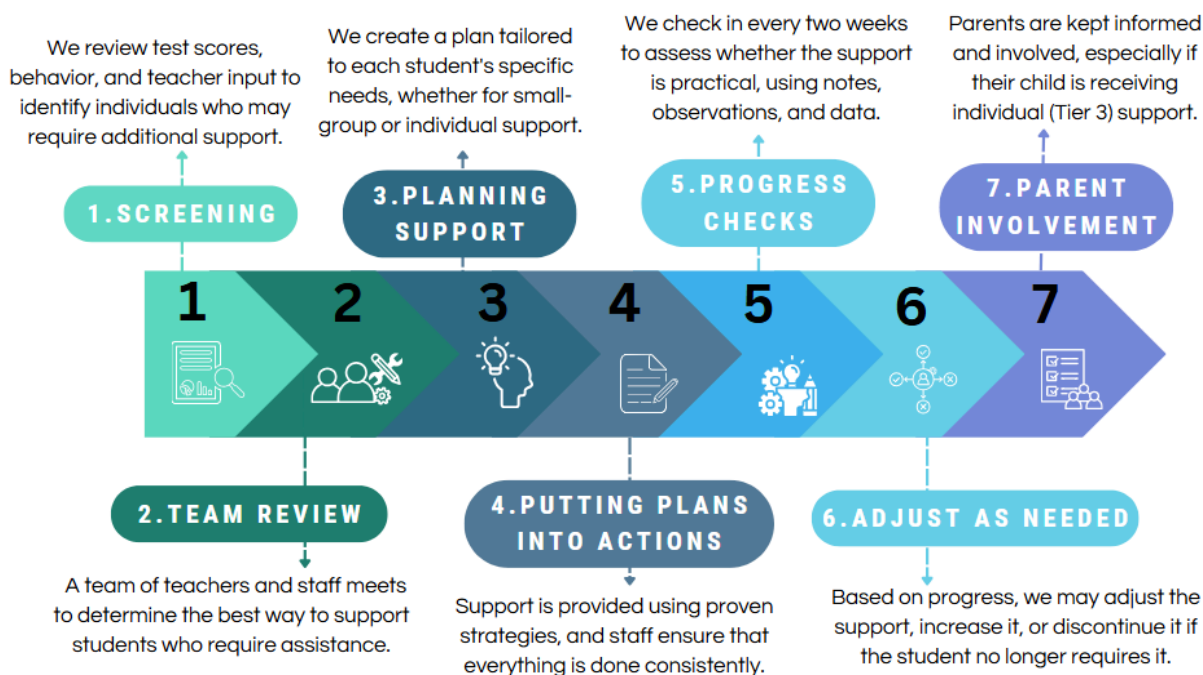
Multi-Tiered System of Support (MTSS)

The **Multi-Tiered System of Support (MTSS)** is how we ensure that every student at our school receives the help they need, whether it's with academics, behavior, or social-emotional skills. Our goal is to make sure every child has what they need to grow, succeed, and feel supported every step of the way. It's a step-by-step system that helps us catch problems early and support students in the right way, at the right time.



MTSS Process – Step by Step

MTSS PROCESS STEP BY STEP



Dress Code Policy

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

Accordingly, Indian Oasis Intermediate Elementary School dress and grooming standards prohibit student dress or grooming that, in the judgment of the school administration:

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

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

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

Other areas of particular concern include the following:

Dress that Advocates Drugs, Alcohol, or Tobacco:

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

Headwear:

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

Gang-Related Apparel/Grooming:

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

Consequences for Violations:

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

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

Blankets:

Please keep blankets at home. Blankets disrupt the educational environment of learning.

Electronic Devices

Cellphones, mp3 players, iPods, electronic games, headphones/earbuds, or any other distracting electronic devices are not allowed during the student's time in school. All personal devices should be turned off and put away while the student is in school.

Personal electronic devices may be used ONLY before school and after school. During these times while students are on campus students should refrain from taking pictures or video recording as it violates other's right to privacy.

Portable speakers are not allowed on campus. These devices will be confiscated if brought to campus.

Bringing electronic devices is at the risk of the student and parent/guardian. We cannot ensure that the item will be returned. **Indian Oasis Intermediate Elementary School will not be responsible for lost or stolen electronic devices, even if confiscated.**

Faculty/staff members can confiscate any of the above items at any time if the items disrupt the educational process. Violation of the cell phone/electronic device rule as stated above will result in the confiscation of the device according to the following steps of disciplinary action:

- **First offense:** Items will be returned to the students at the end of the school day.
- **Second offense:** Device returned only to a parent/guardian after a meeting.
- **Third offense:** It will be secured until the end of the school year.
- Electronic devices allegedly used for criminal violations/school policy violations such as recording a fight, bullying, etc. may be held or given to district administration. Devices may also be given to law enforcement for evidence.

Failure to surrender the device when directed to do so is in violation of our school *JK-R Engages in behavior that is insubordinate, failing to comply with lawful directions of a teacher, school administrator or other school employee* and could result in suspension or loss of privileges to participate in school activities.

Student Use of School Phones

Students may utilize school phones in the front office with administrative approval. Students should not utilize phones in the classroom without Teacher authorization and should only be for school-approved purposes. **Student phones are NOT ALLOWED during school hours.**

Fire, Lockdown, and Bus Evacuation Drills

Indian Oasis Intermediate Elementary School conducts various drills every year to practice safe and orderly procedures in case of an emergency and evaluates the school's emergency preparedness. Some drills are announced, while others are unannounced. The main focus of all drills is the safety of the students and staff.

Fire Drill

In the event of a fire threat, students are escorted from their classrooms to a designated area outside, safely away from the building. These drills are conducted in collaboration with the Tohono O'odham Fire Department (TOFD), which monitors and evaluates each drill to ensure that the campus is evacuated and all students are accounted for in a timely and orderly manner.

Lockdown Drill

In the event of an imminent threat to the campus, teachers secure the classrooms and gather students in a safe area of the classroom/building where everyone is to remain quiet.

These drills are conducted in collaboration with the Tohono O'odham Police Department (TOPD), which monitors and evaluates each drill to ensure that teachers and staff have followed proper lockdown protocols. These may include an active shooter drill, during which TOPD's SWAT team evacuates each classroom to a safe location on campus.

Bus Evacuation Drill

In the event that a school bus must be evacuated, the BUSD Transportation Department conducts bus evacuation drills to ensure that students are aware of the proper procedures to evacuate safely and efficiently.

All students participate in the bus evacuation drills, regardless of whether or not they ride the bus to school. This is because students may be on a field trip or on travel with athletics. Our goal is to ensure the safety of our students so it is important for students to know the proper procedures for a bus evacuation.

Health Services

The school has a Health Aide on-site to facilitate basic health needs and first-aid. However, we urge all parents to make sure to administer all prescription drug needs to the child before the child comes to school. Prescription medications that must be taken at school must be delivered by an adult in the current prescription bottle with instructions on the use of this medicine from a physician stating the name of the medicine, the dosage, and the time it is to be given.

Please see the Health Aide for more specific requirements and appropriate forms to be filled out for written permission from the parent to allow the school or the student to administer the medicine.

Exceptions:

A. Students who have been diagnosed with anaphylaxis may carry and self-administer emergency medications including auto-injectable epinephrine provided the pupil's name is on the prescription label, on the medication container or device and annual written documentation from the pupil's parent or guardian is provided that authorizes possession and self-administration. The student shall notify the school office secretary as soon as practicable following the use of the medication;

B. For breathing disorders, handheld inhaler devices may be carried for self administration provided the pupil's name is on the prescription label, on the medication container, or on the handheld inhaler device and annual written documentation from the pupil's parent or guardian is provided that authorizes possession and self-administration.

C. Students with diabetes who have a diabetes medical management plan provided by the student's parent or guardian, signed by a licensed health professional or nurse practitioner as specified by A.R.S. 15- 344.01, may carry appropriate medications and monitoring equipment and self-administer the medication

Precautions

For the health and safety of your child, as well as other students and faculty, the following information should be used as guidelines for keeping an ill child home:

Fever: Any child with a temperature of 100 or higher should stay home until the temperature is normal for a 24-hour period.

Diarrhea/Vomiting: Any child who experiences an episode of diarrhea or vomiting the previous night or in the morning before school should remain at home. The child should return to school 24 hours after the last episode.

Upper Respiratory Infection: Any child under a physician's care for bronchitis, strep throat, or any other upper respiratory infection which warrants antibiotics may, with the written permission of the doctor, return to school at least 24 hours after the start of antibiotic therapy. A child who has a cold, which is not accompanied by fever or a severe cough, may attend school.

Conjunctivitis (Pink Eye): This can be highly contagious, children may return to school after being treated with written permission from the physician.

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

Emergency information must be kept current. Please inform the office of any changes.

Immunization

According to Board Policy,

JLCB © Immunizations of students

Subject to the exemptions as provided by law, immunization against diphtheria, tetanus, pertussis, poliomyelitis, rubeola (measles), mumps, rubella (German measles), hepatitis B, Haemophilus influenza b (Hib), and varicella is required for attendance of a student in a District school. A student's immunization record must be submitted prior to attendance, although a student may be conditionally enrolled provided that necessary immunizations have been initiated and a schedule has been established for completion of the required immunizations. The school administrator shall review the school immunization record at least twice each school year until the pupil receives all of the required immunizations. A student shall not be allowed to attend school without submitting documentary proof of compliance to the school administrator unless the student is exempted from immunization. On enrollment, the school administrator shall suspend that student if the administrator does not have documentary proof of compliance and the student is not exempted from immunization. A student who fails to comply with the immunization schedule shall be suspended from school attendance until documentary proof of compliance is provided to the school administrator, except that a homeless student shall not be suspended from attendance until the fifth (5th) calendar day after enrollment.

