

PARAGON SCIENCE ACADEMY



Parent-Student Handbook

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SONORAN SCHOOLS
STEM EDUCATION, COLLEGE PREPARATION

Nationally accredited by



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SCHOOL INFORMATION

PBIS CORE VALUES

At PSA, we are:

POLITE, SAFE, AND ACCOUNTABLE

ARRIVAL AND DEPARTURE

Due to COVID-19, the following arrival and departure information may be modified by the School. The School will notify parents, via email, of any such modifications.

The school day begins promptly at 7:55 a.m., Monday through Friday.

The school day ends at 3:28 p.m., Mondays through Thursday.

Every Friday is a half-day and the school day ends at 12:20 p.m. No lunch is served on these half days and there are no club activities or tutoring on these days.

Parking

Parents may park in the west side parent/visitor parking lot. Parents should follow the drop-off and pick-up route in the morning and in the afternoon.

Drop Off and Pick Up Rules

Please review our map before coming to school. Our school drop-off and pick up procedures allow only for **drive-through** pick-up and drop-off. Parents are expected to NOT wait in front of the playground gates. This causes a safety issue and delay in the pickup process. **DO NOT** park in the reserved parking areas (staff, HS student parking, bus parking, handicapped parking etc.). Students must be picked up unless they are in supervised, school-sponsored afterschool activities.

Parents or guardians who habitually ignore safety and traffic rules will have consequences at the discretion of administration depending on the severity and frequency, including police referral. The safety of our children is critical. Strict obedience to traffic rules and traffic monitor instructions is required. Traffic monitor verbal abuse will not be tolerated. PSA administration will not hesitate to contact the proper authorities to report verbal assault or threatening behavior.

Elementary School Drop-Off Procedure:

Drop-off starts at 7:30. The playground gates open at 7:30 a.m. Students line up on the playground with their teacher and enter the building with their class. For parent convenience, students may be dropped off using our drop-off zones. All traffic signs and rules must be strictly obeyed. Latecomers (after 8:10 am) must have an adult sign them in at the front office for a tardy pass.

Middle and High School Drop-Off Procedure:

Students can be dropped off starting at 7:30 a.m. For parent convenience, students may be dropped off using our drop-off zones. All traffic signs and rules must be strictly obeyed. Latecomers (after 8:10 am) must have an adult sign them in at the front office for a tardy pass. High School students who are NOT enrolled in a first-period class should NOT arrive at school more than 10 minutes before their first class starts. Students whose

classes end during the day before actual dismissal time should leave the campus right after their last period class.

Late Pick Up Fees

Late pick-up students will be brought to the lobby to call for pick up. Repeated late pick-ups are cause for a conference between you and the School administration. Late fees shall apply at the rate of \$1 per minute, as determined by the time reflected on the school's main office clock. The School Principal may waive a late fee for specific exceptions, such as a documented emergency or economic hardship, Authorities may be contacted.

On regular school days:

- K-5 students with **no** siblings in 6-12 are considered LATE PICK UP if picked up after 3:30pm.
- K-5 students **with** siblings in 6-12 and all 6-12 students are considered LATE PICK UP if picked up after 3:40pm.

On half days:

- Any student(s) not picked up by 12:30pm is considered LATE PICK UP.

CLOSED CAMPUS

For the safety of all students, this School is a closed campus. Outside school doors are kept locked. Parents needing to visit the campus may park in the front parking lot and access will be given by staff to check in at the front office. Anyone who has not checked in at the Front Office and obtained a Visitor Pass will be escorted to the front office and is subject to ejection from campus. This includes students who left the campus for the day.

BOOK BAGS

Students may bring a book bag or backpack to school each day. **Backpacks with wheels are not recommended.** Your child's book bag or backpack may be used to transport school supplies, school work, and/or books. Please see your child's classroom teacher for specific guidelines for keeping belongings in the classroom. Backpacks scattered on the floor of a classroom are an emergency evacuation hazard.

Students should not bring personal items besides school supplies. These items will be held by the School and returned to the parent of the student. It is the responsibility of the parent to pick-up the item from the School.

HOMEROOM AND ADVISORS

Each grade level will have assigned homeroom teachers to assist students in planning social, community service, and other events. Homeroom meetings will be regularly scheduled during the school year.

Each grade level homeroom will elect class officers and student council representatives. Homeroom teachers are responsible to assist and supervise students in projects throughout the school year.

HONORS/AWARD LISTS

A number of awards and recognitions are offered to students. In addition to school-recognized awards, teachers may offer special classroom awards or recognitions for students who are performing well, making a special effort, or excelling in some way.

- **Student of the Month/Panther Pride Awards:**

The faculty, by vote, will choose one student of the month from each homeroom for middle school and one student of the month from each homeroom for high school on the basis of a) Attendance, b) Organization, c) Character Traits, d) Leadership, and e) Academic performance (proficiency or growth). Every teacher may nominate two students for consideration for this honor. Nominated students will receive a certificate of recognition for being nominated for this award.

- **PSA Principal's List:**
Students in grades 6-12 who have a 4.0 GPA for a semester grading period.
- **PSA Dean's List:**
Students in grades 6-12 who have a 3.75 to 4.0 GPA for a semester grading period.
- **PSA Honor Roll:**
Students in grades 6-12 who have a 3.5 to 3.75 GPA for a semester grading period.

Students in grades 6-12 who have a D or F in any class is not eligible for Honor Roll, Dean's List, or Principal's List recognition.

- **PSA High Honor Roll:**
Students in grades 3-5 who have all As for a semester grading period.
- **PSA Honor Roll:**
Students in grades 3-5 who have all As and Bs for a semester grading period.
- **Academic/Athletic Competitions Awards:**
Those students who are successful in any academic and athletic competition will be recognized.
- **Department Awards:**
Each teacher may select two students believed by him/her to be the most successful academically or to have made considerable growth in that semester for special recognition.

PSA Chapters of National Honor/Junior Honor Societies: Honor Society chapters establish rules for membership based upon a student's outstanding performance in the areas of scholarship, service, leadership, and character (plus citizenship for NJHS). These criteria for selection form the foundation upon which the organization and its activities are built.

LOST AND FOUND

The School operates a Lost and Found. Any items found on the school grounds should be taken to the office. The office will hold electronic items in the front office and put clothing in the Lost and Found area. At the end of each four week period, unclaimed items may be donated to charity. It is in a student's best interest to label all belongings.

LUNCH PERIODS

Students shall remain on the school campus during the lunch period.

Students in grade 11 and 12 may leave for lunch on designated days, with the approval of the administration, the appropriate parental permission form on file, and a school-issued photo ID pass. Forms for this pass will be

available in the School Office shortly after the beginning of the school year. Misuse of this privilege, or not reporting back on time for the next period, will result in revocation of permission.

Students must eat lunch only in the assigned lunch area. No students should be in the hallways or classrooms without permission during lunch. Students are expected to clean their area, dispose of all trash appropriately, and respectfully follow the instructions of the lunch aides/faculty supervisors.

PARENT ADVISORY COUNCIL

The Parent Advisory Council (PAC) is an organization committed to effective education at the School. Many parents and guardians are actively involved in fundraising, social, promotional, and educational projects for the school. Members are cordially invited to all meetings, and all parents are encouraged to contact the PAC directly for information, or with questions and concerns. PAC meetings are announced at the beginning of the school year. All parents are automatically members of the Parent Advisory Council and are strongly encouraged to participate.

PARKING

All visitors to campus shall honor the handicap parking areas. Please do not park in areas that interfere with student pick-up and drop-off. Parents who park in non-parking or loading areas may be cited.

Student drivers must park in the student parking lot only. Students must get a tag from the Dean of Students and may need to pay a fee. (A fee waiver form is available in the School Office.)

PERSONAL ELECTRONIC DEVICES POLICY

There are to be no personal electronic devices **visible, audible, or in use** during the school day, unless being used in the classroom, with teacher permission and supervision. The use of hot spot devices is prohibited during the school day. The school day is from the first bell to the last bell of the day. Violation of this policy will result in confiscation of the electronic device. They will be confiscated and returned only to a parent/ guardian. Note: The School is not responsible for confiscated items that are not retrieved after one week or the last day of School.

The School is not responsible for the loss of any student's personal property.

TELEPHONES

STUDENTS ARE NOT PERMITTED TO USE THE OFFICE OR CLASSROOM PHONES EXCEPT IN CASES OF EMERGENCY. EMERGENCIES DO NOT INCLUDE FORGOTTEN HOMEWORK OR LUNCHES.

Students should know their schedule before being dropped off at school in the morning. They may not call home during the day to find out if they are supposed to go to after-school activities, who is picking them up, or for similar reasons.

Cell phones are strictly prohibited on the School campus during school hours. If a parent would like their student to have a cell phone, special permission is required from Administration and the phone must be kept on "off" in their backpack until after school hours.

Students who do NOT follow phone use rules may face disciplinary consequences. The School's administration will call parents to pick up confiscated devices.

TRANSPORTATION

The School provides only limited bus service. If your child does not or cannot ride the bus, you will need to make your own arrangements for transporting your child to and from school. The School has no obligation to provide transportation for your child.

Car Pooling

The School may assist families who wish to car pool by having a car pool list available in the front office for families who would like to contact others about transportation. If a car pool list is provided, it is provided only for the convenience of School families. The School has no obligation to facilitate or otherwise administer car pool arrangements.

Bus Transportation

Information about bus service, including routes and schedule, may be obtained from the front office.

Parents who use the bus service agree to the following:

- Parents must use appropriate language if in any discussions with the driver or any transportation staff. Please note that the driver is on a schedule and he/she may direct you to contact the School for further assistance.
- There is no smoking or vaping allowed near the bus at any time.
- Parents are not allowed on the bus at any time, unless they are asked to chaperone a field trip with a teacher present.
- Have your student ready 10 minutes prior to his/her pick up time; the student should be ready to board upon arrival. **Please note that pick up and drop off times are estimates only.** Once the bus arrives, it will wait 2 minutes before leaving for the next stop.
- Parents are not allowed to approach another person's child. If you are concerned about the behavior of another bus rider, please contact the Dean of Students.
- If your child vandalizes or otherwise damages any portion of the bus, you will be required to reimburse the transportation company for repairing all of the damages.
- Students may bring authorized electronic devices on the bus, but parents and students are responsible for any loss or damage to a device.

The bus is an extension of the School. As such, Students who ride the bus are held accountable to the Student Code of Conduct and Discipline. In addition, the following rules apply to students who ride the bus:

- At all times, listen to and respect the bus driver and any school staff riding the bus.
- You may not eat or drink anything but water on the bus, unless allowed by the driver with the understanding that you must properly dispose of all. If you do not dispose of your garbage properly or you otherwise create a mess, the no-eating rule will be in effect.
- You must stay seated in your assigned seat, facing forward with feet out of the aisle until you leave the bus.
- You may not board or get off the bus at a different stop without prior parent/School staff authorization.
- If you bring items that are not allowed on the bus, the bus driver will take the items, and they will be given to School staff when you get to school.
- Do not open windows without the driver's permission. When windows are open, keep all body parts and objects inside the bus at all times.

- Do not throw paper or trash on the floor or out the window; please help keep the bus clean.
- Do not yell or play loud music while the bus is in operation.
- If you vandalize any portion of the bus, you may be subject to criminal charges in addition to school disciplinary action.
- Allowed electronic devices are to be used appropriately on the bus. Any violations of this rule will result in the item being taken by the bus driver and/or revocation of the privilege of bringing the electronic device on the bus in the future.
 - Appropriate use rules:
 - Students are prohibited from taking **any** photos or videos.
 - Students must use headphones/earbuds when listening to anything on their device.
 - In the event of an accident, Students must wait for direction from the bus driver/school staff before texting/calling anyone. The bus company and School have protocols in place for transportation emergencies, and it is important that those protocols are followed.

UNIFORM POLICY, GENERAL DRESS CODE, AND P.E. DRESS CODE

The School's Uniform Policy and Dress Code will be strictly enforced, and students are expected to honor the Uniform Policy and Dress Code. The School requires that all students wear uniforms. The uniform policy is as follows:

- **The Uniform Top** – a loose fitting royal blue, gold, or maroon polo shirt with SSA logo or a blue hoodie with school logo – must be purchased through the School. Uniform shirts are not to be altered in any way
- Royal blue hoodies, with School logo or plain solid colored jackets or sweaters may be worn. No pictures, symbols or words. **NO HOODIES IN THE BUILDING.** Students will be allowed to wear the hoodies during recess and lunch times outside the building.
- On Fridays, also acceptable as the Uniform Top is:
 - Any School team/school issued shirts (with school approved design)
 - Seniors may wear college t-shirts on Fridays.
- **The Uniform Bottom** may be purchased through any vendor and is:
 - Loose-fitted, pleated or plain front Docker-like, solid color jeans, pants/shorts/skirts with a waistband that fits around the natural waist/top of pelvis.
 - Colors must be solid khaki/tan, navy, or black.
 - Solid color capri style pants and skorts are acceptable.
 - All skirts, skorts and shorts must be no shorter than the 3 inches above the knee.
 - All pants/shorts must be neat, clean, and hemmed.
 - No Lycra/spandex pants are allowed.
- **Winter Wear:**

If students are cold in our short sleeve polos, they may wear a white or black long sleeve t-shirt under their uniform. The undershirt should be collarless and plain without any pattern. In addition, students may purchase our PSA-logoed, hooded sweatshirt to wear outdoors during recess or lunch.
- **PE uniform:**
 - Elementary students should wear their PE t-shirt and shorts to school on their designated PE day only. During the cold winter months students may also wear school-appropriate sweat pants and the School-logoed hoodie during PE.
 - Middle/High School students must change into and out of PE uniforms. PE uniforms may not be worn except for PE or athletic clubs.

General Dress Code

In addition to the School's Uniform Policy, the School's general Dress Code applies at all times that students are on campus. Parents are responsible for ensuring that their children dress according to the Uniform Policy and Dress Code as they leave home each day. Occasionally there will be a Free Dress Day or Spirit Days. The general Dress Code rules apply on such days:

- Loose fitting shirts/tops.
- Loose fitting pants (no lycra/stretch pants), worn at the natural waist/top of pelvis.
- Shirts cannot be lower cut than School uniform/club shirts. No low-cut tops, halter-tops, crop tops, tank tops, spaghetti straps, or shirts with shoulders exposed.
- Skirts, skorts, shorts, or dress hemlines must be no shorter than three inches above the top of the knee.
- No torn or unhemmed clothing.
- No shirt that allows the midriff or back to be exposed when arms are fully raised or when a student leans over, sits, or reaches.
- No clothing that advertises, displays, promotes, or alludes to alcohol/drugs, vulgar/obscene language, offensive language, satanic practices, or gangs.
- No clothing that displays groups or individuals who promote ideas listed above.
- No "studded" jewelry, large wallet or key chains that hang on clothing.
- No visible piercing except on the ear.
- No visible tattoos that distract and detract from classroom learning.
- No hats, bandanas, do-rags, or sunglasses worn inside the buildings during school hours.
- No shoes that have heels that are more than 2 inches high.

It is strongly recommended that all students wear closed toed shoes for safety reasons. Students are required to wear closed toed shoes for Physical Education class. All students are expected to wear shoes that have a heel strap or other similar shape that keeps the shoe secured to the foot. Slides, flip flops, sandals without a securing strap and similar footwear will not be allowed.

Uniform and Dress Code Violations

Students who violate the School's Uniform Policy and Dress Code will not be allowed to classes and will be asked to wait in a designated area until the uniforms are delivered by parents or students are picked up from school. A letter may be sent home with the student, requiring a parent signature for minor infractions.

For any subsequent uniform or dress code violations, students may be referred to the Discipline Committee for possible out of school suspensions.

P.E. Dress Code

For hygiene reasons, all students in grades K-12 must dress out in a Paragon PE uniform. Required P.E. clothing is:

- PE uniform purchased from the school (students may be approved to wear long, black pants for P.E. The parent/guardian must submit a written request to the Administration);
- Sturdy, closed-toe sneakers/athletic shoes.
- **Please note that, for safety reasons, earrings greater than a one (1) inch diameter must be removed for P.E.**

Students who do NOT have the proper clothes with school logo will be referred for disciplinary action.

ANTI-BULLYING PLEDGE

Students at this School are asked to commit to, and sign, the Anti-Bullying Pledge. The following is a copy of the Pledge, for your reference.

We the students of Paragon Science Academy agree to join together to stamp out bullying and cyber bullying at our school.

We believe that everybody should enjoy our school equally and also enjoy a peaceful life while on the Internet and feel safe, secure and accepted regardless of color, race, gender, popularity, athletic ability, intelligence, religion and nationality.

Bullying is repeated, unwanted behavior. "Cyber bullying" is when a person is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another person using the Internet, interactive and digital technologies or mobile phones. Bullying and cyber bullying causes pain and stress to victims and is never justified or excusable as "kids being kids," "just teasing" or any other rationalization. The victim is never responsible for being a target of bullying or cyber bullying.

By signing this pledge, we the Students agree to:

- Value student differences and treat others with respect.
- Not become involved in bullying or cyber bullying incidents or be a bully or cyberbully.
- Be aware of the school's policies and support system with regard to bullying/cyber bullying.
- Report honestly and immediately all incidents of bullying/cyber bullying to a staff member.
- Be alert in places around the school where there is less adult supervision such as bathrooms, corridors, and stairwells.
- Support students who have been or are subjected to bullying/cyber bullying.
- Talk to teachers and parents about concerns and issues regarding bullying/cyber bullying.
- Work with other students and faculty, to help the school deal with bullying/cyber bullying effectively.
- Encourage teachers to discuss bullying/cyber bullying issues in the classroom.
- Provide a good role model for younger students and support them if bullying/cyber bullying occurs.
- Participate fully and contribute to assemblies dealing with bullying/cyber bullying.
- Ensure those who allege bullying are never retaliated against.
- I acknowledge that whether I am being a bully/cyber bully or see someone being bullied/cyber bullied, if I don't report or stop the bullying/cyber bullying, I am just as guilty.

SONORAN SCHOOLS



Parent-Student Handbook

Sonoran Schools

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EQUAL EDUCATION OPPORTUNITY

Sonoran Schools is committed to a policy of equal educational opportunity for all students and to a policy of nondiscrimination (including non-harassment) based upon race, color, religion, sex, age, national origin, disability, and provides equal access to the Boy Scouts and other designated youth groups. All individuals associated with the School, including, but not limited to, the administration, staff, and students are expected to conduct themselves at all times so as to provide an atmosphere free from harassment or discrimination based on a person's race, color, religion, sex, age, national origin, disability, immigration status, or sexual orientation and gender identity. Students with disabilities will have equal access to Sonoran Schools and will be provided with such accommodations, modifications, and related services as are required by applicable state and federal law, including Section 504 and its regulations.

Questions relating to this School's compliance with this provision and/or complaints alleging violation of this provision, as it applies to students, should be filed with:

TOLGA OZEL

tozel@sonoranschools.org

PH: (480) 940 5440

SEXUAL DISCRIMINATION NONDISCRIMINATION NOTICE

Title IX of the Education Amendments of 1972 and the Title IX regulations prohibit discrimination on the basis of sex, including gender-based and sexual harassment discrimination, in the School's educational programs and activities, including employment. This School is committed to maintaining an educational and working environment free from sex discrimination and harassment and encourages any student or employee who believes they have been subjected to discrimination on the basis of sex, whether by students or by School employees, to utilize the School's Title IX Sexual Discrimination Policy and Sexual Harassment Grievance procedures. A copy of the Policy and procedures may be obtained by contacting the School's Title IX Coordinator.

The School's designated and authorized Title IX Coordinator is:

JAYNE WISEMAN

jwiseman@sonoranschools.org

Sonoran Schools

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PH: (480) 940-5440

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OUR VISION

The vision of Sonoran Schools is to be America's premier STEM school organization, graduating future leaders, global citizens, and world-caliber talent.

OUR MISSION

The mission of Sonoran Schools is to foster critical thinking, engaging all students in a rigorous, STEM-focused, college-prep curriculum, delivered by a dedicated educational community that celebrates diversity, where students aspire to be tomorrow's leaders.

OUR CREDO

- *We believe every student can achieve high standards of learning.*
- *We believe every student deserves to be challenged.*
- *We believe in an innovative learning environment driven by continuous reflection.*
- *We believe in motivating our students to be life-long learners.*
- *We believe in preparing students for success in life.*
- *We believe in, and foster, global citizenship.*
- *We believe in the parent, teacher, staff partnership in raising our students.*
- *We believe that all members of our school community deserve respect and have value.*
- *We believe that our relationship with the school community is our most important resource.*
- *We believe every student deserves a safe, caring, and positive learning environment.*
- *We believe in modeling integrity, honesty, and good character in all of our interactions.*
- *We believe in the value of diversity and embrace understanding and respect.*

RESPECT AND RESPONSIBILITY

We are committed to sustaining an environment that is physically, emotionally and intellectually safe, orderly, and conducive to learning, where each member of our school community respects the rights of others, and every individual takes responsibility for sustaining this environment.

The information in this handbook provides the guidance, policies, and procedures that facilitate a positive environment in which each student, parent, and staff member can contribute and grow.

STUDENT HONOR CODE

This School embodies a spirit of mutual trust and intellectual honesty that is fundamental to the process of learning. This Honor Code represents the highest possible expression of shared values among all members of this community.

- I pledge to represent myself accurately and completely in my work, my words, and my actions.
- I pledge to be responsible for my words, beliefs, and actions.
- I pledge to conduct myself in a way that exemplifies integrity.

- I pledge to hold myself and my peers responsible for our performance, as individuals and as a school/organization.
- I pledge that my actions towards others will be civil, respectful, and to employ empathy in my interactions with others.
- I pledge to respect the personal property of others and the community resources of the school/organization, so that others may benefit from them.
- I pledge to value differences and practice fairness, so that every individual can experience an environment that is free from injustice.
- I pledge to respect the learning process and employ academic honesty.
- I pledge to be receptive to change and supportive of innovation for the benefit of our school/organization.
- I trust in others to act with honesty. When I become aware of a violation of the Honor Code, I pledge to take action towards resolution, and expect my peers to do likewise.

I am committed to helping sustain a tolerant community, bound by common trust. I vow to uphold this Honor Code and oblige myself to instill its values not only in me but in all those around me.

For students in grades K-2, we use the following, simpler Honor Code as we model and help young students learn what constitutes appropriate behavior:

- Everyone at this school believes that trust and honesty are the building blocks of good character.
- I will always do my own work.
- I will always tell the truth.
- I will be responsible for my actions and words.
- I will do my best every day and will help others do their best.
- I will be polite, and I will be kind.
- I will look after things so that everybody can enjoy them.
- My school is a safe place where everyone can learn and everyone can look forward to coming to school every day. I promise to help to keep it that way.

STUDENT RIGHTS AND RESPONSIBILITIES

All students have the right:

- To feel safe in the school environment and to learn in an environment free from disruptions
- To take full advantage of the learning opportunities and to take part in a variety of school activities
- To respectfully express his/her opinions, ideas, thoughts, and concerns
- To learn in a healthy environment that is free of alcohol, drugs, and tobacco/tobacco-related products
- To expect courtesy, fairness, and respect from all members of the school community
- To be informed of all rules, expectations, and responsibilities
- To due process in any student discipline matters

All students have the responsibility:

- To treat all members of the school community with courtesy, fairness, and respect
- To respect school rules, expectations, and policies, including the policies in this handbook
- To be sure that expressing his/her opinions, thoughts, and concerns does not interfere with the rights of others
- To follow laws and school policies concerning alcohol, drugs, and tobacco/tobacco-related products

PARENT RIGHTS AND RESPONSIBILITIES

As a parent at this School, you have rights and responsibilities. All parents have the right:

- To expect the School to provide a safe learning environment for your child
- To expect the School to provide a free and appropriate public education to your child, regardless of whether your child has a disability or not
- To expect courtesy, fairness, and respect from all members of the school community
- To be informed of all rules, expectations, and responsibilities for your child
- To be able to actively participate in your child's education and to request and have access to your child's written and electronic educational records
- To review educational and teaching experience information about the Schools' current employees who provide instruction to students
- To due process for your child in student discipline matters

All parents have the responsibility:

- To ensure your child attends school regularly and on time
- To ensure your child comes to school dressed appropriately and in compliance with this School's uniform and dress code
- To contact the classroom teacher if your child is struggling
- To demonstrate academic integrity when helping your child with at-home assignments and to support the value of at-home assignments
- To provide, to the extent possible, a designated space and time at home for your child to study and to support your child's at-home learning
- To show support for all School staff and behave respectfully and appropriately in interactions with School staff and while on-campus or at School-sponsored events, setting an example for your child and other School students

The Arizona Department of Education is required to maintain a complete and up-to-date Arizona Parental Rights Handbook for charter schools. You can find that handbook here: <https://www.azed.gov/parents>.

A. GENERAL SCHOOL OPERATIONS

ADVISORY STATEMENT RE COVID-19

Sonoran Schools has a COVID-19 Mitigation Plan, which complies with current CDC guidance and applicable state law. This Plan covers all on-campus activities and the mitigation measures have been established to limit, to the greatest extent possible, the potential for virus transmission, within the parameters allowed by state law. The Mitigation Plan can be viewed on the School's website. As guidance and circumstances changes, the Mitigation Plan may be updated during the school year. The policies of the Mitigation Plan take precedence over general School policies, where pertinent.

ATTENDANCE

Regular school attendance is essential for success in school. Each student enrolled in the School is expected to be in attendance each day that school is in session, except for excused absences, as defined below. If a student is absent and the School has not been notified of an appropriate excuse for that absence, the School will make a reasonable effort to promptly notify the parent or guardian of the student's unexcused absence. State law places the responsibility for ensuring a student's regular attendance directly upon the person having custody of the child. Students who do not attend school on a particular day are not allowed to participate in school activities held during or outside the normal school hours. Exceptions that would allow the student to participate in such activities may be made at the discretion of the Administration.

ABSENCES

Under Arizona law, absences may be either **excused or unexcused**.

Excused Absence

An excused absence is an absence for which verification and acceptable information is received by the Administration in advance or at the time of the absence from a parent/guardian certifying one of the following:

- Absence due to personal illness of the student
- Absence due to mental or behavioral health of the student
- Absence due to a student's medical/dental appointment
- Absence due to a student's homelessness
- Absence due to a death in the student's family
- Absence due to family emergencies
- Absence related to time necessary to process for the armed forces
- Absence due to out-of-school suspension, not to exceed 10% of the instructional days scheduled for the year
- Absence for religious purposes, if the parent/guardian has provided the School with written consent for the religious absence, the School has approved the requested absence, and any religious instruction or exercises take place at a suitable place away from School property

This School is required to keep verifiable records of the date(s) and reason for each student's excused absence(s). It is the policy of this School to encourage parents/guardians to schedule routine appointments outside school hours, whenever possible. The School may require a doctor's note to be provided whenever a student is absent because of illness or is absent, late, or signed out early for a doctor's or dentist's appointment.

Unexcused Absence

An unexcused absence is any absence other than those that fall within the definition of “excused absence” above, including an absence with prior approval by the parent guardian but for a reason other than those defined as excused absences. Unexcused absences include leaving school during school hours without properly signing out, being absent without parent permission, and any other absence from school that could also be characterized as truancy. Family vacations will not be considered to be excused absences.

In compliance with state law, students will be withdrawn from the School after 10 consecutive unexcused absences. After such withdrawal, students will be subject to the School’s regular admission policies and procedures, and a spot may no longer be available for the student.

To combat frequent student absences, the School will take appropriate steps to address habitual unexcused absences.

- 4 Unexcused Days during the school year - Parent notified.
- 8 Unexcused Days during the school year - Parent notified. Parent/guardian conference required.
- 12 Unexcused Days during the school year - Parent notified. Second Parent/guardian conference required and Student/Parent School Improvement contract required.
- 16 Unexcused Days during the school year - Final warning notice sent home. Parent/guardian conference requested with Dean of Students and Dean of Academics.
- More than 10% of Instruction Time Missed (Excused or Unexcused Absence): Parent Contacted.

Any level of excessive absences may result in loss of credit in all subjects (pro-rated for ½ year courses or partial time courses); a requirement that a course or courses be retaken; failure to advance the student to the next grade level or allow them to graduate; or lower grades in certain courses.

Please note that additional consequences may be given at the discretion of the Administration and in compliance with Arizona law.

The only exception to the attendance policy is by obtaining a waiver from the Administration. Please note that waivers will only be granted in extreme circumstances, including for chronic student health conditions, not for chronic or habitual absences or absences for recreational purposes. A request for a waiver must be submitted in writing to the Administration for consideration, stating the reason for obtaining the waiver, any mitigating circumstances, and any other requirements set forth in Arizona law (for chronic health conditions, for example). If your child has a chronic health problem, please contact the School to make arrangements for absences and to provide required documentation. Final authority on whether or not a waiver is granted rests solely with the Administration.