Any student with serologic confirmation of the presence of specific antibodies against a vaccine-preventable disease shall not be subject to immunization against that disease as a condition for attending school. The District will cooperate with county and state health departments in programs of immunization. Parents' permission must be secured before a student may participate in such immunization projects.

Arizona law requires all children entering school submit histories of immunizations received before they come to school. Please contact your health service for a copy of your child's immunization record and provide this to the Health Aide prior to the start of the school year. **All students in 6th grade or 11 years old are required to have Tdap and Meningococcal vaccines.**

Homework

The development of study skills and self-discipline are integral elements of a quality education. Students who read regularly excel in all academic areas. Students will be receiving a variety of different homework assignments that involve logs, projects, unfinished classwork, and many other forms of homework.

Law Enforcement Officers

If a law enforcement officer requests an interview with a student regarding a criminal investigation, the school administrator shall make reasonable efforts to notify the student's parent of the interview request, unless the law enforcement officer deems that notification would interfere with the investigation. If the law enforcement officer refuses to allow notification prior to the interview, either the law enforcement officer or representative of the District will notify the student's parent within a reasonable time after the interview. Unless otherwise directed by the law enforcement officer, a school official may be present during the interview.

If a student is taken into custody (arrested) while on campus, the arresting officer will be asked to notify the student's parent or legal guardian. In addition, the school administrator shall make reasonable efforts to ensure the student's parent or legal guardian has been notified that the student has been taken into custody. The personnel of the District shall cooperate fully with law enforcement officers. When the arrest is formally made, the District and its employees no longer exercise jurisdiction over the student.

Library

Indian Oasis Intermediate Elementary School offers a welcoming Library / Media Center that encourages a love of reading and literacy. Students may check out one library book at a time for a period of one week. They may also renew their library book for an additional week if needed. The school urges all parents to encourage their child to take good care of their books. Parents and students are responsible for all lost and damaged books. Students will be charged the current replacement cost of the book. If a lost book is found and returned, money will be refunded.

Media Release

Throughout the year, staff of BUSD may take photos or videos of children in school. Students frequently participate in activities and programs that the general public enjoys. The school or district newsletters, social media, and websites are media that often broadcast the accomplishments of our students. There may also be times in which local TV and news media report on school happenings as well. Parents must sign the MEDIA RELEASE FORM to allow student work and student pictures to be used in the school newsletter, district newsletter, the school/district webpage, or the local media. Parents may request that their child not be photographed or videotaped by indicating these wishes on the district release form.

Parent and Community Leadership - Site Council

Indian Oasis Intermediate Elementary School Site Council is composed of all stakeholders from parents, teachers, community members, administration, and students. The members of the Site Council are a vital part of our school's success. By partnering with the school and encouraging our students and teachers we can help each student reach for and attain success. The site council meets throughout the year to plan fundraising, discuss important school issues, organize volunteers, and prepare special events and outings that enrich our students' cultural awareness, character development, and learning opportunities. The purpose of the site council is to support entities or clubs to make decisions for the Need funds. You are encouraged to apply for open positions by completing a brief application of interest in the front office.

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

15-351. School councils; duties; membership

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

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

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

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

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

Teachers and parents or guardians of pupils enrolled at the school shall constitute a majority of the school council members.

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

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

Section: Previous 15-344.01 15-345 15-346 15-347 15-348 15-349 15-350 15-351 15-352 15-353 15-354 15-361 15-362 15-363 15-364

Next

Last modified: October 13, 2016

Parent/Student VUE

Parent/StudentVUE is a secure web-based tool that provides BUSD parents and students the ability to view student information such as class assignments, grades, report cards/progress reports, course history, attendance, and health information from a computer or your phone.

Visit Parent/StudentVUE to learn more, login, and instructions to download the app.

Parent/Teacher/Student Conferences

Parent-Teacher-Student conferences will occur during the fall semester for all students and during the spring semester for some students. **These meetings are very important** and our goal is 100% attendance at conferences. Please refer to the school calendar to plan on attending these conferences. Your child will appreciate your interest in their academics and you will gain insight into your child's capabilities. Additional conferences can be requested by appointment with your child's teacher.

Promotion/Retention

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

Report Cards and Grading

Academic Assessment Philosophy and Procedures - Overall Philosophy of Grading

Teachers assure to provide students with reasons behind the grades received through individual conferences, clarification of course objectives, discussion of grading philosophy, etc. Grades are based on a variety of activities, spread over the entire marking period and not concentrated in a short unit of

time at the beginning or end of a marking period. The issuing of report cards should not come as sudden, emotion-laden experiences to students, but should be a routine, clearly understood, and supportive procedure. Grades are intended neither as rewards nor punishments.

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

All teachers are required to issue report cards for each of their students. These report cards can be used to inform parents and students of their academic progress. Teachers will also send home progress reports.

The timeline for Report cards is as follows:

<u>1st Quarter</u>	<u>2nd Quarter</u>	<u>3rd Quarter</u>	<u>4th Quarter</u>
September 26, 2025	December 18, 2025	March 6, 2026	May 21, 2026

Since we have a four marking period Report Card, it is essential that teachers alert parents and students where they are performing in their academics.

Standard and Expectation Performance Indicators

4- Highly Proficient: Students consistently grasps, applies and extends key concepts, processes and skills. Above grade level

3-Proficient: Student grasps and applies key concepts, processes and skills. At grade level.

2-Partially Proficient: Students are beginning to grasp and apply key concepts, processes, and skills. Below grade level.

1-Minimally Proficient: Students are not grasping key concepts, processes, and essential skills. Area of concern, needs additional support.

NA- Not assessed at this time.

Policy IKA: Grading /Assessment Systems

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

Exceptional Education

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

Adopted: February 13, 2018

Changes in Grades and/or Report Cards

Section A

1. Classroom teachers are responsible for grading decisions. Teachers shall keep a sufficient record of objective measures of each student's performance during the grading period to explain/justify/support the grade indicated on the report card.
2. Students or their parents/legal guardians have the right to question grading decisions.
3. Questions regarding grading decisions should initially be discussed with the teacher who made the decision.
4. Any questions regarding grading decisions not resolved through discussion with the teacher may be appealed to the school Principal or designee within 20 school days into the next grading period.
5. In an effort to resolve the matter, the school Principal or designee should discuss the grade with the classroom teacher and review (with the teacher) the teacher's record of objective measures of student performance during the grading period. Administrators shall not substitute their professional judgment for that of the teacher.
6. Except as provided in section B, there is no process for review of a grading decision other than with the school Principal or designee.

Section B

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

School Messenger

The District's Parent Notification System is a communication tool that uses automated calling, electronic mail, and text messaging. School Messenger may be used in the event of an emergency, weather delays, early dismissals, student absences, and to communicate pertinent information about upcoming events. Parents may wish to customize the way in which they receive District communications from the School Messenger calling system.

Student Leadership Opportunities

Indian Oasis Intermediate School aspires to offer students a variety of opportunities designed to develop leadership skills. School club specializes in a certain area of interest.

Student Council: Students in each 4th, 5th, and 6th grade classrooms will be voted in to serve as representatives for their classroom. Students in 5th grade can run for office as Secretary and Treasurer, while students in 6th grade can run for office as President and Vice President. The Student Council organizes school-wide events and fundraisers to benefit the school.

Student clubs must have written approval by the Principal. More clubs will be available depending on the number of students and staff availability.

House leaders: Houses vote for house leaders to lead their house and meet with student council and leadership. House leaders also help with school visitors and plan school events.

Student Wellness

According to BUSD Board Policy: JL © STUDENT WELLNESS

The school district strives to make a significant contribution to the general well being, mental, and physical capacity, and learning ability of each student while affording them the opportunity to fully participate in the educational process.

The District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Healthy eating is demonstrably linked to reduced risk for mortality and development of many chronic diseases as adults. To ensure the health and well-being of all students, the Board shall promote and monitor student wellness in a manner that the Board determines is appropriate in the following areas:

A. Nutrition Guidelines: All foods available in each school during the day will have as a primary goal the promotion of student health and the reduction of childhood obesity. All guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture, as those regulations and guidance apply to schools.

B. Nutrition Education: The goal is to influence students' eating behaviors by providing nutrition Education that is appropriate for students' ages; reflects students' cultures; is integrated into health education or core curricula; and provides opportunities for students to practice skills and have fun.

C. Physical Activity/Recess: The goals for physical activity are to provide opportunities for every student to develop the knowledge and skills for specific physical activities, to maintain students' physical fitness, to ensure students' regular participation in physical activity, and to teach students the short- and long-term benefits of a physically active and healthful lifestyle.

Snacks and Treats

Parents and guardians are encouraged to provide healthy snacks for their children. **Candy and soda are not allowed.** Acceptable examples of nutritious snacks include fruits, vegetables, and granola bars. **Please note that gum, Takis, Hot Cheetos, Hot Funyuns or any other “Hot” chips are not permitted on campus.**

Support Services

The Exceptional Education program is designed to help students with special needs. To be eligible, a child must demonstrate learning needs that require services beyond those provided by modification of the regular school program. The procedure for placing students in a special program begins with the classroom teacher or parent. If you have concerns, please discuss these with your child's teacher, who may then fill out a Child Study referral. You will then be invited to a Child Study meeting where we will discuss your child's background and needs.