The School reserves the right to make a final determination as to whether an absence is recorded as excused or unexcused, subject to requirements of Arizona law and official guidance from the Arizona Department of Education.

REPORTING AN ABSENCE

A parent/guardian must report an absence by 9:00 a.m. An unreported absence will be recorded as an unexcused absence and will result in a notification of the parent/guardian of the student’s absence by our school information system, in compliance with Arizona law. Please contact the School immediately in the event of a discrepancy or to report the absence.

ILLNESS

Students with any contagious illness should be kept home. Students prescribed antibiotics must be on them for 24 hours before returning to school. Students with a fever, vomiting, diarrhea or signs and symptoms of a contagious illness will be sent home. Students should be free from fever without the use of fever reducing medicines, vomiting or diarrhea for at least 24 hours before returning to school.

In light of the COVID-19 pandemic, the School may impose additional return-to-school requirements on students who are or may be ill or who have close family members who are or may be ill. The School will monitor guidance from national, state and local health agencies and will communicate any additional requirements for students to return to school.

EARLY RELEASE AND STUDENT SIGN IN AND OUT POLICY

Early release from the School without prior permission from the School Administration is only allowed in the event of a child's illness, a family emergency, or a medical or dental appointment for the child.

No student will be allowed to leave campus before the end of the school day unless a parent, guardian, or other authorized adult signs the student out in the office and provides satisfactory identification.

However, juniors and seniors who are not delivered to and from school each day by a parent/guardian (e.g. student driver, student who walks to and from school) or are of proper age (over 18), may sign themselves out (and in) for certain circumstances if a parent or guardian has provided written, pre-approval for the student to do so. The parent/guardian must complete a Permission Form, available in the School Office or from the Dean of Students. Those circumstances are:

- Illness
- Family emergency;
- Medical appointment;
- Lunch on approved days;
- Seniors who do not have a full class schedule and whose schedule therefore ends before the school day; and
- Seniors whose class schedule does not begin at the start of the school day.

For emergencies, the parent/guardian will be asked to substantiate the emergency in writing (via email), if possible.

The School reserves the right not to allow any student under the age of 18 to leave without obtaining advance permission from the parent/guardian.

TARDIES

Any student who is not in the room when the class is scheduled to begin is tardy, unless their late arrival has been approved by a School Administrator. For first period tardies, the parent/guardian must provide the reason for the late arrival. The School reserves the right to make a final determination as to whether a tardy is assessed or not. Assessed tardies are behaviors that compromise the precious resource of instructional time and shall be recorded. All assessed tardies, whether for late arrivals or in-between class tardies, are subject to disciplinary action, as explained below.

Every assessed tardy is captured and recorded in the School's database. Tardies are monitored and addressed by the Dean of Students. All students are subject to the following tardy policies:

- Six unexcused tardies during the school year –Parent notified.

- More than six unexcused tardies during the school year – Parent conference and student/parent school improvement contract are required.

Students in grades 6-12 are subject to the following additional consequences for tardies:

- Six “first period” tardies automatically roll into one detention.
- Six in-between class tardies automatically roll into one detention.
- Six detentions roll into one In-School Suspension (ISS).

CAMPUS ACCESS – ALL VISITORS

This School uses the LobbyGuard program to conduct an instant sexual predator check on all visitors and to conduct a thorough background check on all volunteers. All campus visitors over the age of sixteen, including parents and guardians, regardless of the purpose of their visit, must submit to a LobbyGuard check in the School Office. The visitor will then be issued an individual pass that must be worn for the duration of their visit. All visitors must sign out in the School Office.

At no time is a visitor or volunteer to be in an area of the School that they have not been assigned or approved to visit.

Students wishing to bring student visitors to the School must receive approval from the office at least two (2) school days in advance. Do not bring guests to school without prior arrangements with the Administration.

All Sonoran Schools’ visitors and volunteers, including parents of current students, are expected to conduct themselves in a professional and appropriate manner at all times. Visitors and volunteers are expected to:

- be appropriately dressed;
- use appropriate language and behavior;
- take no actions that disrupt or interfere with the Schools’ educational mission;
- respond respectfully to any direction given by a Sonoran Schools staff member; and
- respect the confidentiality of student education records.

Sonoran Schools maintain a Zero Tolerance policy towards drugs and alcohol possession and use on campus. This policy applies to all campus visitors.

Disrespectful or threatening conduct towards teachers, students, administrators, or other parents will not be tolerated pursuant to A.R.S. § 15-507 and other Arizona law.

Parent Classroom Visits during school hours

- A parent must schedule visits, either in-person or virtual, with the child’s teacher prior to arrival. Visits to classrooms are limited to two hours.
- Parents may not visit the classroom if the visit would threaten the health and safety of students and school staff.
- Parents may attend any class with their child but may not be allowed to participate in class activities unless invited to do so by the teacher.
- Parents are not allowed to help their child complete their work.
- Parents may not interrupt the teacher during instruction.
- Parents who want to meet with teachers should e-mail or telephone teachers to schedule an appointment. School-wide Parent-Teacher Conferences are scheduled twice during the school year.

- Because of federal student privacy laws, parents may not make video or audio recordings during classroom visits without advance permission from the Administration.
- Parents may not address or discipline another student for his/her actions.
- Parents must follow all rules designated by teachers while in the classroom.
- Parents may not extend preferential treatment to their child at any time during school hours. (Students must continue to follow school rules and procedures.)
- Parents may not visit classrooms during state testing or other testing periods or at other times that would clearly interfere with educational instruction.
- Classroom visitors may not be allowed the last two weeks of each semester or the week prior to any school holiday.
- Parents may occasionally visit their child during lunch provided they have signed in and have administrator approval (in-person instruction only).
- In order to ensure the health and safety of School students and staff, parents must comply with the School's Instant Sexual Offender check procedures set forth in the Visitor & Volunteer Policies and Procedures.

We encourage parent volunteers in the School. Parents must prearrange times to volunteer with teachers or school staff and comply with the School's Visitor & Volunteer Policies and Procedures.

COMMUNICATION (Parent – School – Student)

Sonoran Schools encourages regular, productive communication between the School, its parents, and its students. To that end, the School, including teachers, may utilize a variety of communications tools, including electronic communications and platforms such as social media, to communicate about School matters. This communication may be from the School to the parent and/or the School to the student.

When staff and students need to communicate outside of the classroom environment (e.g. student emails teacher about homework assignment and teacher responds), the School staff will consider the nature of the message to be communicated, the age of the student, any confidentiality or privacy issues, and other relevant factors in determining the appropriate electronic communications.

The School may provide students with a school email account to help increase communication between students and School staff. Students will be responsible for utilizing their email accounts for school appropriate purposes and will be held to a high degree of responsibility and integrity. Students should never expect any privacy from any communication through their Chromebook (including school provided emails) whether at home or at school. Misuse of school email accounts may result in disciplinary consequences.

PARENT COMMUNICATION

Most school communication with parents is by e-mail. It is, therefore, vital that we have your current email address on file. Please remember to update any changes to your address, phones, or email in *Infinite Campus* or notify the School if you do not have access to *Infinite Campus*. This School uses *School Messenger* to communicate with parents by telephone, email and/or text message. The School also utilizes Twitter and Facebook to share dynamic information. If you do not have e-mail, copies of communications, notices, etc., can always be obtained in the School Office.

If you wish to speak to your child's teacher for any reason, please schedule an appointment. Appointments may be made by email or phone. Teachers will provide you with a preferred contact method at the beginning of the year. Walk-in discussions disrupt classroom learning, and even after school, often interrupt scheduled clubs

and tutoring. Your child's teacher is happy to speak with you about any concerns you may have, but a scheduled appointment ensures both that you have uninterrupted time with the teacher, and that scheduled activities are not interrupted. Likewise, please do not phone the classroom during the day to discuss concerns, as this again disrupts the class learning time. School-day phone calls should be limited to emergencies through the office.

Appointments are available with an administrator through the secretary in the School office. Please call to schedule an appointment.

PARENT COMMUNICATION PORTAL

Our online parent portal, *Infinite Campus*, allows you to access your child's school record at any time from any computer or mobile device. You can view your child's grades, class assignments, and attendance records. **You must create an account to view your child's record online using the instructions below.**

How to sign up for Infinite Campus:

You will receive an email notice from the School with instructions for creating your Infinite Campus account. You will receive a weekly reminder until you create your account. Once your account is created, you can visit our Parent Portal web page to log in: <https://sonoranschools.infinitecampus.org/campus/portal/sonoran.jsp>. If you need assistance creating an Infinite Campus account, please contact the School. A designated computer is also available in the School Office for parent use.

PARENT AND STUDENT COMPLAINTS

While the School encourages and supports regular communication, it acknowledges that there are times when a student or a parent/guardian may wish to make a specific complaint.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the best way is as follows:

1. Parents should encourage their child to talk with the teacher.
2. Parents should encourage their child to talk with an administrator.
3. If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany his/her child and talk with the teacher or administrator.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.

If parents feel there is a problem with a teacher, classroom situation, or academics, it is very important that the parents:

1. Communicate with the teacher via email, or by appointment. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and often that will resolve misunderstandings.
2. If the problem persists after a reasonable time, talk with the teacher again.
3. If the problem is still not resolved, make an appointment with the teacher and an administrator (Dean or Counselor).

4. If the problem is not resolved after meeting with the teacher and an administrator, make an appointment with the Principal. To initiate a meeting with the Principal and/or Academic Dean, please contact the administrator via phone or email.
5. If, after meeting with the Principal, an issue is still not resolved, please follow the Parent Complaint Procedure found later in this handbook.

DANCE POLICIES

Students who want to organize a social/dance must first find a faculty member to sponsor the event. The faculty sponsor must completely fill out and submit a Special Event Request Form, including the name of the faculty sponsor, chaperones, and administrator who will be chaperoning the dance. The faculty sponsor may consider student requests, but the sponsor will complete and submit the Request Form.

MIDDLE SCHOOL DANCES

All attendees must be currently enrolled students of the School. No external guests allowed.

Middle school students must stay for the entire event. To leave the event early, the student must be picked up and signed out by a parent/guardian.

HIGH SCHOOL DANCES

Guests are allowed; students who wish to bring a guest must complete and submit a Dance Guest request at least 48 hours before the event.

High school students who are under 18 must stay for the entire event. To leave the event early, the student must be picked up and signed out by a parent/guardian. The only exception to this policy is for students who drive themselves. Students who drive themselves may leave the event early if the event organizer has permission from the parent/guardian.

Any student over the age of 18 may leave the event, at any time, at his/her discretion.

ALL DANCES

Students who leave the dance will not be allowed to return to the dance.

Behavior

All students and guests are bound by the School's Code of Conduct. The parent/guardian of any student or guest whose behavior is determined to be inappropriate will be contacted to immediately pick up the student. An enrolled student whose behavior is determined to be inappropriate may be referred to the Dean of Students for disciplinary action.

The Administration reserves the right to warn students who are dancing in an inappropriate way that if they continue to dance in this manner the parent/guardian will be contacted to pick the student up and the student will need to sit out the dance until collected.

FIRE DRILLS, LOCKDOWNS, AND EVACUATION DRILLS

Fire drills, lockdowns, and evacuation drills are conducted for everyone's protection and are required by law. During these drills, it is imperative that students remain silent, follow instructions given by the teacher, and carry out all directions in an orderly fashion. We conduct multiple drills throughout the school year, and we

do not provide advance notification of these drills. We will, however, inform parents when we have conducted a routine practice lockdown or evacuation drill.

FUNDRAISING

All school-related fundraisers led by students, staff, or club volunteers, whether in school or outside of school, require prior approval from the School Administration. All funds raised must be deposited with the School office. Items generated through fundraising (e.g. camera for club use; iPads for class use) are the property of the School.

GIFTS

While we recognize and appreciate that families may wish to give an end of year gift or holiday gift to a staff member, a staff member may only accept a gift from a student or parent that has a value of \$50 or less.

MOMENT OF SILENCE

In compliance with Arizona law, the School will observe a moment of silence at the beginning of each school day. Parents are encouraged to discuss with their children how best to use the moment of silence. Students who interfere with other students' participation in the moment of silence are subject to disciplinary action.

NATIONAL SCHOOL LUNCH PROGRAM

The School participates in the National School Lunch Program. Families can apply for free or reduced lunches; applications are available online and in the School office. **Anyone wishing to participate in the program must complete an application annually, after July 1;** your participation in the program during the past school year does not carry-over to the next school year. School lunches are catered. Orders and, if applicable, payment must be submitted each month via Boonli by the deadline, in order to be guaranteed a meal. Students who qualify for free lunch must place an order via Boonli each month in order to receive a meal.

Parents can pack lunches for students. Refrigerators or microwaves are not provided to students, so please pack accordingly. We ask that families send healthy foods for snacks and lunch. Soda and candy are strongly discouraged. The School may restrict other foods, such as peanuts, depending on other students' food allergies and needs, and it will provide parents with notifications regarding these restrictions.

Students are not permitted to order lunch/snacks or drinks from any delivery companies, such as DoorDash. All delivery items for students will be refused and/or held for pick up at the end of the school day.

PARENT COMPLAINT PROCEDURE

The following complaint procedure outlines the steps used by parents, guardians, or community members who have questions or concerns about the actions of a teacher, staff member, or administrator, including the Principal. A series of steps may be required to resolve the issue. The intent of this procedure is to resolve the problem as quickly and effectively as possible, minimizing involvement of the Administration or the School Governing Board.

Step 1: Contact the teacher, staff member, or administrator involved ("Employee"). Discuss over the phone or have a face-to-face conference at a time that is mutually agreeable. Remember that such meetings should not interfere with the teacher's instructional time. If the issue is not resolved, go to Step 2.

Step 2: File the Complaint Form, (a copy of which can be found at the end of the Conduct and Discipline section of this handbook), with the School’s Dean (or their supervisor) (“Supervisor”). The Supervisor shall investigate the complaint, which may include meeting with the Employee privately and/or conducting a joint meeting with you and the Employee. The Supervisor shall contact you promptly to dialogue with you about possible solutions and action steps; a timeline for resolution should be set during this conversation. If the issue is not resolved within the agreed upon timeframe, then go to step 3.

Step 3: File the Complaint Form, and a list of actions taken to date, with the Principal. In most cases, the Principal will not get involved in the issue until Steps 1 and 2 have been attempted. The Principal will contact you promptly to dialogue with you about possible solutions and action steps. The Principal may call a meeting with the interested parties, if necessary, If possible, a reasonable timeline for resolution of the issue will be set. If the issue is not resolved within a reasonable time frame, then go to step 4. If the complaint is about the Principal, file the Complaint Form, and a list of actions taken to date, directly with the Superintendent (see Step 4).

Step 4: File the Complaint Form, and a list of actions taken to date, with the Superintendent through his or her executive assistant. Provide updated details about the concern, if applicable, as well as the steps that have been taken to resolve the problem to date. Only in extraordinary circumstances will the Superintendent get involved in the issue during steps 1, 2, or 3. The Superintendent or his or her executive assistant will contact you promptly to dialogue with you about possible solutions and action steps. If possible, a reasonable timeline for resolution should be set during this conversation. If the issue is not resolved within a reasonable time frame, then go to step 5.

Step 5: File the Complaint Form, and a list of actions taken to date, with the School’s Governing Board through the Governing Board Secretary. Unless an emergency situation exists, the Board of Directors will not get involved in the issue until Steps 1, 2, 3, and 4 have been attempted. The Board chairperson will determine the next course of action, which may include forming a subcommittee of the Governing Board to review the Complaint Form and any actions to date. If a subcommittee is formed, the subcommittee may meet with you to discuss your concern. However, the subcommittee, if formed, shall issue a finding to the Governing Board regarding the complaint promptly following the receipt of the subcommittee’s findings. The Board may take any action it deems appropriate in response to the subcommittee’s findings and/or in response to the complaint. The Board’s decision is final.

SCHOOL SECURITY AND AUDIO/VIDEO RECORDINGS

For school security purposes, surveillance cameras may be installed in School locations, including inside and outside of buildings and on school buses. Surveillance cameras will not be used in locations where there is a reasonable expectation of privacy. The School may install audio recording equipment in administrative offices and may audio record conversations with employees, students, parents, and other members of the public. Video and/or audio recordings may be used as evidence in any student disciplinary action and may become a part of a student’s education record. Recordings related to illegal activities will be forwarded to the appropriate law enforcement authority, as required by law or as appropriate. The School will comply with all requirements of the Family Educational Rights and Privacy Act (FERPA) prior to releasing any recordings to parents or guardians of students involved in disciplinary matters. Video and audio recordings will be kept for a limited period of time, to be determined by the record retention policy.

STUDENT HEALTH

COVID-19

For COVID-19 health and safety protocols, please refer to the School's Mitigation Plan.

ILLNESS OR INJURY DURING THE SCHOOL DAY

A student who becomes ill or is injured during the school day should report to his/her teacher, if possible, for a pass before going to the School office.

ILLNESS

Students who have been diagnosed with a virus or infectious disease that is transmissible by direct (touching another person) or indirect contact (touching an inanimate object and then another person) should be kept at home and such absence shall be excused by the School. To demonstrate the student is no longer ill, before the student returns to school, he or she must meet the following criteria:

- Student should be fever free for twenty-four (24) hours before return to classes (temperature below 99.8 F) without fever reducing medication;
- Bring a note from the doctor if student has missed five (5) or more days of school;
- Students needing to take any prescribed medication, including antibiotics, must have done so for twenty-four (24) hours before returning to school; and
- The student must be free of diarrhea and vomiting for twenty-four (24) hours before returning to school.

INJURIES

All incidents/injuries are evaluated on a case-by-case basis. If further medical assistance is necessary, the parent/guardian will be called. For any head injury, regardless of severity, the parent/guardian will be called. For any life-threatening condition or injury, 911 will be called immediately, followed by a call to the parent/guardian.

MEDICATIONS: PRESCRIPTION AND OVER-THE-COUNTER

The School shall not administer any general over-the-counter medications, unless approved and provided by the parent/guardian in accordance with school medication policies.

For all medication to be administered by designated school personnel:

- The student's parent/guardian may deliver the medication to the School, or the student's pharmacy or physician's office may send medication directly to the School.
- The student's parent/guardian shall provide a Medication Administration Directions Form signed by the student's physician or parent/guardian. If the medication is a controlled substance, a signed physician's statement indicating the necessity for the medication will be required in addition to the signed Medication Administration Directions Form.

The following must be clearly printed on the original medication container for all prescription medications:

- Student's Name
- Name of the medication
- Dosage
- Frequency the medication must be taken

The School shall keep all medication in a secure location in the School office. Unless otherwise agreed upon by the School and the parent/guardian, it is the student's responsibility to go to the School Office when it is time to

receive medication, unless the student's IEP, Section 504 Plan, or Health Plan stipulates otherwise. If a student misses a medication dose and comes to the Office at a different time, the missed dose will not be administered unless the parent/guardian has completed the "missed dose" portion of the Medication Administration Directions Form.

In the case of prolonged need, the student's parent/guardian should send the amount required for a clearly specified period, such as one week or one month. Parents must pick up unused medication; the School shall not send unused medication home with a student. Unused medication not picked up within ten (10) days of the last day of the school year will be appropriately disposed of by the School.

Students are not allowed to carry any medication with them at school without prior consent. Students may carry and administer their own medication ONLY if these conditions are met:

- It is advised by their physician;
- A medication Self-Administration Consent form is on file in the School office and has been signed by the student, student's parent, and physician, and
- An Action Plan is on file for the student. Action Plans are effective only for the current school year and must be updated annually.

Use of medication, either over-the-counter or prescription, on school premises may be disallowed or strictly limited if it is determined by the School that a threat of abuse or misuse of the medication may pose a risk of harm to the student, other students, or other members of the School community.

LIFE-THREATENING FOOD AND NON-FOOD ALLERGIES

It is vital that the parent/guardian of any student with a potentially life-threatening allergy (food or non-food) notify School staff and submit an Action Plan upon enrollment, and annually thereafter. The Action Plan may require the student to carry an epi-pen at all times, and the student's parent/guardian is responsible for providing an epi-pen to the student.

For life-threatening food allergies, the School will:

- Notify all pertinent staff of the allergy and the appropriate response to an allergic reaction.
- Provide a posted notice, as needed, alerting everyone to the issue (e.g., "peanut-free zone" posted on classroom door).
- Provide a designated area at lunch for students with life-threatening food allergies.
- Notify parents in specific classes as to any restrictions on lunch box items or food for events, such as class parties.

These precautions cannot ensure that a student will not come into contact with the substance that may cause an allergic reaction, and parents/guardians should ensure that their child understands this and knows what precautions to take and how to respond to an interaction with an allergen.

CHRONIC ILLNESS

The parent/guardian of a student with a chronic illness, including diabetes and seizure disorders, should contact the School Office to obtain information about creating a chronic illness management plan, including a diabetes management plan or a seizure management and treatment plan. The parent/guardian is responsible for complying with the requirements of state law related to such plans. A chronic illness plan must be submitted annually for a student; a management plan submitted for a previous school year is not valid in subsequent school years.

ANIMALS ON CAMPUS

Animals can pose various health and safety concerns to a school community, such as allergic reactions, bites, and disease transmission. The purpose of this policy is to provide for the health and safety of students, faculty, staff, and visitors.

Except as specified below, dogs, cats, birds and other pets or animals are not allowed on any Sonoran School campus, except school parking lots. When an individual has an animal in a school parking lot but outside of a personal vehicle, the owner must keep the pet leashed, properly attended, and under control at all times. If a member of the School administration determines that the animal is not under appropriate control, the pet owner will need to immediately remove the animal from the parking lot.

The following animals are allowed on Sonoran Schools' campuses:

- A service animal, while the animal is performing tasks for the individual they accompany. A "service animal" is an animal specially trained to perform one or more specific functions or activities of daily living for an individual with a documented disability. Service animals do not include pets, emotional support animals, comfort animals, therapy animals or any other animals that do not qualify as "service animals" under the American with Disabilities Act or any other applicable law.
- Police K-9s and other dogs that work for emergency personnel.
- Animals that are officially part of the School's curriculum or activities and for which permission has been granted by the School administration.

SUPPORTING OUR SCHOOL

There are many ways parents can support our School and parental support of all kinds is always welcome. Examples of ways you may actively involve yourself in supporting our School include:

- Volunteering in your child's classroom
- Volunteering to help with lunch service, School Office support, or similar
- Volunteering for specific on-campus activities, such as picture day
- Participating in parent groups and school support activities
- Chaperoning field trips or extracurricular activities
- Volunteering to coach sports or share your professional skills with a particular club or school course/program.

Your donations are also always appreciated. Donations may be in the form of classroom supplies, specific items to support a particular class or program, or financial donations in any amount. Please contact the Principal regarding any donations other than supplies of a nominal value.

One of the best ways you can support this School and with no cost to you is by taking advantage of the Arizona Extracurricular Activity Tax Credit. Anyone who pays taxes in the state of Arizona can take advantage of this credit and support the school of their choice. Individuals can contribute up to \$200 in a tax year while taxpayers who are married, filing jointly, can contribute up to \$400. Tax credit contributors may generally support a wide range of programs at a school or may use the contribution to pay fees for a specific student's participation in an extracurricular opportunity.

Tax credit and general donations can be made in the School office or securely online at sonoranschools.org (click on SUPPORT US).

TECHNOLOGY POLICIES

Sonoran Schools utilizes technology and access to the Internet to foster its educational mission and enhance its programs. To foster online security and safety for all users, Sonoran Schools has created, implemented, and maintains robust protection measures, policies, and procedures that support Internet safety.

Sonoran Schools has taken appropriate steps to:

- a) Prevent user access over its computer networks to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- b) Prevent unauthorized access and unlawful online activity; and
- c) Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors.

Sonoran Schools also fully complies with the Children's Internet Protection Act (CIPA). For questions about Sonoran Schools' Children's Internet Protection Act (CIPA): Internet Content Filtering and Safety Policy, contact the Principal.

CHILDREN'S ONLINE PRIVACY PROTECTION ACT (COPPA) Notice

In 1998, Congress enacted COPPA to enable the Federal Trade Commission to issue and enforce rules protecting the online privacy of children under the age of 13. The COPPA Rule applies to operators of commercial websites and online services, including those used by Sonoran Schools to provide educational technology services. The Rule requires operators to provide clear and comprehensive online privacy policies describing their practices involving personal information collected online from children.

Sonoran Schools is authorized under COPPA to consent to these policies on behalf of parents for the limited purpose of facilitating student access to educational technology, where the operator collects personal information from students solely for the use and benefit of the school, and for no other commercial purpose. This information is typically limited to a student's name, age, grade level and email address. Operators are required to limit their use of student information to the educational context authorized by the school and to delete student personal information once the information is no longer needed for its educational purpose. Sonoran Schools takes student privacy seriously and reviews the privacy and data collection policies of every online provider prior to approval. Parents may obtain the list of online sites and operators used by the school for the current school year, and their privacy policies, by contacting the School's Principal.

COMPUTER USE GUIDELINES FOR STUDENTS

Computer hardware and software are for the benefit of all students. Users have no expectation of privacy when using School networks, computers, or technology. No student may purposefully tamper with either the hardware or the software so that it is inaccessible to other students. Computers may only be used for education, research, and productivity that are consistent with the purposes of the School. Abuse and/or misuse of computers includes, but is not limited to, any form of cyberbullying, loading private or unauthorized software, taking any action to jeopardize the security of the School's network, accessing other students' or School staff's private information, checking personal e-mail, accessing inappropriate or obscene websites or web pages, using social networking sites, taking any action that would violate a copyright, and/or the unauthorized posting of pictures or video of students. The posting of any statements that are defamatory is also expressly forbidden. All students are required to comply with the Computer Use guidelines. Failure to do so may result in disciplinary action. In addition to disciplinary action, a student/parent may be held financially responsible for any damage caused to the School's computer hardware, software or network by a student.

Ethical Use of Computer Technology

Users - A user is defined as any staff person or student at the School. Students and staff who use the School's computing systems in evening classes or off-campus are also considered users.

Computing Systems - Any computer or computer peripheral owned by the School or used on the premises of the School.

Network - Any networked systems on the premises of the School or networks accessed via the School computers.

User Privileges

Each user has the privilege to make use of technology for education, research, and productivity consistent with the purposes of the School. A user's continued use of technology is subject to compliance with these purposes, as determined by the School.

User Responsibilities

Privacy – Users shall not intentionally seek information on or obtain copies of data or files belonging to another person unless authorized by that person.

Passwords –Users shall take precautions to secure access of their personal password from others. All users shall maintain the security of such passwords to the extent reasonably possible and use them only as necessary in relation to appropriate operations of the School. The School's IT Manager may reset a password, at any time, at his/her discretion. It is recommended that users change their password at least once per semester.

Security – Users shall not attempt to infiltrate or knowingly infiltrate a computing system or network or alter the software components of a computing system or network or import files that will jeopardize the security of the computing system or the network; and Users shall not load software on computers without permission of a computer teacher.

Integrity –

- Users shall not use a computing system or network to threaten and/or harass others or develop software programs that harass others;
- Users shall not use a computing system or network to gain access to pornography, obscenity, or otherwise inappropriate data files or to communicate pornography, obscenity or otherwise inappropriate data files;
- Users shall practice “safe” computing in keeping computers free of viruses or other files dangerous to the integrity of the computer or network system;
- Users shall not take any action that would violate the copyright protections of any material, as further discussed below; and
- Users shall not use a computing system or network in a destructive or malicious manner.

Non-Instructional Use - Users shall not use a computing system or network for commercial or for-profit purposes, personal or private business, producing advertisements, or political lobbying.

Recreational Games - Users shall not use a computing system or network for recreational games unless expressly approved by a teacher or administrator.

Online Chat Use - Users shall not use a computing system or network for online messaging and shall not access online messaging platforms, including but not limited to, Google Hangouts, Gchat, Facebook Messenger, Slack, and the like.

Copyright –

- Users shall not copyrighted software without the written permission of the publisher;
- Users shall not copy documents or files without the written permission of the author;
- Users shall cite references for all data accessed via computing systems or networks;
- Illegal installation of copyrighted software for use on computers is prohibited; and
- Users shall adhere to all laws and regulations governing copyrights.

Accountability – Users have the responsibility to monitor all of the materials they receive via the School’s technology systems to assure that they comply with responsible usage.

Inappropriate Use - A student’s use of the School’s network to bully, harass, or otherwise intimidate another student over social media, email, or otherwise will be grounds for suspension, expulsion, or if necessary, appropriate legal action.

Computer Misuse

Consequences of a violation of any of the User Responsibilities set forth above may include:

- Parents/guardians are contacted;
- Disciplinary action is imposed;
- Student/parent may be held financially responsible for computer technicians to undo tampering; and/or
- Student may be banned from the computer lab or have their Chromebook confiscated for a prescribed time or for the remainder of the school year.