Psychologist: The district psychologist assists the Individual Education Plan Team (IEP) in developing programs for referred students and assesses students for placement in special programs.

Occupational Therapist: This specialist works to ensure that a student with physical disabilities or delays can participate in all school activities; from concentrating on the task at hand; holding a pencil, musical instrument, or book in the easiest way; or just behaving appropriately in class.

Speech and Language Therapist: This specialist assesses children who may have difficulty communicating. The speech and language therapist provides therapy for the students identified as having speech and/or language problems.

GATE: The Gifted and Talented teacher designs and delivers a challenging, culturally responsive curriculum to engage all students who are identified with academic gifts and talents.

Child Study: Students having any kind of difficulty (learning, behavioral, attendance, making friends, etc.) may be referred to the Child Study team by teachers. The student's parents may also request a Child Study meeting. The Child Study Team consists of teachers, the principal, the health aide, parents, and the psychologist (depending on the needs of the student).

McKinney-Vento: If your living arrangement is both temporary and the result of economic hardship, you may qualify for services under the McKinney-Vento Act. The purpose of this law is to provide academic stability for the students of families in transition. You may want to talk with your child's school parent liaison if your family's temporary living arrangement is one of the following:

- You are living with friends or relatives, or you are moving from place to place because you cannot currently afford your own housing.
- You are living in a shelter or a motel.
- You are living in housing without water or electricity.
- You are living in a place not considered traditional housing, like a car or a campground.
- You are considered an unaccompanied youth. You must be living with someone who is not a parent or guardian, or moving from place to place without a parent or guardian.

Surveillance

In accordance to Board Policy ECAB Security/Surveillance Cameras, adopted by the BUSD Governing Board on May 8, 2024 to ensure the safety of and secure environment for District students, the Baboquivari Unified School District authorizes the use of surveillance cameras in school buses and on District property to ensure the health, welfare, and safety of all students, employees, and visitors, and to safeguard District facilities, vehicles, and equipment. Surveillance cameras may be used in locations as deemed appropriate by the District administration, but shall not be used in locations where there is a reasonable expectation of privacy such as in restrooms, locker rooms or classrooms. The District's surveillance cameras are equipped with artificial intelligence ("AI") features such as the ability to detect faces, blur faces, track individuals, filter video by clothing color, gender and facial matches, motion plotting, filter and detect vehicles by color and body type as well as the ability to monitor and detect license plates in real time and to provide alerts when specific plates are located on District property. All live, real time video and all recordings are considered confidential and will be shared only as provided in this Policy. Any staff members found to be misusing or mismanaging the cameras or video information will be disciplined and/or dismissed.

All recordings are property of the District and shall be maintained in accordance with federal and state law and this policy. Only designated BUSD employees are authorized to see recordings as necessary to perform their employment duties. Access to live surveillance video may be granted to TOPD and TOFD and with federal and state agencies in emergency situations. Other individuals may view live surveillance video only with the consent of the Superintendent.

Under no circumstances shall any student touch, alter, or tamper with any camera operated and maintained by the School District on school property.

Transportation

Transportation Change Requests

All bus and after-school instructions are handled through the school office. Please send a written communication, email to rosa.buendia@busd40.org or phone call by **10:00 a.m.** each day for any transportation changes. No late notices will be honored unless it is an emergency. Please understand and adhere to this request as this is to keep every child safe. In emergency situations that occur after 10:00 a.m. please speak with the front office manager to request that your child does not get on the bus. Read Appendix B, the School Bus Agreement Form, sign, and return to the Intermediate Campus Office.



Student Identification Cards

According to BUSD Board Policy **ECA-EA Student ID Cards**

To help keep our campuses safe and organized, and to comply with Arizona state law, all BUSD students in Pre-K through 12th grade are required to wear a **school-issued ID** card during the school day and at school events.

Who This Applies To:

This rule applies to all students enrolled at BUSD.

When and How ID's Must Be Worn:

Students must wear their ID cards **above the waist and visible at all times**:

- During the school day while on campus.
- During school-sponsored events (assemblies, field trips, after-school programs, etc.)
- School staff may make exceptions when needed.

Getting an ID Card

- ID cards are **given free** to all students at the start of the school year.
- Students who join mid-year will receive their ID at registration.
- If a student loses their ID, a **replacement costs \$5.00** (unless there is a documented financial hardship). Additional online processing fees may apply.

What the ID Card is Used For

Student ID cards are needed for:

- Safety and identification.
- Checking out library books and textbooks.
- Buying meals in the cafeteria.
- Getting into school-sponsored events or riding the bus.
- Attendance and school records.

Keeping ID's Safe and Secure

- IDs will show the student's **name, grade, photo, and student number**—nothing sensitive or confidential
- Students should **not alter, share, or fake** their ID cards.

If a Student Doesn't Wear an ID

- Staff may remind or check if a student is wearing their ID.
- If students repeatedly forget or refuse, the school may contact families and take other steps as explained in our Student Code of Conduct.

Special Circumstances

- Some programs or events may be temporarily exempt from this rule.
- If your child has a disability that affects their ability to wear or use an ID card, we will work with you to find the right solution.

Policy Review: This policy is reviewed each year and updated as needed to reflect any changes in laws, safety guidelines, or school procedures.

Visitors, Guests, and Volunteers

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

Giving your time and talents to the school is a great way to support your child's education while communicating to your child the importance of learning. We realize busy schedules can hinder your ability to spend time at school. Still, you can show your support by talking to your child about school,

spending time together reading, and reviewing schoolwork. A positive and cooperative attitude toward your child's education is contagious. Your support signifies to your child the value you place on education.

I-we:mta ⁶Working Together (copy in appendix)

Both experience and research tell us that a child's education **is successful** when there is good communication and a strong partnership between home and school.

Student Responsibilities:

- Attend all classes daily and on time.
- Be prepared with appropriate materials and assignments.
- Be properly attired.
- Respect the rights and property of others.
- Act responsibly
- Obey all school rules.
- Care for school property.
- Share school information with parents.
- Be a STAR Student by:

Being **SAFE** throughout the day
TAKE PRIDE in all that you do
ACT RESPONSIBLY in every way
RESPECT yourself and others

Parent/Guardian Responsibilities:

- Be sure your child attends school daily.
- Be sure that you communicate the reasons for your child's absences.
- Be sure your child arrives at school on time.
- Maintain up-to-date school records for your child including, home, work, and emergency telephone numbers, and immunization records.
- Encourage proper study habits at home.
- Participate in meaningful parent-teacher-student conferences to discuss your child's school progress.
- Stay informed of school rules and encourage your child to obey school rules.
- Be sure that your child is appropriately dressed for school and has all materials needed for class.
- Discuss report cards and school assignments with your child.
- Sign and return paperwork.
- Cooperate with and support school staff and administrators and teachers to assist your child.

Attendance

BUSD Board Policy

JH © STUDENT ABSENCES, AND EXCUSES

The regular school attendance of a child of school age is required by state law. Regular school attendance is essential for **success** in school; therefore, absences shall be excused only for necessary and important reasons. Such reasons include illness, bereavement, other family emergencies, and observance of major religious holidays of the family's faith.

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

State law mandates that the school record reasons for all student absences. Therefore, when a student is absent, it will be necessary for the parent to call the school on or before the day of the absence in order to advise the school as to the reason for the absence. When it is impossible to call on the day of the absence, the school should be notified on the morning the student returns, in time for the student to obtain an admission slip prior to the student's first class. All absences not verified by parental or administrative authorization will remain unexcused. If a parent does not have access to a phone, either at home or at work, a note will be accepted for verification purposes.

For absences greater than one (1) day in length, the school should be notified each day of the absence. All personnel will solicit cooperation from parents in the matter of school attendance and punctuality, particularly regarding the following:

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

The school may require an appointment card or a letter from the hospital or clinic when the parent has not notified the school of an appointment of a medical or dental nature. School administrators are authorized to excuse students from school for necessary and justifiable reasons.

Our attendance goal is 100% unexcused absences. We need every student to be present everyday in order to reach our goal. Please make sure your student comes to school on time everyday at 7:50 a.m. and is not picked up prior to 2:20 p.m. in order to maximize their learning. Good attendance habits early on can have a positive effect for a lifetime, especially for younger students. Attendance is everyone's responsibility. Students with perfect attendance will be recognized.

Notification of Student Absences

You may report the absence in person, by phone, by email, on ParentVUE, or by note. Notification to the school office by phone at **520-719-1240** or email rosa.buendia@busd40.org should occur no later than 10:00 a.m. on the day of the absence.

Half Day Absences

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

Tardy/Early Checkout

- Students who arrive at 8:00 a.m. and thereafter are considered tardy and must sign in at the school office before going to their classroom.
- Any student needing to leave before will need to be signed out at the school office before leaving campus.

Chronic Absences

Attendance records will be maintained for all students, which include the number of days and dates of both excused and unexcused absences. Detailed parent contact records will be maintained which include the date, name of the person contacted, means of contact, school official present, and results.

Repeated unexcused absences will result in a conference where all stakeholders are present. Continued unexcused absences following the conference can result in the school taking necessary steps to assure enforcement of the law to include but not limited to referrals to: Child Protective Services, Tohono O'odham Police Department, Behavioral Health, and/or Intermountain.