No Expectation of Privacy

The School has the right to monitor, inspect, review, or retain any electronic communication sent or received over the School’s network. Students do not have an expectation of privacy while using the School’s network or technology.

1 to 1 TECHNOLOGY

Sonoran Schools provides an individually assigned Chromebook to all students in grades K-12. The purpose of ensuring 1 to 1 technology is to enable a student’s access to the benefits of technology as an educational tool. Excellence in education requires that technology be seamlessly integrated throughout the educational program and increasing access to technology is essential for the future. The daily use of a Chromebook is a way to empower students to learn at their full potential and prepare them for the real world of college and the workplace.

Annual, Recommended Technology Fee

This fee supports providing our students’ 1 to 1 access to technology. Payment of this fee is not required but this fee allows the School to recoup a portion of the costs associated with providing students with a Chromebook for their use during the school year. This fee is Arizona School Tax Credit eligible, which means you may claim it on your Arizona taxes. A waiver is available from the Principal and will be provided to any family who cannot or does not wish to pay the fee, regardless of the reason for non-payment. The fees are as follows:

- \$80 each student for the first two students in a family, \$0 for each subsequent student in a family.

- \$40 for the first two students in a family who qualify for free and reduced lunch (FRL), \$0 for each subsequent student in a family.

Receiving a Chromebook

Chromebooks are generally distributed at the beginning of each school year.

At all Sonoran Schools, each student in grades K-12 is individually assigned a Chromebook, for the school year, and the Chromebook Acceptable Use Agreement applies to all individually assigned Chromebooks. Although students are assigned a Chromebook, the School is loaning the Chromebooks to the students for the school year or part of the school year that the student attends the School, and the School retains ownership of the Chromebooks.

Personal-Use Chromebook Check-out

Prior to issuing a student a personal-use Chromebook, the condition of the Chromebook is recorded by a School staff member, along with the Chromebook's identification numbers. By accepting a personal-use Chromebook, the student and parent are agreeing to the Chromebook Acceptable Use Agreement, as stated below.

Personal-Use Chromebook Check-in

If a student transfers out of the School during the school year, the Chromebook must be returned on or before the student's last day of attendance at the School.

Personal-use Chromebooks are generally required to be returned to the School during the final week of the school year so they can be checked for serviceability.

Upon the student returning the personal-use Chromebook to the School, a staff member will inspect the condition of the Chromebook against the condition recorded when the Chromebook was issued. The student/parent is responsible for any damage that has occurred to the Chromebook since being issued to the student.

Chromebook Parent/Guardian Responsibilities

- Talk to your child about values and the standards that your child should follow on the use of the Internet just as you do on the use of all media information sources such as television, telephones, movies, and radio.
- Parents should establish ground rules for Chromebook use outside of the school day.
- For younger students, parents are responsible for helping their child comply with the student responsibilities.
- In the same manner as parents are responsible for damage caused by their child to school textbooks or property, parents are responsible for damage caused by their child to his/her personal-use Chromebook.

Chromebook Student Responsibilities

- Comply with all of the requirements of the Chromebook Acceptable Use Agreement.
- Do not remove your Chromebook from its case.
- Contact an administrator about any security problems encountered.
- Monitor all activity on your account.
- Secure the Chromebook after you are done working to protect your work and information.
- Notify a School staff member in the event you receive correspondence containing inappropriate or abusive language or if the subject matter is questionable.
- Ensure your Chromebook battery is fully charged and ready for school each day.

Chromebook Damage Fees

The fee schedule for damage/repairs is currently as follows, but may be updated during the school year:

BROKEN SCREEN	\$40	MISSING OR DAMAGED CHARGER	\$20
BROKEN PORTS	\$200	DAMAGED TOUCHPAD	Up to \$125
BROKEN FRAME	Up to \$125	OTHER DAMAGES NOT LISTED	TBD by admin

Chromebook School Responsibilities

- Provide internet access at School.
- Provide Google accounts to students.
- Provide internet filtering and monitoring.
- Provide Google drive data storage.
- Provide staff guidance in helping students integrate technology into their learning and help assure student compliance with the Chromebook Acceptable Use Agreement.

CHROMEBOOK ACCEPTABLE USE AGREEMENT

Read this Agreement carefully and make certain that you understand all of your responsibilities for the Chromebook and all of the rules for your possession and use of it.

You do not own the Chromebook. The Chromebook is the property of Sonoran Schools. Using the Chromebook is a privilege and not a right. In order to be entitled to keep and use your Chromebook while you are a Sonoran Schools student, you must follow these rules and the Sonoran Schools' Computer Use and Electronic Devices policies and procedures, which are contained in the Student Handbook. **If you do not, you will be required to return the Chromebook to the School immediately.**

- Keep the Chromebook in good working and good physical condition. Do not change or damage any portion of the computer, including the cover. This includes putting stickers or decals directly on any part of the inside or outside of the Chromebook. The Chromebook must be returned to the School in the same condition that it was in when you received it.
- If your Chromebook is lost, stolen or damaged, you must report the issue to Sonoran Schools immediately. You should not attempt to repair the Chromebook.
- You cannot download, upload, store, view, receive, send, or use as a background or screensaver image any material that violates any federal or state law or Sonoran Schools' policies. This includes confidential information, copyrighted material, threatening material, obscene/pornographic material, computer viruses, harassing messages or material, or offensive, insensitive, or unsuitable material. Offensive, insensitive, or unsuitable material is the presence of guns, weapons, ammunition, inappropriate language, alcohol or drug images or content, gang related symbols, and pictures of anything else determined to be inappropriate by Sonoran Schools. **Even if you are allowed to access these materials at home or on another computer, because the Chromebook is the School's property, the School has the right to set the rules for the Chromebook's use, and you agree to observe these rules when you use the Chromebook.**
- If you attempt to alter data or the configuration of a device, to damage the files or components of any computer or network, or to gain unauthorized access to the computer files or network of any person or entity (to hack another person or entity's computer or network), including other students or Sonoran Schools' employees, you will be subject to discipline by the School for vandalism and

violation of others' privacy rights and any other applicable provisions of the law or the Student Code of Conduct. This is true whether your attempts are successful or not.

- You must comply with all trademark and copyright laws, including provisions of the Digital Millennium Copyright Act, and all license agreements. If you have questions about whether you are inappropriately using copyrighted materials, you should ask your teacher for guidance.
- If Sonoran Schools believes that you have or may have violated any law, it will notify and cooperate fully with law enforcement.
- You are not allowed to loan your Chromebook to anyone else, including your siblings or other family members. The Chromebook is to be used for school purposes only, not for other family members' or friends' work.
- Your use of the Chromebook is not private, and Sonoran Schools may monitor your use of the computer and its computer network while you are at school. Because the computer is the School's property, the School can inspect it – including seeing all of your use history, whether you were at school or not – at any time and without notice.
- You may not take pictures or record videos or audio on campus of teachers, administrators, staff or other students without permission from the individual(s) being recorded or the administration's prior approval. Unauthorized recording is a violation of the code of conduct and will result in disciplinary action and potential referral to law enforcement.
- You may not wipe the hard drive or delete any information contained on the Chromebook before returning the Chromebook to Sonoran Schools unless the School gives you specific permission to do so.
- If the Chromebook is password protected when your return it to Sonoran Schools, you must provide the password to the School. If you do not, you will be responsible for the cost of repairing the computer so it can be used by someone else.
- You must use the Chromebook in a responsible and ethical manner and in ways that are appropriate for your education.

USE OF STUDENT WORK AND/OR LIKENESSES

Students may be interviewed, photographed or audio or videotaped by the School and/or Sonoran Schools, and such materials, including students' likenesses, may be used for promotional purposes in parent communications, promotional materials, press releases, on their websites, or on social media. The School and/or Sonoran Schools may also seek to display, present, or publish student work product in its buildings or on social media. The School and Sonoran Schools will not pay or provide any type of remuneration to families or students for the use of a student's likeness or work product for the promotional purposes described above.

The School may also submit student work, photographs, or audio or video recordings of students to third parties for educational purposes, including for grant submissions, contest submissions or other contests or applications that are related to the School's educational mission.

You may deny permission for the School and Sonoran Schools to use your child's likeness and/or work product for the promotional purposes described above by completing a Promotional Media Opt-Out form, which is available from the School Office. The Opt-Out form is valid only for one school year and therefore, even if you have opted-out in previous years, you will need to submit a new form each school year to confirm your wishes. The Opt-Out form does not automatically include the School's yearbook in your refusal. If you wish to ensure your child is not included in the yearbook, there is a specific box for you to check on the Opt-Out form.

The Opt-Out form applies only to the promotional use of your child's likeness or work product. The School and/or Sonoran Schools may live-stream, video record, or photograph major school events, such as picnics or end-of-year and graduation ceremonies, and your child's likeness may be captured and broadcast or published in some way at such events, including posting to social media or being included in a group event photo in the yearbook. By allowing your child to attend such an event, you consent to the potential recording and broadcasting of your child's likeness at the event. The Opt-Out form also does not apply to the School's use of your child's likeness or work product for the educational purposes set forth above.

B.ACADEMICS

ADVISORY STATEMENT RE COVID-19

Should it be necessary to provide instructional model options, the School will timely provide detailed information on instructional model choices to families, so that families can make an informed choice about the model that works best for them.

GENERAL ACADEMIC POLICIES AND INFORMATION

ACADEMIC PLACEMENT OF STUDENTS

It is the philosophy of all Sonoran Schools that all students should be placed in instructional programs in which they can learn and achieve academically. Given positive motivation and appropriate instruction, students will progress satisfactorily throughout their entire school program. Therefore, students are placed according to age, grade, and ability level and encouraged to achieve in all areas of the curriculum. If parents do not agree with the placement decision, they may indicate their disagreement in writing to the school administrators, for review and a final decision.

Should the class placement of a pupil result in a marked deviation from the average age of classmates or present other unusual problems or circumstances, the child's teachers and the administration will review it, make a recommendation, and submit a request for approval to the Chief Academic Officer of Sonoran Schools.

Final decisions regarding disputed placements rests solely with Sonoran Schools, and parents will be notified about the decision.

ACADEMIC INTEGRITY

Assessments, including assignments, quizzes, and tests, are a critical part of any academic program. They offer important information about the student's progress toward subject mastery. This information is only helpful if it is accurate. Accuracy can only be determined if the assessment represents the student's work and is only his or her work. If a student does not complete his or her own work, shares work with others on unit tests and/or final exams, or plagiarizes any assignments or tests, he or she will face disciplinary consequences. The School will not tolerate cheating or plagiarism.

To ensure that a student's work is his or her own in online instructional or testing settings, the additional policies set forth below apply. Unless otherwise instructed by the teacher or by a specific assessment, the student is expected to honor the following principles while taking assessments. Only by honoring these principles can the student assure both academic and personal integrity:

1. The student and the student alone will take the assessment independent of any outside assistance.
2. The student will not copy or redistribute any part of the assessment in any way (electronically, verbally, or on paper).
3. The student will treat the assessment as "closed book," meaning that they may not use any textbooks, references, or other materials (printed or electronic) during the assessment unless the teacher or the

specific assessment otherwise instructs (for example, the student is specifically told to refer to certain pages in a book as part of the assessment).

4. The student will treat the assessment as “single browser” – during the assessment the student may not log in a second time to their course or open their course or related materials on another browser on another computer.
5. The student will not confer with other students, family members, or acquaintances, either in person or through electronic communication, during the assessment.

ACCELERATED MATH POLICY (GRADES K-8)

A distinctive difference of Sonoran Schools is that we offer our students a mathematics instructional program tailored to their ability level, which may or may not correspond to their grade level. We are proud to offer our accelerated students the opportunity to take advanced math courses to meet their needs. Students who are taking a math course which is above the on-grade-level math course will be expected to earn a **C or higher** in order to advance to the next course in the sequence, otherwise the student will have to repeat the class. This does not affect their promotion to the next grade, just their math level promotion.

ASSESSMENT TO MONITOR AND EVALUATE STUDENT PROGRESS

Sonoran Schools uses a comprehensive and balanced assessment system intended to inform teachers and learners of progress toward mastery of grade level content standards. Recognizing that individual assessments are a snapshot of student performance, a wide variety of ongoing, embedded, and frequent assessments provides a robust measure of students’ learning. A balanced assessment system incorporates four broad types of assessments:

1. Diagnostic
2. Formative
3. Interim Benchmark
4. Summative

Diagnostic Assessments

Diagnostic assessments are pretests. They serve as a barometer for how much pre-loaded information a student has about a topic. This helps to inform the teacher’s lesson planning, learning objectives, instructional groupings, and identification of areas that may need more or less instructional time.

Formative Assessments

Formative assessment refers to a low-stakes assessment that does not normally contribute towards a student’s final grade. These assessments are used to provide ongoing feedback to both teachers and students, and students’ feedback on these assessments is used to improve their learning. Teachers can then improve their teaching while students can improve their learning based on their achievement.

Interim Benchmark Assessments

Interim benchmark assessments are designed to assess both the curriculum content taught and mastery of state standards, and they produce data regarding individual and collective student performance, while facilitating the evaluation of the effectiveness of teaching practices, programs and initiatives. The benchmarks are *comprehensive* assessments correlated to Sonoran Schools’ curriculum pacing calendars and are administered four times per year (quarterly) in the areas of English Language Arts, Mathematics, Science and Social Studies.

Summative Assessments

Summative assessments document how much information was retained at the end of a designated period of learning (e.g., unit, semester, or school year). In the tech-enhanced classroom, summative assessments can take the shape of multi-media presentations, group projects, creative writing, plays or other hands-on projects that demonstrate a mastery of the material. Scores on summative assessments are calculated into the students' final grade.

Students' final grades are earned by earning scores on formative assessments (in some cases), interim benchmark assessments, and summative assessments in the form of homework, tests, quizzes, projects, and classwork. The following weights are used in calculating the final grade in middle and high school courses:

- Homework: 10%
- Quizzes: 20%
- Classwork: 20%
- Projects: 20%
- Tests: 30%

EXTRA-CURRICULAR ACTIVITIES AND TUTORING

Please note that during the school year, the availability and schedule of in-person extracurricular activities and tutoring may be impacted by COVID-19. The School will keep families informed of participation requirements and any changes to availability of programs.

There is no better way for students to enrich their education than by taking part in clubs and after-school activities with a teacher. Each teacher offers a club once a week after school, as well as one day of tutoring. Clubs and Tutoring Schedules are subject to change and may not run the full length of the school year. The School's Club List and Tutoring Schedule will be announced at the beginning of the semester/school year.