Withdrawal of Students

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

Student Conduct

Students at Indian Oasis Intermediate Elementary School have the right to a quality education free from any unnecessary disruptions and distractions. The Governing Board of BUSD #40 wants to ensure that every student has the opportunity to attend school and receive an education without fear or harm or injury. Therefore, the Board will not allow any person or persons with a disruptive intent to endanger the safety of pupils or school personnel, to damage property, or to interfere with the educational process.

Most situations involving students will be handled through the classroom teacher. Serious or repeated infractions may be referred to the administration and the STAR matrix will be followed.

Positive Behavior Interventions and Supports (PBIS)

The Positive Behavioral Interventions and Supports (PBIS) system is a framework to support the academic, social, emotional, and behavioral competence of all students. PBIS implementation involves prompting, modeling, practicing, and encouraging positive social skills from all individuals. Accordingly, there is an emphasis on teaching desired behaviors and skills as well as focusing on positive behaviors towards creating a safe and productive classroom environment. Schools involved in this process find that it reduces discipline referrals and suspensions, saves instructional time, and improves the overall school climate.

At Indian Oasis Intermediate Elementary School, we believe that everyone has a right to a **safe** learning environment. We believe that we should **take pride** in our words, our actions, and our culture. We believe that we should **act responsibly** in every way to ensure a positive environment for everyone. We believe that **respect** for ourselves and for others should be woven into the fabric of our lives. Students will have opportunities to earn incentives and receive awards.

Accordingly, the school will have posted guidelines and rules for all school areas. Students are required to follow these guidelines and rules to ensure safety and security while at school. **Encourage your child to do their best as students are responsible for their actions.**

 S T A R				
	I am SAFE throughout the day	I TAKE PRIDE in all that I do	I ACT RESPONSIBLY in every way	I RESPECT myself and others
HALLWAY	- Walk facing forward - Keep to the right - Keep hallways clear and clean - Voice Level 1 	- Go directly to your destination - During class, have a pass - Cooperate with others to complete tasks 	- Follow directions - Hold doors for others - Eyes forward 	- Keep your hands and feet to yourself - Stay quiet - classes are in progress - Stay in line 
RESTROOM	- Wash hands - Report problems to an adult - Walk at all times - Use water safely- keep it in the sink 	- Throw trash in a receptacle - Use time wisely - Don't write on walls or stalls 	- Wait for your turn - Flush the toilet when you're finished - Leave the bathroom clean 	- Respect privacy - Use kind words and actions - Use equipment and supplies properly 
ASSEMBLY	- Enter and exit quietly - Walk at all times - Stay in the designated area 	- Keep your hands and feet to yourself - Sit appropriately - Follow the direction of the speaker 	- Follow directions from adults - Enter and exit quietly - Applaud and cheer appropriately 	- Eyes and ears on speaker - Participate and remain engaged - No gum, hats, or hoodies 
PLAYGROUND	- Stay in the designated area - Report problems to an adult - Walk to and from the building - Don't interrupt other classrooms 	- Line up when you are called - Set a good example - Use equipment appropriately 	- Play by the rules - Invite others to play - Keep your hands and feet to yourself 	- Take turns with the playground equipment - Use kind words and actions 
CAFETERIA	- Follow adult directions the first time - Walk at all times - Be mindful-clean up your mess - Sit properly at your assigned table 	- Leave a clean table, chair, and floor - Throw trash away 	- Use an indoor voice - Sit properly at your assigned table - No gum, hats, or hoodies 	- Respect others' space - Use kind words and actions - Keep food in the cafeteria - Use good manners 
LIBRARY	- Follow directions from adults - Walk at all times - No rough play 	- Stay on task - Put things away in their proper place - Return materials on time - Follow the Essential 44 	- Be quiet - Use time wisely - Practice active listening - No gum, hats, or hoodies 	- Take care of books and equipment - Respect others trying to read and learn - Listen and cooperate with peers 
CLASSROOM	- Use classroom materials appropriately - Walk at all times - Keep your hands, feet, and objects to yourself - Listen and cooperate with peers 	- Complete your work - Be Organized - Be Respectful - Follow the Essential 44 	- Be ready to learn - Try your best - Participate & stay engaged - No gum, hats, or hoodies 	- Pay attention to your teacher - Follow instructions - Use kind words and actions - Raise your hand to speak 
BUS	- Stay seated, face forward - Watch for traffic when entering/exiting - Keep your hands and feet to yourself 	- Listen to the bus driver - No eating or drinking - Keep track of your belongings 	- Keep your backpack closed - Report problems to the adult 	- Keep nose down - Use kind words and actions - Listen for your stop 

The Intermediate Campus will also have a schoolwide voice level expectation:



Social-Emotional Learning (SEL)

Social-Emotional Learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set positive goals, feel and show empathy for others, establish and maintain positive relationships, and make decisions responsibly. Social-emotional learning will help students navigate the world more effectively.

The Tohono O'odham STAR Pledge is how PBIS is integrated with a SEL approach. Teachers will implement SEL strategies and use Getting Along Together (GAT) weekly lessons in their classrooms.

Getting Along Together is a schoolwide program that teaches students strategies to focus their thinking, manage their behavior, build positive social relationships, and understand and deal with their feelings in ways that support learning and life skills.

PBIS:

S I am **SAFE** throughout the day.
T I **TAKE PRIDE** in all that I do.
A I **ACT RESPONSIBLY** in every way.
R I **RESPECT** myself and others.

I AM A TOHONO O'ODHAM STAR!

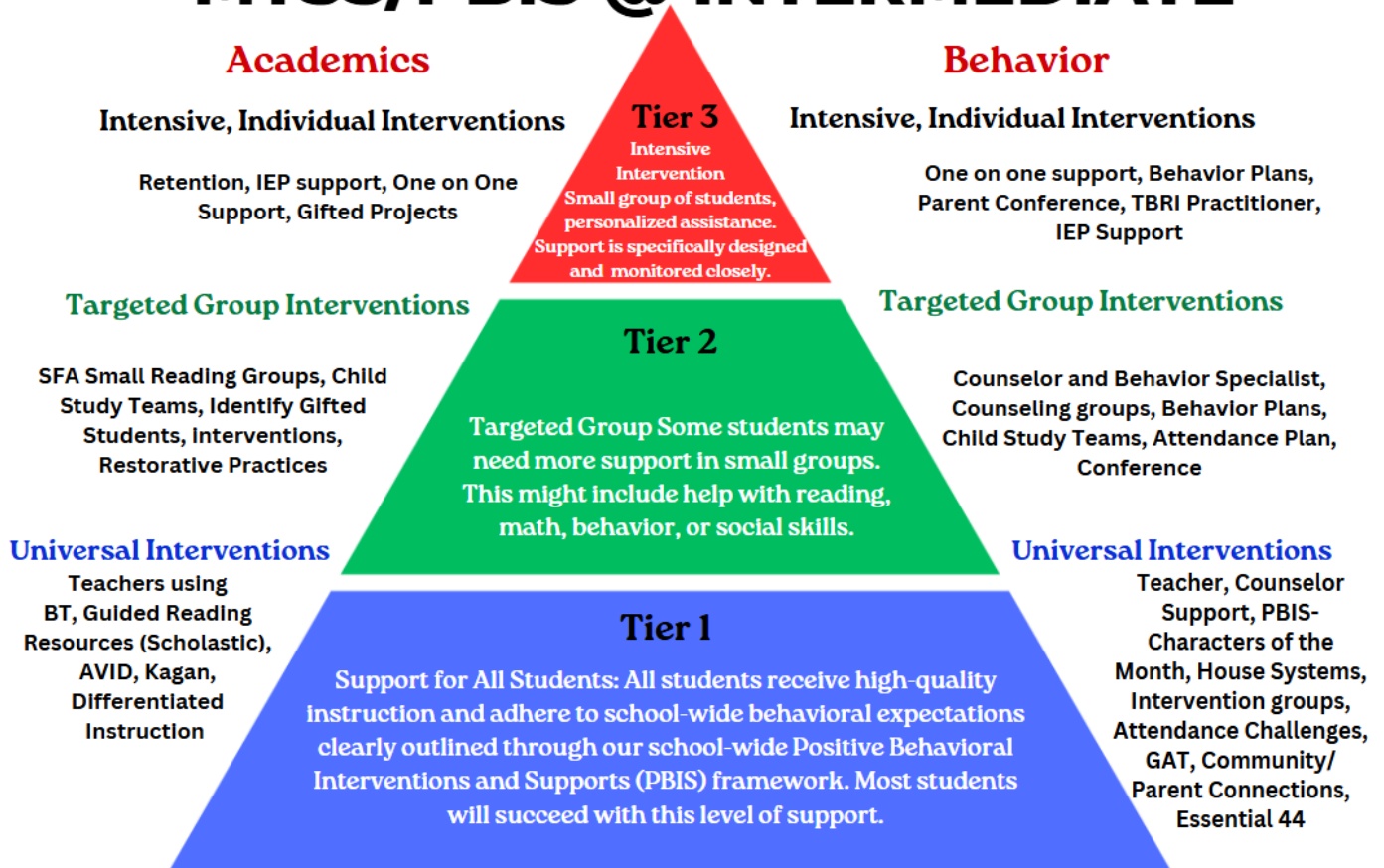
SEL:

Relationship Skills
Self-Awareness & Management
Responsible Decision-Making
Social-Awareness

Multi-Tiered System of Support (MTSS)

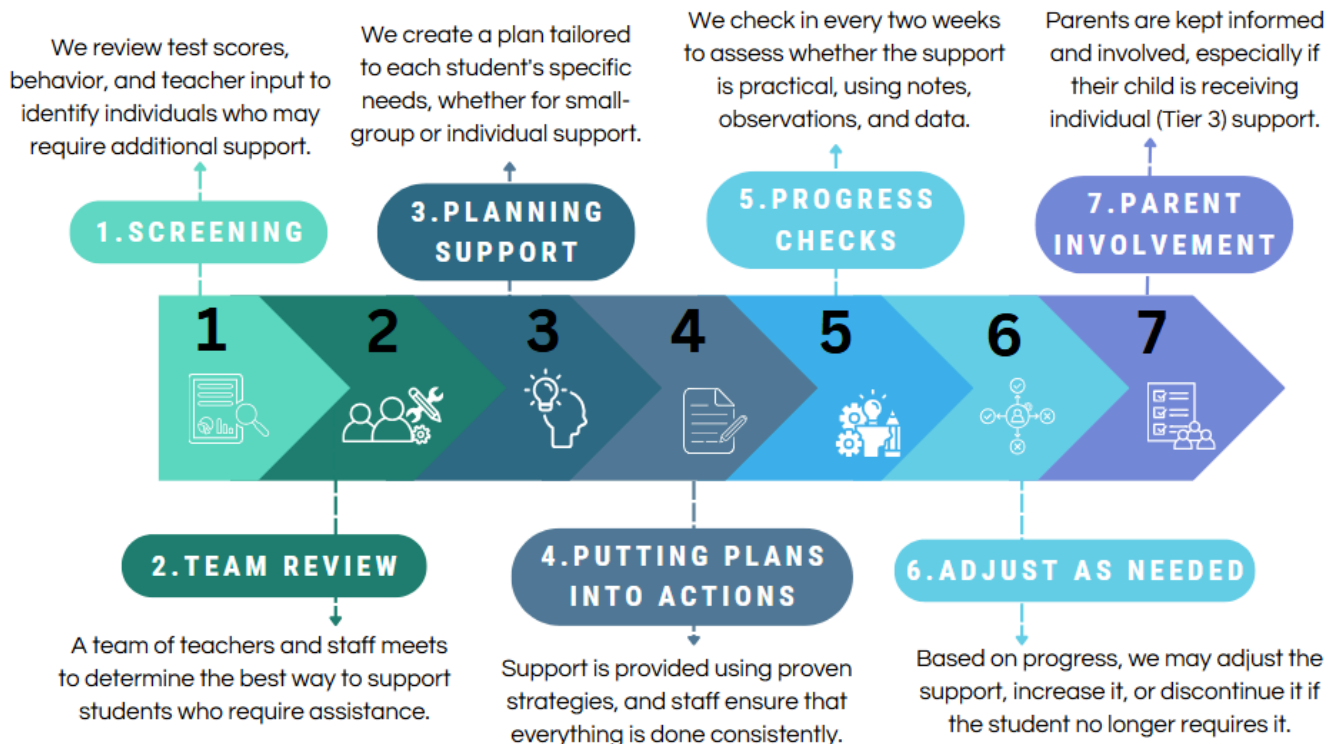
The **Multi-Tiered System of Support (MTSS)** is how we ensure that every student at our school receives the help they need, whether it's with academics, behavior, or social-emotional skills. Our goal is to make sure every child has what they need to grow, succeed, and feel supported every step of the way. It's a step-by-step system that helps us catch problems early and support students in the right way, at the right time.

MTSS/PBIS @ INTERMEDIATE



MTSS Process – Step by Step

MTSS PROCESS STEP BY STEP



S.T.A.R. Matrix integrated with Social-Emotional Learning

Positive Behavior Intervention System

Intervention Level	Determination	Example Behaviors	Intervention	STAR Expectations	SEL
Level 1	Non-referral Single offense behaviors Minor infractions	Bullying behaviors, talking during learning, running, distracting or disruptive behaviors, cheating, yelling/shouting	Redirect/re-teach behaviors in class, appropriate SEL strategy	Teaching Empathy & Social Responsibility	Diversity and Inclusion Empathy & Critical Thinking Self-Awareness
		Off-task behavior, non-compliance, talking in class, scribbling on desk, lying, <i>blatant</i> dress code violation	Classroom routines + procedures are set & practiced, redirect behavior	Understanding Expectations	Peer Relationships Problem Solving Self-Management
Level 2	Discretionary Multiple offense behaviors Element(s) of harm and/or threats present	Any Level 1 repeated behavior Being disrespectful or defiant, tantrums, name-calling/teasing, stealing from peers	All Level 1 interventions, home contact, appropriate SEL strategy	Practicing Self-Reflection	Empathy & Critical Thinking Self-Management
		Physical or verbal conflict, threats, mild aggression, property damage, theft of school property	All Level 1 interventions, counselor referral, appropriate SEL strategy	Fostering Positive Self-Image	Problem Solving Responsible Decision-Making
Level 3	Referral to Office Multiple offenses Behaviors, are a danger to self and/or others, 3 + referrals	Bullying, drugs or alcohol, fighting or physical altercation, gang-related activities, sexual harassment or misconduct, threats to peers or staff, weapons, extortion	Referral sent to admin and the appropriate consequence is given, counselor referral, home contact, appropriate SEL strategy	Practicing Self-Expression & Self-Regulation	Communication Relationship Skills
		Disrespect/non-compliance, leaving class/campus without permission, profanity, dangerous item, technology violation, vandalism or tagging, inappropriate technology violation	Referral sent to admin and the appropriate consequence is given, home contact, appropriate SEL strategy <i>(Optional: referral to a counselor, community service)</i>	Practicing Empathy & Social Responsibility	Empathy & Critical Thinking Social Awareness
Level 4	Referral to Office Extreme cases of Level 3 Concerning behaviors that pose a real danger	Any Level 1 repeated behavior Threats, tantrums, stealing from peers, property damage, theft of school property, illicit drugs/alcohol	All Level 3 interventions, the appropriate consequence is given, home contact, appropriate SEL strategy	Practicing Self-Regulation & Self-Care	Problem Solving Responsible Decision-Making
		Physical or verbal conflict, being disrespectful or defiant, name-calling/teasing, mild aggression, arson	All Level 3 interventions, appropriate consequences are given, home contact, appropriate SEL strategy	Creating Connections	Peer Relationships Relationship Skills

Harassment, Intimidation, and Bullying

Indian Oasis Intermediate Elementary School is committed to providing every student a positive, safe, caring, and respectful learning environment to maximize student achievement, fosters student personal growth, and builds a sense of community.

According to BUSD Board Policy,

JICK © STUDENT BULLYING / HARASSMENT / INTIMIDATION

The Governing Board believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. The Board further believes a school environment inclusive of these traits maximizes student achievement, fosters student personal growth, and helps students build a sense of community that promotes positive participation as members of society.

The District, in partnership with parents, guardians, and students, shall establish and maintain a school environment based on these beliefs. The District shall identify and implement age-appropriate programs designed to instill in students the values of positive interpersonal relationships, mutual respect, and appropriate conflict resolution.

To assist in achieving a school environment based on the beliefs of the Governing Board, bullying, harassment, or intimidation as defined by this policy will not be tolerated.

Definitions

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

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

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

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

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

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

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

Prohibitions and Discipline

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

Disciplinary action may result for bullying, harassment, or intimidation which occurs outside of the school and the school day when such bullying, harassment, or intimidation results in a substantial physical,

mental, or emotional negative effect on the victim while on school grounds, school property, school buses, at school bus stops, or at school-sponsored events and activities, or when such act(s) interfere with the authority of the school system to maintain order. All suspected violations of law will be reported to local law enforcement.

Reporting Incidents of Bullying/Harassment/Intimidation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Suspension From School

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

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

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

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

Due Process: Any student who is involved in disciplinary action is entitled to due process.

Appeal: In the event, a student feels he/she has not been dealt with justly or the proper process has not been followed, he/she must appeal the decision to the superintendent within five (5) days of the assignment or the penalty. (JGD/JGE)

Permissible Penalties

The range of penalties that may be imposed for violations of student discipline rules includes, but is not limited to, the following:

- A. Verbal warning; B. Written warning; C. Written notification to parents; D. Probation; E. Detention; F. Suspension from transportation; G. Suspension from athletic participation; H. Suspension from social or extracurricular activities; I. Suspension of other privileges; J. Exclusion from a particular class; K. Confinement with implementation of mandatory provisions; L. In-school suspension; M. Involuntary transfer; N. Community service; O. Suspension; P. Alternative to Suspension Program; Q. Expulsion; R. Alternative to Expulsion Program.