Before registering for an after-school club, students and their parent/guardian should check the Club Catalogue and discuss club fees, competition fees, and competition dates with the instructor. The majority of clubs require a registration fee and/or student contributions for field trips and competitions. Students must also understand that each activity requires commitment and responsibility. Involvement in multiple activities requires a student to manage his/her time wisely and actively communicate with the teacher of each activity when scheduling conflicts may occur.

Students may attend tutoring as necessary to catch up on work or receive extra assistance. The teacher, student and/or parent can initiate tutoring. Students who come to tutoring must come prepared with pencils, books, papers, and any class work necessary.

All students who stay after school to attend academic clubs or participate in other activities, including tutoring, must follow the following rules:

- Students must register to become an official member of an after-school club signing up with a club sponsor. Students must be with a teacher or other responsible staff member at all times.
- Parents must arrange for student transportation to arrive promptly at the end of the activity.
- Students must abide by the School's Code of Conduct while participating in the activity.
- It is the student's responsibility to check in with the supervising teacher or staff person – teachers and staff are not responsible to find students who do not report to the activity.

Students participating in after-school clubs, other activities, or tutoring assume their own risks in participation. The coordinators of such activities, instructors, and the School are not liable for personal injuries of any kind that may be suffered during participation.

Note: Students will not be allowed in any room/gym without adult supervision.

FIELD TRIPS

Please note that during the school year, the availability and schedule of in-person field trips may be impacted by COVID-19. The School will keep families appropriately informed.

Field trips offer exciting ways to learn. Students will have the opportunity to go on field trips throughout the school year. In order to participate in a field trip, students must return the Field Trip Permission Form to the School, signed by their parent/guardian, by the date specified. For your child's safety, no phone calls can be accepted as permission to attend a field trip.

Although field trips are an integral part of the class curriculum, students may not be allowed to go on an off-campus event if they have not shown responsible behavior during the school session and are not in good behavior status. For more detailed information, please review the Conduct & Discipline section of this handbook.

GRADE REPORTING

Parents are notified four times a year when the grading period has been closed and grade reports are available:

- End of quarter 1
- End of semester 1/quarter 2
- End of quarter 3
- End of school year

The grades that are recorded in a student's permanent record are the end of semester 1 and final (end of school year) grades, with quarter 1 and quarter 3 grades serving as a "mid-semester grade," allowing parents to see their student's progress. In addition to grade reports, progress reports are posted halfway through each quarter so that parents and students are kept informed of grade status.

Report cards are sent home at the end of semester 1 and at the end of the school year. Parents who wish to receive a printed report card for quarter 1 or quarter 3 may ask for one in the School office.

Parents can always access their student's academic record, at any time, through Infinite Campus, our Student Information System, at: <https://sonoranschools.infinitecampus.org/campus/portal/sonoran.jsp>. Personal access information is given to parents and the student when the student first joins the School. Information regarding how parents can register for Infinite Campus is provided earlier in this Handbook.

Parents are encouraged to check their child's attendance and academic progress regularly. Students are also encouraged to regularly track grades, assignments, and homework. If you need help with registering for or logging onto Infinite Campus, please contact the School office. A designated computer is also available in the School Office for parent use.

HOMEWORK

Homework is a valuable and necessary application and extension of classroom experiences that specifically addresses the objectives of the instructional program. The effectiveness of homework is dependent upon positive understanding and communication between the School, the student, and the home.

Homework at the middle school and high school levels is considered a necessary part of the learning process and a legitimate requirement on the out-of-class time of students. Students involved in advanced academic courses can expect, by the nature of their programs, a greater requirement for out-of-class time for homework assignments.

INCOMPLETE ASSIGNMENT GRADING POLICY

An “Incomplete” or “I” grade may be given to students who do not complete coursework due to extenuating circumstances that are beyond their control. When a student earns an Incomplete, it will be reflected in the computation of his/her new GPA as a zero until it is resolved or becomes an “F,” as indicated below.

To resolve an Incomplete, the student must make arrangements with the teacher to complete the missing work. That work must be completed during the first three weeks directly following the end of the course unless a different deadline is established by the teacher. An Incomplete not resolved by the beginning of the next school year will be recorded on the student transcript as an “F.” Students in grades K-2 will receive an “unsatisfactory” on their report card instead of an “F.”

MAKE UP WORK DUE TO ABSENCE

All students are accountable to complete work they miss while absent, whether the absence is excused or unexcused.

It is the student’s or, where appropriate, parent/guardian’s responsibility, to collect assignments missed due to an excused absence directly from the teacher(s). For an anticipated absence, students should notify teachers at least one week in advance, requesting the work that will be missed.

For any unexcused absence, students may find their grades adversely affected. Students are required to do make-up work. Teachers explain and provide their classroom policies, including their policy on make-up work due to an unexcused absence, at the beginning of the school year.

MOVIE VIEWING POLICY

Sonoran Schools allows videos, movies, and other digital media (“Films”) as rated by the Motion Picture Association of America (MPAA), as follows:

Rating: “G”	May be shown at any grade level. Approval of parent/guardian is not required.
Rating: “PG”	May be shown at grades 9-12. Approval of parent/guardian is not required. For grades 6-8, approval of parent/guardian required. May not be shown at grades K-5.
Rating: “PG-13”	May be shown at grades 7-12. Approval of parent/guardian required. May not be shown at grades K-6.

Rating: “R” May be shown at grades 9-12, subject to the caveats provided below. Approval of parent/guardian required. No full-length R-rated movies may be shown; however, upon the Principal’s preview and approval, instructionally-relevant and appropriate clips from R-rated movies may be shown.
May not be shown at grades K-8.

Rating: “NC17” and “X” Movies/videos with these ratings are not permitted for any grade level.

For those movies that require advance approval of a student’s parent/guardian, the School will send home Movie Viewing Permission Slips for parents/guardians to complete. Where parental permission is needed, only those students whose parents/guardians give approval may view the movie. If the parent/guardian does not approve of the student viewing the movie, the student will be moved to another room for the duration of the viewing and assigned an alternative, educationally-relevant assignment on that same learning objective.

PARENT REVIEW OF INSTRUCTIONAL MATERIALS AND ACTIVITIES

A parent/guardian has the right to review any of their child’s learning materials, such as books, or activities in advance. To do so, the parent/guardian must inform the teacher in writing that they would like to review a specific material or activity and provide the teacher with as much advance notice as possible. If, after review, the parent/guardian believes that the material or activity is harmful, the parent/guardian may request in writing to withdraw their child from exposure to the material or activity and request an alternative assignment. Such request shall be made to the child’s teacher who has assigned the material or activity as part of their class.

PHYSICAL EDUCATION POLICY

Please note that during the school year, regular P.E. courses may be replaced with alternative lesson plans that limit contact and the sharing of supplies due to COVID-19.

Information regarding this School’s dress-out policy is located in the Uniform and Dress Code section of this handbook.

All students must participate in P.E. A note from a parent citing injury or illness may excuse a student for up to one week’s absence from class or participation in P.E. activities. Any absence of more than one week must be excused by a written note from a physician. When excused from P.E. for physical reasons, a student must still follow the School’s dress-out policy and attend class. It is the student’s responsibility to make up all missed work. Not following the School’s dress-out policy or participating in P.E. activities may affect a student’s grade.

High school students who participate in team sports or a long-term sports activity outside of school may qualify for a 0.5 or 1.0 PE credit. If the student is applying for credit for a team membership on a School team, the student needs to obtain written, signed documentation from the Athletic Director and present it to the College Counselor for consideration. If a student is applying for credit for a sports activity conducted elsewhere, the student needs to provide written, signed documentation from the Director of that activity, stating how many years the student has participated in this activity, how many months of each year the activity is conducted, and how many hours a week a student participates.

Any request for PE credit is assessed by the College Counselor and may be awarded no credit, a 0.5 credit, or one full credit.

In any PE class or athletic activity, participants assume their own risk in participation. The coordinators of after-school and/or Saturday school activities, instructors, coaches and the School are not liable for personal injuries of any kind that may be suffered during participation.

PROMOTION POLICY FOR GRADES K-8

While promotion of students annually is desirable, it is the policy of Sonoran Schools that, under certain circumstances, retention must be considered for some students. The final recommendation to retain a student is made by the teacher(s), in consultation with the Principal and other relevant staff members.

Retention Criteria for Grades K-8 include Achievement, Attendance, and Social and Emotional Considerations.

Achievement: Students must demonstrate accomplishment of the standards in English Language Arts (ELA: reading and writing), Mathematics, Science and Social Studies adopted by the Arizona State Board of Education. The minimum requirement for reassignment to the next grade level is a D or higher for the final grade in ALL four core academic subjects (ELA, Mathematics, Science and Social Studies). Students who fail a core academic subject must pass that subject in summer school in order to be promoted to a higher grade level. Reassignment to a higher grade level is not an option for students who do not meet this minimum standard except for the following situations:

- Seventh grade students who will be 15 years old during the upcoming school year and/or will have attended grades seven and eight for three years will be reassigned to the 9th grade.
- Students who will be 16 years old during the upcoming school year and/or will have attended grades seven and eight for three years will be reassigned to the high school.

Attendance: The minimum attendance standard for all Sonoran Schools is 90% of the days of the school year per A.R.S. § 15-803. Extenuating circumstances will be considered on an individual basis. Students who are absent 10% of the school year, or 18 days, *may* be retained. **Attendance issues may not be the sole criterion for retention.**

Social & Emotional Considerations: The student's academic achievement level and cognitive ability are important, but physical and social characteristics are also determining factors in a decision to retain a student.

Additional information about the reading skills required for students to be promoted from the third grade are set forth below, as required by A.R.S. § 15-701.

STATE STANDARDIZED TESTS

Students in Grades 3 through 8 and Grade 10 will take Arizona's Academic Standards Assessment (AASA), which is currently AzM2.

Students in Grades 11 will take the ACT.

Students in Grades 5, 8, and 11 will still take the AzSci Science Assessment and the MSAA Science Alternative Assessment.

Students in Grade 9 will take the ACT Aspire Assessment.

Student participation in state testing is an essential part of the School's educational program and is not optional. Parents may not opt their children out of state testing. Students are expected to be in attendance on all state testing days.

TEXTBOOKS AND SUPPLIES

The School may provide students with textbooks. Each student is responsible for the condition of the textbook issued to him or her. Each student should take care to see that these books are not lost, loaned, stolen, damaged, or defaced. Textbooks are not to be written in. When a student receives a textbook, they must check to make sure there is no damage. Parents are responsible for the cost of repairing books that are returned damaged, as determined by the School, or for the cost of replacing books that are not returned or are damaged beyond reasonable use, as determined by the School.

Student workbooks may be provided for students to use and write in. It will be the student's responsibility to make sure these are not destroyed or lost. The parent may be responsible for replacement costs of these materials.

ELEMENTARY SCHOOL GRADING POLICIES

GRADING SCALE GRADES K-2

Students in kindergarten through 2nd grade do not receive letter grades. Parents receive regular reports that indicate whether their student is achieving at exemplary, satisfactory, area of concern, or unsatisfactory, which may lead to being retained. The following scale will be used to determine these classifications:

- (E) Exemplary 90 - 100
- (S) Satisfactory 75 - 89
- (AC) Area of Concern 65 - 74
- (U) Unsatisfactory 0 - 64

GRADING SCALE GRADES 3-5

This is the standard grading scale for Sonoran Schools:

Letter Grade	Percent	Grade Points
A+	98 – 100	4
A	90 - 97	4
B+	87 – 89	3.3
B	80 -86	3
C+	77-79	2.3
C	70-76	2
D	60-69	1
F	<60	0

MOVE ON WHEN READING (MOWR)

With some exceptions, Arizona's Move on When Reading laws require that a student not be promoted to 4th grade unless they can demonstrate sufficient reading skills. Based on the law, students who cannot pass the reading portion of state standardized tests in 3rd grade may have to repeat the grade. The School will notify

parents of students in grades K-3 if their child is scoring well below grade level on assessments during the school year and is at risk of being retained in 3rd grade. That notice will provide additional information to parents, as required by law, including information regarding reading intervention and parental strategies to assist their child.

MIDDLE SCHOOL GRADING POLICIES

ELECTIVE CREDIT AND ACCELERATED MATH POLICY

Middle school students who successfully complete high school level math classes, such as Algebra 1, will receive math credit toward high school graduation. Nevertheless, high school students are strongly encouraged to take more advanced math classes every year, as our curriculum is designed to accelerate students into college level math while enrolled in high school.

At schools that offer high school level foreign language classes to middle school students, students who successfully complete a high school foreign language class may request to take the appropriate proficiency test at the end of the school year to demonstrate mastery of the subject and earn high school credit. A passing grade of 70% or better is required to earn foreign language credit.

Accelerated Math Policy

A distinctive difference of Sonoran Schools is that we offer our students a mathematics instructional program tailored to their ability level, not at their grade level. We are proud to offer our accelerated students the opportunity to take advanced math courses to meet their needs. Students who are taking a math course which is above the on-grade-level math course will be expected to earn a **C or higher** in order to advance to the next course in the sequence, otherwise the student will have to repeat the class. This does not affect their promotion to the next grade, just their math level promotion.

CIVICS TEST

In order to graduate from high school, students must pass a civics test that is identical to the civics portion of the U.S. Citizenship and Immigration Services test. Students in 7th and 8th grades may take the test, but are not required to do so, and must answer at least 70 of the 100 questions correctly. If students pass the test, they will not be required to take the test in High School. As indicated below, High School students will have ample opportunities to retake the test until a passing score is achieved.

MIDDLE SCHOOL GRADING SCALE

Letter Grade	Percent	Grade Points
A+	98 – 100	4
A	90 - 97	4
B+	87 – 89	3.3
B	80 -86	3
C+	77-79	2.3

C	70-76	2
D	60-69	1
F	<60	0

HIGH SCHOOL GRADING POLICIES

ADD/DROP DATES

Students have one week after the start of a course to request a change of course. Honoring a student request is dependent on schedule availability and space in a class.

After the one-week add/drop period, students cannot drop or withdraw from a course, except under extenuating circumstances. If, during the school year, such a circumstance occurs, the student/parent may submit a written request to the Chief Academic Officer of Sonoran Schools, using the form available from the College Counselor. The School’s decision regarding a request to withdraw after the add/drop period is final.

AP COURSE POLICY

The purpose of the AP (Advanced Placement) program is to expose students to college-level courses while in high school. Data clearly show that students who take AP material in high school perform better in college than their peers who did not take AP material. Students receiving a grade of “A” or “B” in AP courses are highly encouraged to take the corresponding AP exam in May; taking the AP exam is required to potentially earn college credit. AP exams are scored out of 5; test scores of 3 or higher may earn a student future college credit. Families that are unable to pay the AP testing fees may apply for a limited scholarship offered by the School. Students taking AP tests may be exempt from taking the end-of-year final exam.