**Indian Oasis Intermediate Elementary School
Behavior Matrix**

G U I D A N C E	- When considering actions, the District strives to implement Restorative Practices (a research-based process for helping students return to [restore] their ability to behave as socially acceptable) and to keep students in their classroom whenever possible. Disciplinary actions must be non-discriminatory, fair, age-appropriate, and correspond to the severity of the student's misbehavior. - Administrators may exercise reasonable discretion in deciding which violation occurred. The chart below outlines actions that may be taken by school administration in response to a violation. 2nd and 3rd incidences automatically fall into the next level from the previous level of consequence.		
	<u>Restorative Practices (PBIS)</u> - Student Conference - Restorative Conference - School Counselor Referral - Referred to Outside Agency - Assignment to Social Skills Group - Positive Intervention Center	<u>Preventions (PBIS)</u> - Warning (Explanation of expectations) - Parent Conference - GAT (Getting Along Together) - House Systems - Character of the Month - Essential 44	<u>Administrative Actions</u> - Parent Contact - Parent Conference - Behavior Intervention Plan - Assign Consequences - Detention (before school, and Morning/lunch) - Functional Behavior Assessment - Other Actions
FOR REPEATED OFFENSES, CONSEQUENCES MAY BE IMPOSED AT THE NEXT HIGHER LEVEL			
L E V E L 1	- Verbal Warning - Written Warning - Detention (before/after school, and lunch) - Parent contact		
L E V E L 2	Any Action from the prior level(s) may also be imposed. - Detention (before/after school, and lunch) - Parent contact - Parent conference - Parent conference, Behavior Intervention Plan		
L E V E L 3	Any Action from the prior level(s) may also be imposed. - Parent contact - Parent conference - Parent conference, Behavior Intervention Plan - Out of School Suspension – Short Term (1-3 Days) - Out of School Suspension – Short Term (3-5 Days) - Out of School Suspension – Short Term (5-9 Days)		
L E V E L 4	Any Action from the prior level(s) may also be imposed. - Parent contact - Parent conference, Behavior Intervention Plan - Out of School Suspension – Short Term (1-3 Days) - Out of School Suspension – Short Term (3-5 Days) - Out of School Suspension – Short Term (5-9 Days)		
L E V E L 5	Any Action from the prior level(s) may also be imposed. 1-5 days out of school suspension 5-9 days out of school suspension 9 days out of school suspension and recommendation for long-term suspension or expulsion		

VIOLATIONS OF BUSD BOARD POLICY	
<i>Violations</i>	<i>Action Level</i>
Provocation (verbal or nonverbal) Provocation can be verbal, nonverbal, or digital (such as through texting or social media), and it does not require physical contact to cause harm. Provocation means using words, actions, or body language that try to upset, anger, or hurt someone else. It can lead to arguments or fights and is often done intentionally to elicit a reaction from someone. This includes, but is not limited to, any act meant to injure, embarrass, or emotionally harm someone; make someone feel scared, disrespected, or left out; damage someone's reputation or relationships; pressure someone into reacting or getting in trouble; name-calling, teasing, or mocking someone to get a reaction; making rude gestures (like eye-rolling, smirking, or hand signs); spreading rumors or lies about someone; purposely bringing up something that upsets another student; whispering or laughing while looking at someone; making threatening or intimidating statements (even as a "joke"); blocking someone's way or getting in their personal space; telling others to exclude or ignore someone; repeating hurtful comments after being asked to stop; taunting or challenging someone to fight or argue.	1
Recklessness Recklessness refers to acting without considering the potential harm it may cause to oneself or others. It's when you act in a careless way that could cause an accident or injury or make a situation unsafe, even if you didn't mean to. Some examples include, but not limited to, running in the hallways or classrooms, especially near other students or furniture; throwing things (such as pencils, balls, or books) in class or inside the school building; playing rough games that could lead to someone getting hurt; ignoring school safety rules during fire drills or emergencies; climbing on desks, chairs, or railings; Not telling an adult when you see something dangerous, like spilled water or a broken chair.	1
Disruption A student engages in behavior that significantly interrupts learning or activities. This includes but is not limited to loud talking, yelling, or screaming during class or quiet time; making noises with materials (e.g., tapping pencils, slamming books, or rustling papers); throwing objects, even if not meant to hurt someone; getting out of your seat without permission or wandering around the classroom; interrupting the teacher or other students repeatedly; making jokes or silly faces to get attention during lessons; Using electronics (like phones or tablets) when not allowed; making distracting sounds (e.g., whistling, sound effects, or fake coughing); refusing to follow directions after being asked; purposely distracting others from doing their work; playing with toys or other non-school items during class; chewing gum and wearing earbuds after being told not to; engaging in side conversations that interfere with learning.	1
Dress Code Violation Student wears clothing that does not fit within the dress code guidelines stated by the school district. Wearing hoodies that cover the head may interfere with safety, identification, or school norms.	1
Minor Aggressive Act Student engages in intentional, low-level hostile conduct and/or inappropriate physical contact such as, but not limited to, hitting, poking, pulling, pushing, or tripping another student; pulling a chair out from underneath someone; lightly slapping or grabbing someone's arm or clothes; bumping or shoving in a way that's not playful; throwing small objects at someone (like paper balls); snatching or tugging on someone's backpack, hat, or belongings; making rude or aggressive gestures while near another student; blocking someone's path or moving to trip them; tapping or flicking another student in a way that annoys or bothers them; pulling someone's hair or tugging on their shirt collar; pretending to hit or push but stopping before contact..	2

Dishonesty Cheating: To intentionally share with another, or take from another, intellectual property for the purpose of deceit or fraud, or to take or steal intellectual property from another with or without their knowledge and present it as the student's own. Forgery: Falsely and fraudulently making or altering a document, including hall passes and parent signatures. Lying: To make an untrue statement with intent to deceive or to create a false or misleading impression. Plagiarism: To steal and pass off the ideas or words of another as one's own, including material obtained online.	2
Contraband Items stated in the school policy are prohibited because they may disrupt the learning environment. These include, but are not limited to, razors, lighters, matches, and ammunition.	2
Negative Group Affiliation To exhibit signs of gang affiliation, such as threats to rival gang members, throwing gang signs, wearing or possessing distinctive gang attire. (Bandanas, etc.)	2
Language (verbal or nonverbal), Inappropriate Student delivers verbal or nonverbal messages that include swearing, name calling, or use of words or gestures in an inappropriate way.	2
Language (verbal or nonverbal), Inappropriate to staff Student delivers verbal or nonverbal messages that include swearing, name calling, or use of words or gestures in an inappropriate way.	3
Defiance or Disrespect Towards Authority and Non Compliance Student engages in behavior including, but not limited to, refusal to follow directions, talking back, or delivers socially rude interactions. Student refuses to comply with reasonable requests and directives of school personnel.	3
Endangerment Students recklessly put themselves or another person at substantial risk of imminent death or serious physical injury through acts such as, but not limited to, rock throwing, skateboarding on campus, etc.	3
Fighting Mutual participation in any form of physical altercation or aggression.	3
Aggression Includes other acts of aggression not specifically listed within the Aggression section, including, but not limited to, intentional, serious, and inappropriate physical contact, including, but not limited to, any example listed under "Minor Aggressive Act" that may result in serious physical injury.	3
Disorderly Conduct Engaging in any one of the following acts where there is clear evidence that the student intended to disturb, or knew that he or she disturbed the peace or quiet of the school: 1. Engaging in violent or seriously disruptive behavior. 2. Engaging in extreme conduct or behavior that disrupts orderly educational procedures and disturbs the learning environment. 3. Refusing to obey a lawful order to disperse issued to maintain public safety. 4. Recording/distributing fights on any social media outlet.	3

Harassment, Threats, Intimidation Threat or Intimidation When a person indicates, by words or conduct, the intent to cause physical injury or serious damage to a person or their property, or intentionally places another person in reasonable apprehension of imminent physical injury. This may include threats or intimidation that occur online or through a telecommunication device. (see A.R.S. § 13-1202). Bullying Bullying is the repeated intimidation of students by the real or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another. It may include, but not be limited to, actions such as verbal taunts, name-calling, and put-downs, including ethnically based or sex or gender-based verbal put-downs, and extortion of money or possessions. Bullying can be physical in form (e.g., pushing, hitting, kicking, spitting, stealing); verbal (e.g., making threats, taunting, teasing, name-calling); non-verbal/ cyber-bullying (e.g., text messages, email, social networking, but not limited to "Twitter"); or psychological (e.g., social exclusion, spreading rumors, manipulating social relationships). Sexual Harassment Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal, graphic, written, or physical conduct of a sexual nature where such conduct has the purpose or effect of creating an intimidating, hostile, or offensive educational environment. Sexual harassment can include nonverbal forms (e.g., "sexting," tweeting, or otherwise sending messages through networking sites and/or telecommunication devices), or physical conduct of a sexual nature. School Threat Any threat by a person to bomb or use other substances or devices for the purpose of exploding, burning, causing damage to a school building or school property, or to harm students or staff of BUSD. Hate or Bias Related Incidents (Racial Slurs) A criminal offense or threat against a person, property or society that is motivated, in whole or in part, by the offender's bias against a race, color, national origin, ethnicity, gender, religion, disability, or sexual orientation. This includes any crime that manifests evidence of prejudice based on race, religion, sexual orientation, or ethnicity	3 3 4 4 3
Assault A person commits assault by: (1) Intentionally, knowingly or recklessly causing any physical injury to another person; or (2) Intentionally placing another person in reasonable apprehension of imminent physical injury; or (3) Knowingly touching another person with the intent to injure, insult or provoke such a person. (see A.R.S. § 13-1203)	4
Aggravated Assault* A person commits aggravated assault if the person: 1. Causes serious physical injury to another. 2. Uses a deadly weapon or dangerous instrument. 3. Commits the assault by any means of force that causes temporary but substantial disfigurement, temporary but substantial loss or impairment of any body organ or part or a fracture of any body part. 4. Commits the assault while the victim is bound or otherwise physically restrained or while the victim's capacity to resist is substantially impaired. 5. Commits assault and the person is in violation of an order of protection. 6. Commits the assault knowing or having reason to know that the victim is any of the following: law enforcement officer, prosecutor, firefighter, EMT/Paramedic engaged in official duties, teacher or any school employee on school grounds, on grounds adjacent to the school or in any part of a building or vehicle used for school purposes.	5 *Report to Law Enforcement

ALCOHOL, TOBACCO AND OTHER DRUG VIOLATIONS	
Over the Counter Drugs, Inappropriate use of Medicines that may be purchased directly without a prescription from a healthcare professional. Inappropriate use includes any use other than that described on the packaging or recommended by a healthcare professional.	*All violations in this category are reported to Law Enforcement
Possession	3
Use	3
Sale	4
Share	4
Illicit Drug/Drug Paraphernalia/Alcohol/Tobacco Illicit drugs include dangerous drugs, narcotic drugs, marijuana, and peyote as defined by A.R.S. § 13-3401, and appearing in any form, including seeds, plants, cultivated product, powder, liquid, pills, tablets, etc. Drug paraphernalia means all equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling or otherwise introducing into the human body a drug in violation of this chapter . (see A.R.S. § 13-3415) Alcohol: The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or use of intoxicating alcoholic beverages or substances represented as alcohol. This includes being intoxicated at school, school-sponsored events and on school-sponsored transportation. Tobacco: The possession, use, distribution or sale of tobacco products on school grounds (including any device or Guidelines for Student Rights and Responsibilities, approved July 14, 2015 (accompanies Policy JK) 28 substance that delivers nicotine such as e-cigarettes, nicotine patches and hookah sticks), at school-sponsored events and on school-sponsored transportation. (see A.R.S. §36-798.03).	
ARSON	
Definitions	
Structure: a building or place with sides and a floor used for lodging, business, transportation, recreation, or storage Occupied structure: any structure in which one or more persons is, or is likely to be present, or is so near as to be in equivalent danger at the outset of the fire or explosion. This includes any dwelling house, whether occupied or not. Property: anything other than a structure that is owned and has value of any kind (e.g., a backpack, school book, clothing, etc.). Damage: as used here, means a tangible or visible impairment to a surface. Reckless Burning: recklessly causing a fire or explosion resulting in damage to a structure, wild land, or property. (see A.R.S. § 13-1702).	
Violation	Action Level
Combustibles Student is in possession of a substance or object that is readily capable of causing bodily harm or property damage, including, but not limited to, matches, lighters, firecrackers, gasoline, or lighter fluid.	3
Arson of a Structure or Property* A person commits arson of a structure or property by knowingly and unlawfully damaging a structure or property by knowingly causing a fire or explosion. (see A.R.S. § 13-1703) NOTE: Burning one's property is not arson, with the exception of burning one's property with the knowledge that it will ignite another's property or a structure. Burning one's property may, where appropriate, be considered reckless burning.	5 *Report to Law Enforcement
Reckless Burning The burning of property, causing a fire, or igniting an explosion.	5

TECHNOLOGY, IMPROPER USE OF	
Violation	Action Level
Telecommunication Device Students may possess and use cellular telephones and/or other electronic signaling devices subject to limitations of this and other policies of the District under the following conditions and guidelines: (1) Cell phones and/or electronic devices are to be kept out of view, pocket, or a carrying bag; (2) Such devices shall not be used during instructional time, except as authorized by the teacher; (3) Administration may establish additional guidelines appropriate to campus needs; (4) Students violating the policy may have the electronic device confiscated and be subject to disciplinary action.	2
Computer Examples: use of school computers for non-instructional purposes, copyright or trademark infringement, knowingly uploading or downloading destructive or malicious programs or software, loading personal software or disks onto school computers without permission of an administrator, vandalism of computers or computer equipment.	3
Network Violation Examples: use of computer network for non-instructional purpose, knowingly uploading or downloading destructive or malicious programs or software, sharing passwords, attempting to read, delete, copy or modify the email of other users, accessing secure areas other than for educational purposes, transmitting material information or software in violation of any district policy or regulation, local, state or federal law or regulation, or tampering with or misuse of the computer networking system or taking any other action inconsistent with this regulation will be viewed as a network violation.	3
Photographing / Videotaping / Digital Recording or Viewing The unauthorized act of photographing, videotaping, filming or digitally recording by cell phone, iPod, iPad, or any other electronic device.	3
THEFT	
Violation	Action Level
Theft – School Property or Non-School Property A person commits theft if, without lawful authority, the person knowingly controls property of another person or the school with the intent to deprive the person of such property.	3
Extortion Obtaining something from another person through force or threats.	3
VANDALISM	
Violation	Action Level
Graffiti or Tagging* Writing on walls, drawings, or words that are painted or sprayed on walls and/ or other surfaces that can be easily removed with soap or cleaner.	2 *Restitution to be made
Vandalism of School or Personal Property* Willful destruction or defacement of school or personal property. Examples: Destroying school computer records, carving initials or words in desktop, spray painting on walls, or damaging vehicles.	3 *Restitution to be made
WEAPONS AND DANGEROUS ITEMS (POSSESSION OF)	
Violation	Action Level
Dangerous Items* Knife with a blade length of less than 2.5 inches, airsoft gun, b.b.gun, laser pointer, letter opener, mace/pepper spray, paintball gun, pellet gun, razor blade/box cutter, simulated knife, taser or stun gun, tear gas, firecrackers, smoke and stink bombs, gas, lighter fluid, and other dangerous items (anything that under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury).	3 *Report to Law Enforcement

Firearm or Simulated Firearm Possession, use, or distribution of any weapon designed to or may be readily converted to expel a projectile by act of explosive. This includes the frame or receiver of any such weapon. This includes, but is not limited to, handguns, rifles, or shotguns. Possession of a simulated firearm made of plastic, wood, metal or any other material which is a replica, facsimile, or toy version of a firearm. If the simulated firearm is used to threaten or intimidate, the violation will be considered a level 4.	3
Other Weapons* Examples: Billy club, brass knuckles, knife with a blade length of at least 2.5 inches, nunchakus. Mandatory reporting to law enforcement if, under the circumstances in which it is used, attempted to be used, or threatened to be used, the item is readily capable of causing death or serious physical injury.	4 *Report to Law Enforcement
OTHER VIOLATIONS	
Fire Alarm Misuse Unwarranted setting off of fire alarms, fire extinguishers or pulling out fire hoses.	3 *Report to Law Enforcement
Pornography Sexually explicit depiction of persons in words or images. Violation includes possessing, wearing, writing, or drawing any written or graphic material which shows nudity, sexual acts, or which refers to sexual behaviors. Includes inappropriate websites on school or personal devices.	2
Trespassing To enter or remain on campus without authorization or invitation and with no lawful purpose for entry.	2
Attendance Policy Violation Violation of State, District, or School policy relating to attendance. Includes but is not limited to: unexcused absence, truancy, leaving school grounds without permission, leaving a classroom without permission, or being in an unauthorized area without permission.	2
Other Violations of School Policies and Regulations Committing some other violation of school or district policy or regulations.	1
Bus Misconduct Violation of bus rules as determined by the Transportation Department.	<i>Consequence determined by Transportation Director</i>

Technology

Personal Responsibility

Each student will be loaned a student device (laptop) to enhance his/her education. The laptops are property of Baboquivari Unified School District. Laptops must have the protective covering on them at all times. **The parent/legal guardian will be responsible for paying for damages to the laptops incurred by their student, as well as paying for a replacement if the device is lost. Additional fees for broken components will be invoiced.**

Students will accept personal responsibility for reporting misuse of the network. Misuse can come in many forms, but it is commonly viewed as sending or receiving material that exhibits or promotes pornography or violence, unethical or illegal behavior, racism, sexism, or inappropriate language, or constitutes a violation of the guidelines set forth below. The District is not responsible for loss, damage or expenses incurred through the use of personal computing devices by a student.

Acceptable Use Guidelines (reference IJNDB-E ©)

- Students will** use computers, network resources, and personal technology devices for educational purposes only.

2. **Students will not** submit, publish, display, retrieve, distribute, or attempt to retrieve or distribute any defamatory, inaccurate, abusive, obscene, profane, threatening, sexually-oriented, racially offensive, or illegal material.
3. **Students will abide** by all copyright, trademark laws, regulations, and BUSD user agreement.
4. **Students will not** reveal logins or passwords, nor will attempt to discover the login or password of others nor enter, modify or delete unauthorized computer files.
5. **Students will not** reveal home addresses, personal phone numbers or personally identifiable data unless authorized to do so by designated school authorities.
6. **Students will not** use the network in any way that would disrupt the use of the network by others.
7. **Students will not** use the network to earn money.
8. **Students will not** attempt to harm, modify, add or destroy hardware or software, nor interfere with system security, including but not limited to, uploading or creating computer viruses, using an anonymizing proxy site or software to bypass content filtering.
9. **Students understand** that using non-educational gaming sites or making credit card purchases is prohibited.

Privilege-The use of District computers and network resources is a privilege, not a right, and may be revoked at any time.

Service

Baboquivari Unified School District reserves the right to monitor use of District computers and network resources. In particular, electronic mail or direct electronic communication is not private and may be read and monitored by school employees. Should it become necessary, files may be deleted. All files are public record.

Baboquivari Unified School District is not responsible or liable for any service interruptions, changes or consequences resulting from system use, even if these arise from circumstances under the control of the District. Baboquivari Unified School District may impose additional rules as needed for the operation of the system.

Consequences

Infractions of the provisions set forth in this agreement may result in suspension or termination of access privileges and/or appropriate disciplinary action, up to and including expulsion.