CARDIOPULMONARY RESUCITATION (CPR) GRADUATION REQUIREMENT

All public schools are required to provide students with at least one training session in CPR during the student’s high school career. Sonoran Schools has chosen to achieve the CPR training requirement as part of the high school Physical Education class.

A student shall be excused from this instruction in CPR if:

- The student’s parent requests the student be excused;
- The student provides written documentation that the student has previously received training in or is currently certified in cardiopulmonary resuscitation; or
- If the student is a child with a disability as defined in A.R.S. § 15-731 and the student's individualized education program team makes a determination to excuse the student from the instruction.

CIVICS TEST

High School students must pass a civics test that is identical to the civics portion of the U.S. Citizenship and Immigration Services test. Students at Sonoran Schools will be assessed, beginning in 9th grade, and will have ample opportunities to retake the test until a passing score is achieved.

CLASS TRANSFERS AND TRANSFER CREDIT

High School students who transfer into the School may not receive credit for all previous course work. The School reserves the right not to provide credit for a class in which the student received a grade of “D” (60%) or below. Each student’s transcript will be evaluated individually. Credits will be given based on the level of course work already completed. Courses that are not comparable in content to high school credit courses at this School may only be accepted for elective credit. The School will not provide credit – either core credit or elective credit – for online courses taken at private schools.

Incoming students must have completed the prerequisite courses, or their equivalent, in order to take classes at the School. High School students cannot transfer mid-semester into the School’s high school courses unless they were taking the same course of comparable content at their previous school.

DIPLOMA TRACKS & DISTINCTIONS

The School offers a tiered diploma track. Students may choose to pursue the higher tracks; the regular track is the minimum requirement for graduation. There is no need to sign up for a specific track. Students simply need to ensure they are taking the appropriate classes for the diploma they wish to achieve and should plan their courses accordingly. The purpose of the tiered diploma track is to encourage students to continually challenge themselves with rigorous courses so that they graduate well-prepared for success in college.

Courses taken at a university or community college will only count toward fulfillment of the AP/Dual Enrollment requirements if they are approved in advance by the College Counselor/School Administrator. This is because some college courses are remedial high school courses and not true college-level courses.

Diploma Tracks and Minimum Requirements

Requirements	Regular Diploma	STEM Distinction	Honors Diploma	Golden Honors Diploma
Mathematics	4	5	4	4
English	4	4	4	4
Sciences	3	4	4	4
Social Studies	3	3	3	3
World Language (includes ASL)	2	2	3 (in same language)	3 (in same language)
Technology/Engineering	2	3	2	2
Fine Arts	1	1	1	1
PE	1	1	1	1
Senior STEM Capstone	0	1	0	0
Electives	2	0	2	2
Total Number of Credits	22	24	24	24
GPA Requirement	N/A	3.0 (STEM Courses)	3.50	4.00
Community Service Hours	20	20	40	60

Approved Dual-Enrollment/AP Classes Needed	None	None	3	5
AP Exams with score 3 or higher and/or Dual Enrollment Classes with a B or higher	None	None	1 (By the end of 11 th Grade)	3 (By the end of 11 th Grade)
STEM Club Participation	None	3 years	None	None
STEM Professional Career Shadowing	None	1 day	None	None

STEM Distinction and Minimum Requirements

In addition to the tiered diploma tracks, there is an option for students to receive a STEM Distinction on their diploma. Students must meet all of the requirements for their diploma track they desire, in addition to the requirements of the STEM Distinction. For example, a student can be awarded an Honors Diploma with STEM Distinction if both requirements have been met. For the STEM Distinction, the following requirements must be met, and the STEM Distinction Completion Form must be completed and given to the student's college counselor prior to graduation.

- Science courses (4 credits)
 - Choose 1 physics, 1 biology, and 1 chemistry course.
 - Choose one additional science course.
- Math courses (5 credits)
 - Algebra 1, Geometry, Algebra 2, Pre-Calculus, and Calculus or above.
- Engineering/Technology (3 credits)
 - At least one must be an engineering or coding course.
- Senior STEM Capstone (1 credit)
- STEM GPA of 3.0 or above (GPA of STEM courses on a 4.0 scale)
- Evidence of 3 equivalent years of STEM extra-curricular participation during HS
 - E.g. Robotics, Science Officer/CSO, Science Olympiad, etc.
 - Coaching younger students as a mentor of a STEM club also counts.
- Shadow a professional in a STEM career field for one day.
 - Choice of career must be in alignment with one of the ISEF STEM categories. Please consult with your College Counselor in advance to ensure your shadowing will count toward this requirement.

Students should be in communication with their college counselor annually to ensure they are meeting these requirements if they desire a STEM Distinction.

GPA POLICIES/COURSE CLASSIFICATIONS

All courses offered by the School are classified in two groups. The grading scales for each type of courses are set forth below.

1. Dual Enrollment/Advanced Placement/Honors courses (weighted scale*)
2. Regular academic courses (non-weighted scale*)

As indicated above, community college or university courses must be reviewed and approved by the Chief Academic Officer before credit is granted toward graduation.

Weighted Scale Policy

College/Advanced Placement/Honors courses will be given weighted credits. Only college classes listed in the School's *approved list* will be given weighted credits unless written approval is given prior to taking the course.

HIGH SCHOOL GRADING SCALES

High School Non-Weighted Scale

Letter Grade	Percent	Grade Points
A+	98 – 100	4
A	90 - 97	4
B+	87 – 89	3.3
B	80 -86	3
C+	77-79	2.3
C	70-76	2
D	60-69	1
F	<60	0

High School Weighted Scale

Letter Grade	Percent	Grade Points
A+	98 – 100	5
A	90 - 97	5
B+	87 – 89	4
B	80 -86	4
C+	77-79	3
C	70-76	3
D	60-69	1
F	<60	0

All classes at the School follow these standard scales for assigning letter grades for quarter and semester work. Individual teachers will establish the grading policies and procedures for their classes. Each teacher will give written grading policies to students the first day of school. All high school classes are semester-based, and students will earn a 0.5 credit for each course passed in a semester.

MINIMUM GRADUATION REQUIREMENTS

Credit for Math and Foreign Language Courses

As explained above, middle school students who successfully complete high school level math classes will receive math credit toward high school graduation. Middle School students who successfully complete a high school foreign language class may request to take the appropriate proficiency test at the end of the school year to demonstrate mastery of the subject and earn high school credit. More information about these credit policies is provided in “Middle School Grading Policies,” above.

Community Service Hours

In accordance with the School's policy of graduating students who actively contribute to their community, graduating students must have a minimum of 20 hours of volunteer service. Volunteer activities should be logged on forms that are available in the office. An adult signature will be required each time a volunteer activity is performed. Forms should be returned to the college counselor to be logged in the student's record.

Demonstrating Competency

Graduation requirements may be met as follows:

- A. By successful completion of subject area course requirements.
- B. By demonstrating competency in a subject area in lieu of classroom time, in such manner as may be determined by the School.
- C. By earning/passing appropriate courses at the community college or university level if the courses are determined to meet the standards and criteria established by the School and in accordance with A.R.S. § 15-701.01.

A student wishing to demonstrate competency in lieu of classroom time shall contact the College Counselor to obtain information regarding the required mechanism.

Regular Education

Students must obtain a minimum of 22 units of credit in order to graduate. Listed below are the units that must be completed before a student may receive a high school diploma. Each student shall demonstrate competency of the academic standards adopted by the State Board of Education in the areas of reading, writing, science, social studies, and mathematics and pass each section of the required competency test.

Students must earn the following number of credits in each subject area in order to graduate:

- Mathematics* 4
- English** 4
- Science*** 3
- Social Studies**** 3
- World Language 2
- Technology/Engineering 2
- Fine Arts 1
- PE 1

*Mathematics credits earned must include the subject content of Algebra I, Geometry, Algebra II, and another course of significant math content. In lieu of Algebra II or its equivalent course content, a student may request a personal curriculum in mathematics pursuant to A.A.C. R7-2-302.03.

** Four credits of English or English as a Second Language, which shall include but not be limited to the following: grammar, writing, and reading skills, advanced grammar, composition, American literature, advanced composition, research methods and skills and literature. One-half credit of the English requirement shall include the principles of speech and debate but not be limited to those principles.

*** Three credits of science in preparation for proficiency at the high school level on the statewide assessment.

****Social studies credits earned must include one credit of American History, one credit of world history/geography, one-half credit of American government, and one-half credit of economics.

These graduation requirements are subject to change by the State Board of Education.

Special Education

Students who have an Individualized Education Program (IEP) are expected to fulfill the graduation requirements identified above in order to receive a high school diploma, unless otherwise determined on an individual basis and in accordance with the student's special education course of study and the student's IEP.

IEP teams will develop IEP goals to ensure that students with disabilities will accomplish academic standards appropriate to individual students' abilities in the subject areas of reading, writing, mathematics, science, and social studies.

A student with disability as defined by A.R.S. § 15-761 will not be required to pass competency tests in order to graduate UNLESS that student is learning at grade level in a specific academic area and the student's IEP requires a passing score on a competency test in a specific academic area(s). Reference to special education placement may be placed on the student's permanent file. A student with disability will also fulfill the components of the transition plan and measureable post-secondary goals, as established in the student's IEP,

prior to or simultaneous with the completion of academic credits.

NATIONAL CAREER READINESS CERTIFICATE (ACT WORK KEYS) POLICY

As a STEM-focused school, the School is determined to ensure that our students are prepared to enter the workforce with the skills that employers are demanding. ACT's National Career Readiness Certificate (NCRC) is a portable credential that demonstrates achievement and a certain level of workplace employability skills in Applied Mathematics, Locating Information, and Reading for Information. WorkKeys assessments measure “real world” skills that employers believe are critical to job success. Test questions are based on situations in the everyday work world. The ACT NCRC offers the efficient matching of talent with work, which helps people find great jobs, companies find skilled workers, and our nation's economy grow and prosper; therefore, the School strongly encourages all seniors to take each of the assessments prior to graduation. Students who score proficient on all three assessments will receive a National Career Readiness Certificate that is recognized by employers across the nation.

ACCESS TO EDUCATIONAL RECORDS FOR STUDENTS OVER 18

Under the Family Educational Rights and Privacy Act (FERPA), parents/guardians of a student who turns 18 years of age may not access the student’s education records because the parents’ rights transfer to the student. Such a student may grant a parent/guardian permission to access their education records by completing and returning the appropriate authorization form available in the School office.

PSAT/NMSQT POLICY

The School is dedicated to providing a comprehensive college preparatory program that facilitates students’ ambitions to pursue higher education at the nation’s top universities and colleges. As part of this process, students in grades 9 through 11 are required to take the PSAT/NMSQT – the Preliminary SAT/National Merit Scholarship Qualifying Test. This is a standardized test that provides firsthand practice for the SAT Reasoning Test™. It also gives students a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs.

The PSAT/NMSQT measures:

- Critical reading skills;
- Math problem-solving skills; and
- Writing skills

The most common reason for taking the PSAT/NMSQT is to receive feedback on students’ strengths and weaknesses on skills necessary for college study. Students can then focus their preparation on those areas that could most benefit from additional study or practice. The School also encourages middle school students to take the test. Students will be charged the price set by College Board (test maker). Each student is responsible for paying these expenses; however, low income families may qualify for a fee waiver. Parents should contact the School administration to request this fee waiver. Each case will be evaluated on an individual basis utilizing College Board criteria. PSAT testing will be administered at the School campus on the day and time designated by College Board. The date and time of the test will be communicated to the students and parents in advance.

SAT & ACT POLICY

As a college preparatory school, it is the goal of this School to ensure that all students graduate high school with the ability to go on to college. The SAT and ACT are standardized tests, recognized by almost all colleges in the United States. The college counseling department can advise a student on whether to take one test or both. The

college counseling department is also responsible for disbursing test fee waivers. Both the College Board, which administers the SAT, and the ACT organization have specific criteria for low-income families. If you think you may be eligible for a fee waiver, it is imperative that you contact the college counseling office before you register for a test. Utilizing a fee waiver for the SAT or SAT subject tests is also a requirement if you believe you may be eligible, and wish to pursue, college application fee waivers.

STANDARDIZED TESTS (PSAT, SAT, ACT) AND STUDENTS WITH DISABILITIES

Students with disabilities may qualify for accommodations on College Board or ACT exams. However, such accommodations are not automatic, even if the student qualifies for school testing accommodations in a Section 504 plan. **The School does not determine if a student is eligible for accommodations or what accommodation are appropriate for these standardized tests.** Instead, requests for accommodations must be approved by the Students with Services for Disabilities Coordinator at the College Board or the Testing Accommodations Coordinator at the ACT. If your student wishes to request accommodations on College Board (PSAT or SAT) or ACT exams, please contact the College Counselor or the Section 504 Coordinator for more information and assistance in seeking such accommodations.

C. CONDUCT AND DISCIPLINE

The School strives to help every student fulfill his or her intellectual, social, physical, and emotional potential. The School has been designed to create an orderly and distraction-free environment in which all students can learn effectively and pleasantly.

The School has a highly disciplined, tightly structured, calm and orderly atmosphere. Respect, courtesy, friendliness, and cheerfulness are dominant. To ensure this, teachers establish and teach both School and classroom rules. Consequences for inappropriate behavior are clearly spelled out and enforced.

Students are expected to treat all School employees with respect. While students have considerable latitude in making choices for themselves, they must respect the rights of all School employees and other students, and interference with those rights will not be tolerated. For example, students may not interfere with the efforts of instructional staff members to coordinate or assist in learning, to disseminate information to all students for purposes of learning, or to otherwise implement a learning program for the School and individual classrooms. Nor shall students interfere with the motivation to learn or the learning activities and efforts of other students. Finally, students shall not interfere with or disrupt any employee's work activities. These are just examples of behaviors that are prohibited. Additional information on prohibited student behaviors can be found below.

Sonoran Schools continues to implement The 11 Principles of Effective Character Education (<https://www.character.org/>) with the ultimate goal of achieving full implementation of all 11 principles. This program aligns fully with the Positive Behavior Intervention and Support (PBIS) program of this School. The School will be sharing information about this program throughout the year.