BUSD Board Approved on 5/13/2025

BUSD CHROMEBOOK REPLACEMENT FEES

Total Loss of Device - \$389

All Repairs - \$80

Cleaning Fee

Removal of stickers and Graffiti - \$25

ID Card Replacement - \$5

Charger - Lost or Damaged - \$49

BUSD MIFI HOTSPOT

LOST OR DAMAGED - \$149

**For more information on fees please
contact the BUSD Technology Dept
at (520)719-1212**

Please discuss the contents of this handbook with your student(s). Individually sign, detach, and return the last page of this handbook to your student's teacher no later than August 7, 2025, or 10 days after enrollment at Indian Oasis Intermediate Elementary School.

Appendix A

STUDENT/PARENT TECHNOLOGY DEVICE AGREEMENT (SIGNED AT REGISTRATION)

Replacement or Loaner: If you receive a loner or replacement device for any reason it is considered an extension of the original device agreement.

Device Type: The type of device can change at any time. Loaner and replacement devices may be different from the originally issued device.

Bring It To School: Every student is expected to bring the device with them to school every day fully charged in the district issued protective case (if given, some devices may not come with cases). It will be essential for every student to have the district issued mobile device to complete daily school work.

Acceptable Use: It is expected that all students will adhere to the Baboquivari School District Policy governing use of technology resources, Governing Board Policies, IJNDB, IJNDB-R, and IJNDB-E, all of which are included as part of this agreement. Inappropriate use will terminate your rights of possession effective immediately.

Web Filtering: Web filtering policies will be applied to the device at all times. Any attempts to bypass the web filter or inappropriate use will result in complete termination of internet access on the device and/or repossession. The district web filter will not guarantee students are unable to access inappropriate content. It is the responsibility of the parent/guardian to ensure students do not access inappropriate content outside the district. It is also expected that any inappropriate use be reported to the district immediately.

Repossession: If you do not comply with all terms of this Agreement including the timely return of the device, the District will be entitled to terminate your rights of possession of the device and physically retrieve the property. The District may also take possession of the property at your place of residence, or other location of the property, or cause a third party, such as law enforcement, to take possession of the property, if required.

Term of Agreement: Unless terminated by the School District, your right to use and possession of the property will terminate the morning of the last day of the school year or your withdrawal from the District.

Tech Support and Inspections: The district may from time to time, with or without notice ask for the device to be returned to the district. This can be due to priority updates, patches, viruses, and any other tech related problems. The period of time may vary. Tech support will be available to assist with connecting the device to your home wireless network. See the technology support webpage at www.busd40.org for details.

Appropriation: Your failure to timely return the property and the continued use of it for non school purposes without the District's consent may be considered unlawful appropriation of the District's property and repossession efforts as stated

Appendix B

BABOQUIVARI UNIFIED SCHOOL DISTRICT #40 School Bus Agreement Form (Signed at Registration) 2025-2026

SCHOOL BUS SAFETY RULES

Transportation Rules 100% No Exceptions.

1. Bus switching will not be allowed unless change of residency
2. All students must board and depart at their designated bus stops, unless given a bus note by school and transportation department
3. Guardian(s) are responsible for calling in any bus notes, excessive absences, or changes
4. Deadline for any bus notes are 10:00 AM
5. Hand written notes will not be accepted
6. Blankets will not be allowed on the bus
7. Public Display of Affection(PDA) will not be tolerated on the bus
8. 5 consecutive days of inactivity of bus stop(s) or student absent both morning and afternoon will be dropped from route entirely

GENERAL SCHOOL BUS RULES

1. All students must remain seated while the bus is in motion.
2. Keep arms and legs out of the bus aisle
3. Nothing is to be thrown in or out of the bus.
4. Do not push, hit, and/ or pull anyone
5. Keep hands to yourself at all times
6. Profanity is prohibited.
7. Keep an inside voice at all times

8. Pets of any sort are not allowed
9. Glass containers, flammable items, and items that may cause harm to others will not be allowed
10. Food, drinks, and consumable items are not allowed. Water and a light snack are the only exceptions.
11. Students are responsible for disposing of their trash into garbage bins
12. Do not tamper with windows, doors, and emergency exits
13. The bus driver may assign seats to any student(s) at any given time
14. Do not bring toys, stuffed animals,
15. Do not write on the seats, walls, and/ or windows

Consequences for Bus Rule Violations

1st Offense: Parent/Guardian notified. Warning given.

2nd Offense: Parent/Guardian and school site notified. One day bus suspension.

3rd Offense: Parent/Guardian and Principal notified. cause for extended bus suspension.

Severe Clause: Damages to bus, physical harm to others, engaging in illegal activities, possession of illegal items/ substances, threatening, and foul language towards any person(s) may result in immediate expulsion from ALL bus riding privileges. School Administrators and/or Law Enforcement may be involved.

Guardians are responsible for ensuring students are at their assigned bus stop ten (10) minutes prior to the scheduled arrival time

I understand the rules and consequences set forth by the Transportation Department.

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

(520) 719-1220 Baboquivari Unified Transportation Department mignacio@busd40.org

Appendix C

**BABOQUIVARI UNIFIED SCHOOL DISTRICT
PO Box 248
Sells, AZ 85634**

REQUEST FOR WAIVER FROM PAYMENT OF FEE FOR ATHLETICS, CLUBS, OR EXTRACURRICULAR EVENTS

Please check all that may apply:

_____ Athletics (one sport only)

_____ Athletics (More than one sport)

_____ Club Name(s): _____

_____ Extracurricular Event Name/Date: _____

I request a waiver for my child/children listed below to be exempt from paying fees to participate in athletics, clubs, or extracurricular activities as checked above due to financial need.

Parent Name: _____

Address/City: _____

Phone: _____ Email: _____

Name of Student	Grade	School of Attendance
_____	_____	_____

_____	_____
Parent/Guardian Signature	Date

_____	_____
Signature of Principal or Designee	Date

Appendix D

I-we:mta - Working Together - Agreement 25/26 School Year

Both experience and research tell us that a child's education **is successful** when good communication and a strong partnership between home and school exist.

Student Responsibilities:

- Attend all classes daily and on time.
- Be prepared with appropriate materials and assignments.
- Be properly attired.
- Respect the rights and property of others.
- Act responsibly.
- Obey all school rules.
- Care for school property.
- Share school information with parents.
- Be a STAR Student by:

Being **SAFE** throughout the day
TAKE PRIDE in all that you do
ACT RESPONSIBLY in every way
RESPECT yourself and others

I, _____ agree to follow the handbook, rules, and expectations of Indian Oasis
(printed student full name)

Elementary Intermediate Campus. I also agree to be a STAR student _____
(Student Signature) (Date)

Parent/Guardian Responsibilities:

- Be sure your child attends school daily.
- Be sure that you communicate the reasons for your child's absences.
- Be sure your child arrives at school on time.
- Maintain up-to-date school records for your child including, home, work, and emergency telephone numbers, and immunization records.
- Encourage proper study habits at home.
- Participate in meaningful parent-teacher-student conferences to discuss your child's school progress.
- Stay informed of school rules and encourage your child to obey school rules.
- Be sure that your child is appropriately dressed for school and has all materials needed for class.
- Discuss report cards and school assignments with your child.
- Sign and return paperwork.
- Cooperate with and support school staff and administrators and teachers to assist your child.

I, _____, the parent/guardian of _____ sign that I have read and
(printed parent/guardian full name) (printed student full name)

discussed this handbook with my student. I understand the policies, procedures, and consequences outlined in this handbook. I agree to support IOES-IC in every effort to make IOES-IC a safe learning environment for all.

(Parent/guardian Signature) (Date)

Teachers and Staff Responsibilities:

- Encourage high achievement.
- Use appropriate discipline management techniques.
- Advocate for the success of all students.
- Perform teaching duties with appropriate preparation, assignments, and resource materials.
- Comply with District and school policies, rules, management guidelines, and directives.
- Maintain a classroom atmosphere that nurtures students and promotes active learning.
- Establish rapport and an effective working relationship with parents, students, and other staff members.
- Encourage good work habits that will lead to accomplishing personal goals.
- Serve as an appropriate role model for students in accordance with the standards of the teaching profession.

Teacher Signature: _____

Administrators Responsibilities:

- Establish the learning climate for the school.
- Provide instructional leadership.
- Implement PBIS-TBRI-SEL integrated system for discipline.
- Respond to discipline problems referred by teachers or other staff members.
- Encourage and participate in communication between school & home.
- Serve as appropriate role models for the students and staff on the campus in accordance with the standards of the profession.
- Supervise and assess the implementation of all programming at the school.

Administrators Signatures *Mrs. Begay-Lewis* (Principal) *Mrs. Morales* (Assistant Principal)

Appendix E



Indian Oasis Intermediate Elementary School

Student and Parent Agreement

I, _____, the parent/guardian of _____
(printed parent/guardian full name) (printed student full name)

sign that I have read and discussed this handbook with my student. I understand the policies, procedures, and consequences outlined in this handbook. I agree to support and abide by the rules and expectations contained therein. I will support Indian Oasis Intermediate Elementary School in every effort to make it a safe learning environment for all.

(Parent/guardian Signature)

Date

I, _____ agree to follow the handbook, rules, and expectations of Indian
(printed student full name)

Oasis Intermediate Elementary School. I agree to be a STAR student by:

I am **SAFE** throughout the day.

I **TAKE PRIDE** in all that I do.

I **ACT RESPONSIBLY** in every way.

I **RESPECT** myself and others.

I AM A TOHONO O'ODHAM STAR!

(Student Signature)

Date