STUDENT BEHAVIOR POLICY

General Behavioral Expectations

The following are the General Behavioral Expectations for all students at all Sonoran Schools. Students are expected to conduct themselves in an honest, responsible, respectful, and mature manner and to refrain from any behavior that fails to comport with such general behavioral expectation, regardless of whether such behavior is referenced in a specific prohibition in this document. Consistent with this expectation, all students are required to:

- Conduct themselves in a courteous and respectful manner;
- Observe federal, state, and local laws and ordinances;
- Comply with the specific standards of behavior set forth below and elsewhere in this Handbook;
- Refrain from engaging in behavior that obstructs, disrupts, or interferes with any educational, administrative, disciplinary, or other activity sponsored or approved by the School;
- Refrain from any behavior that endangers or threatens the safety, or physical, mental, or emotional health of any person;
- Refrain from any behavior that inflicts, or threatens to inflict, damage on property of the School or a member of the School community.

Specific Prohibited Behaviors

The following are examples of specific student behaviors that are prohibited and that may result in disciplinary consequences. In addition, when warranted and/or required by law, certain of these behaviors may be reported to/referred to the appropriate law enforcement agency. This list of specific prohibited behaviors is not exclusive – additional behaviors that are not included on this list but that violate the School’s General Behavioral Expectations may result in disciplinary action and/or referral to law enforcement.

- Violation of Student Behavior Contract - Failure to abide by the stated conditions when on contract.
- Continued, repeated, or blatant violation of minor offenses.
- Gross Misbehavior - The act of deliberate or willful conduct designed to disrupt normal function of the class or activity under school sponsorship.
- Tobacco products, including vaping and e-cigarettes - Possession, use, or transfer of tobacco in any form.
- Pornography and Obscenity - Possessing or distributing pornographic or obscene materials in any form, including inappropriate magazines.
- “Ditching” class - skipping a class or classes without an approved excuse.
- Blatant disrespectful actions toward teachers, staff, or volunteers - This includes the willful disregard of corrective efforts by teachers, parent volunteers, administrators, secretaries, aides, lunchroom workers, and maintenance employees.
- Gang activity.
- Insubordination - The failure to respond to or carry out a reasonable request by any employee of the school or adult assigned to work in the school. These include teachers, substitute teachers, custodians, secretaries, lunchroom supervisors, parent volunteers, aides, etc.
- Falsifying Information - The act of fraudulently using the name of another person, or falsifying times, dates, grades, addresses, or other data on school forms.
- Loitering - No student shall be on or about school property, or in specifically restricted areas of a school building, at unauthorized times without the specific permission of a school authority.
- Gross Profanity / Obscenities - Students have the responsibility to exercise restraint in their written, spoken, and gestured communication. Obscene, crude, and sexually suggestive remarks that are offensive to the general standards of the school or community shall not be permitted. This includes remarks communicated through language, written word, gesture, drawing, or other display.
- Hazing - An exacting act of humiliation or harassment involving the imposition of physical or other requirements by one student or a group of students on another student or group of students.
- Teasing or harassment - Intentionally directing slurs or demeaning remarks toward others which reflect on their race, gender, religion, ethnic background, socio-economic background, sexual orientation, appearance, or abilities. Students may not behave in a way that mocks or insults another student or staff member. A person’s race, gender, ethnic heritage, culture, social status, intelligence, disability, religion, sexual orientation, or family are too personally sensitive to be the subject of “joking” or “fooling around.” Attempts to dismiss such behaviors by calling them “kidding” or “joking” will not diminish the seriousness of this kind of offense.
- Sexual Harassment - Sexual harassment is a serious offense and is not tolerated at this School. Sexual harassment includes all unwelcome sexual advances, requests for sexual favors and verbal or physical contacts of a sexual nature whenever submission to such conduct interferes with a student’s work performance or creates an intimidating, hostile or offensive school environment. Examples of particular behaviors that could be considered sexual harassment include touching, pulling at clothes, verbal comments, sexual name-calling, sexual rumors, too personal a conversation, blocking, gestures, and sexual jokes/cartoons/pictures. If a student feels sexually harassed or is a witness to behavior that might constitute sexual harassment, a report should be immediately made to a teacher or to the School’s Title

IX Coordinator, whose contact information is included at the front of this Handbook. The School will comply with its Title IX Policy in responding to any allegations of sexual harassment and in imposing disciplinary consequences when a formal Title IX complaint is filed.

- Fighting and the act of striking or threatening others.
- Intimidation, bullying (including cyber-bullying), threatening behavior - Students may not threaten to hurt or hurt any student or staff member. Any threat that involves a weapon or mention of a weapon or mention of physical harm to another person may be referred to police. Calling any of these behaviors “joking” or “fooling around” will not diminish the seriousness of the offense.
- Cheating/Plagiarism - using someone else’s words, work, and/or ideas and claiming them as their own. Plagiarism is defined as the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work.
- Going outside of campus boundaries during school hours.
- Interfering with other students’ participation in the required moment of silence at the beginning of each school day.

Violations of Local, State, or Federal Law

Student actions that violate local, state, and/or federal law will result in school discipline and will be reported to the appropriate law enforcement agency. These behaviors are defined by law, and even if the behavior does not meet the requirements for a violation of criminal law, the School may still impose disciplinary consequences for such behaviors. Examples of such violations include, but are not limited to the following:

- Physical Assault
- Verbal Assault
- Verbal or Physical Intimidation of a student or staff member
- Possession, use, sale, or distribution of drugs, imitation drugs, drug paraphernalia or alcoholic beverages, except if the drug is a prescription medication for which the student has a current, valid prescription, provided that the medication has been taken in strict accordance with the prescription
- Possessing or Using Weapons or Explosives, including possessing or using pop-its, smoke bombs, firecrackers, or other types of explosives
- Theft
- Threats, including false bomb threats or fire calls
- Vandalism
- Unlawful Presence/Trespassing
- Other behavior defined as illegal by local, state or federal law, including actions and conduct that interferes with the educational process or jeopardizes the safety of anyone

Location of Behavior

Students must comply with the School’s General Behavioral Expectations on campus and at School-related events. In addition, students are subject to potential discipline for engaging in prohibited behaviors off-campus or at non-School-related events/functions if the behavior at issue may result in substantial disruption of the School community or otherwise directly and adversely affects or could adversely affect the School or members of the School community.

POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (PBIS)

PBIS is a three-tier system implemented fully over a 3 year period. PBIS is a research-based framework that has been proven to improve school climate, reduce problem behavior, and increase academic instructional time in schools (for additional information go to www.pbis.org). Two primary areas of emphasis in PBIS are prevention

and instruction of social behavior. PBIS is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, all students are more likely to meet those expectations.

This School has developed school-wide procedures to accomplish the following:

- Define Behavior Expectations.
- Teach Behavior Expectations.
- Acknowledge Appropriate Behaviors.
- Respond to Problem Behavior

When responding to problem behavior, the goals are to:

- Keep everyone safe.
- Minimize the loss of instructional time for all students.
- Teach students appropriate behavior.

However, despite our best attempts to set students up for success by providing a positive environment, students will still occasionally engage in behavior that needs correction.

Acknowledgement System

In a school-wide effort to increase recognition of positive student behavior, on a daily basis a student may earn recognition when they are observed being inquisitive, kind, persistent, and trustworthy.

Correction System – Responding to Problem Behavior

Student behaviors that need addressing are identified as Tier 1, Tier 2, or Tier 3. This ensures students receive consistent and appropriate support in learning to modify the problem behavior.

TIER 1:

Tier 1 emphasizes prosocial skills and expectations by teaching and acknowledging appropriate student behavior. Tier I behavior supports are behavioral strategies that all students have access to. These interventions set the foundation for behavior in the classroom.

TIER 2:

Tier 2 adds a targeted student support mechanism to the PBIS program focused on helping reduce overall levels of disruptive behavior. The Check In – Check Out program has students:

- Check in with an adult at the start of each school day.
- Check out with an adult at the conclusion of each school day.
- Receive feedback from their teacher(s) throughout the day.

The Check In – Check Out Program is structured so that a student’s progress is regularly monitored by the PBIS team, and the student is exited from the program upon the team’s recommendation.

TIER 3:

Within the multi-tiered system of supports, Tier 3 supports targets all students in need of individualized, intensive strategies to sufficiently achieve or maintain desired student outcomes and prevent future student problems. Tier 3 supports provide individualized, intensive supports matched to a range of specific student needs.

As required by Arizona law, the School will use the PBIS program for students in grades K-4 to provide behavioral and disciplinary interventions that are appropriate and considerate of health and safety before providing an Out-Of-School suspension or expelling a student in those grades.

DISCIPLINARY DECISIONS AND POTENTIAL CONSEQUENCES

General Disciplinary Procedures:

When the School receives notification that a student has allegedly committed a code of conduct violation or otherwise engaged in inappropriate behavior, an Administrator will undertake whatever investigation of the matter is appropriate given the alleged behavior. At a minimum, the Administrator shall meet with the student to inform him or her about the details of the alleged violation and allow the student an opportunity to explain his or her side of the situation. The School may also use any video or audio recordings as evidence in any disciplinary action, and it may forward any recordings to law enforcement, as required or appropriate.

Based on all information presented to and/or obtained during the investigation, the Administrator shall determine whether the student committed the alleged violation. If the Administrator determines that the student committed the alleged violation, the Administrator shall determine whether the student will receive disciplinary consequences according to the School's discipline policies/procedures and the severity of those consequences or whether the case will be escalated to the Discipline Committee.

If a student fails to comply with the expected behavioral standards, the student may be subject to a spectrum of disciplinary actions, including a warning, parent conference, after-school detention, in-school suspension, out-of-school suspension ranging from 1 to 180 days, probation and/or expulsion. In addition, if a student is unable to de-escalate and follow instructions, an administrator may send a student home for the remainder of the school day.

Students who are removed from school or classes pending an investigation of misbehavior will be given an Excused Absence, allowing them to make up and receive full credit for work completed that was missed during the investigation period.

Notwithstanding any other provisions of the School's policies, the Administrator may immediately suspend a student who is in grades 5-12 and who the Administrator believes is a danger to him/herself or other people.

This School utilizes high-tech surveillance equipment that covers the entire campus. This equipment and any video recordings may be used as evidence in a student disciplinary matter.

Discipline Committee

The School has a Discipline Committee. At the Administrator's sole discretion, an Administrator may refer any student conduct to the Discipline Committee. The Discipline Committee will review all incidents referred to them and make recommendations of actions to be taken to the Administration. The authority to suspend or to expel a student rests with the Administration, as set forth below.

Factors Considered When Determining Appropriate Discipline

When considering what sanction is appropriate for the specific conduct of a student, the Administration, Discipline Committee, teacher or hearing officer (in the event of a potential long-term out-of-school suspension or expulsion) will consider the following aggravating and mitigating factors. In addition, any other circumstance related to the offense and reasonably related to the purpose of discipline may be considered.

Aggravating Factors may include:

- Blatant disrespect for authority;
- Inducing others to take part in the prohibited behavior or occupying a position of leadership or dominance over other participants;
- Attempting to flee or conceal guilt or to cast blame upon an innocent party;
- Receiving money or something of value from the misbehavior;
- Victimizing a significantly younger or smaller student or a mentally or physically disabled person;
- Taking advantage of a position of trust or confidence to commit the offense;
- Repeated commission of the same or similar offense;
- Causing serious injury to another; and/or
- Gang activity.

Mitigating Factors may include:

- Having no history of disciplinary problems;
- Having a significant amount of time pass since the student's last disciplinary problem;
- Having the parent/guardian(s) of the student cooperate with the school and share in the imposition of disciplinary measures at home and at school;
- Being a passive participant or playing a minor role in the offenses;
- Reasonably believing the conduct was not improper;
- Acting under strong provocation;
- Aiding in the discovery of another offender;
- Making a full and truthful statement admitting guilt at an early stage in the investigation of the offense;
- Displaying an appropriate attitude and giving respectful cooperation during the investigation and disciplinary process;
- Making appropriate restitution; and/or
- Having the parent/guardian(s) and/or student participate in counseling.

Detention Policy

A student may be assigned lunch detention, after-school detention, or Saturday detention for violation of School rules and may be required to complete in-school community service, at the discretion of a teacher or the Administration. The student must report to detention on the day assigned. If a student misses any detention without a valid excuse, they must serve a one level higher consequence. For instance, if the student fails to serve a detention, she or he will have to serve two detentions. If a student fails to serve three detentions, she or he will have to serve an in-school suspension. Further consequences can be assigned at the discretion of the Administration depending on the specific behavior.

Lunch and after-school detentions are accrued on a rolling basis, which means that students receiving and serving three lunch detentions will automatically be assigned an after-school detention. Similarly, students who receive and serve six after-school detentions will automatically be assigned an in-school suspension.

The School's detention policy may be modified as appropriate for students who are in an online learning environment temporarily or who are enrolled in Sonoran Virtual Academy. In such cases, students and parents will be notified of the modified detention requirements.

Probation Policy

As an alternative to other disciplinary consequences, a student may be placed on probation for serious misbehavior or continuing misconduct. During the probationary period, the student must refrain from engaging

in conduct that violates the School rules or policies. The length of probation may range from one week to the remainder of the school year. If the same misconduct or misbehavior continues while on probation, the student may be suspended or expelled from school. If a student is placed on probation, a letter will be sent to the student's parents notifying them of the reason and terms of the probation.

Eligibility for After-School Clubs, Extracurricular Activities, and Sports

A student's eligibility for participation in after-school clubs, extracurricular activities and sports, none of which are necessary for students to participate in the School curriculum, depends on two conditions:

1. Students must have passing grades in all subjects, and
2. Students must have good behavior status.

If a student does not have either one of the conditions listed above, she or he will not be eligible to participate in after-school clubs, extracurricular activities and participation in competitive academic and sports teams.

Eligibility for Field Trips and Expected Behavior on Field Trips

Among the potential disciplinary consequences for violations of School policy or rule, students may not be allowed to participate in field trips if they do not have good behavior status. A student's teachers will approve student participation prior to the field trip. Teachers can request that a student not be allowed to go on a field trip if the student has exhibited continuous behavior problems in a classroom. Administration will make determinations regarding such requests using the same procedures and criteria as apply to other disciplinary actions. Students who are not allowed on the field trip are expected to attend school on the day of the trip or will be recorded as an unexcused absence. Such students will be given alternative assignments to complete instead of participating in the field trip.

In addition to other school policies and rules related to student behavior, students must comply with the following rules while on field trips:

- Students must abide by the School's Code of Student Conduct while on the field trip.
- For overnight trips, students must abide by the set curfew (provided in writing and restated verbally) and stay in their assigned rooms during that time. Failure to abide by the curfew may result in the student being sent home and removed from all extracurricular activities for the remainder of the year.
- If a student needs to be sent home due to discipline issues, all expenses will be covered by the student's parent/guardian. In addition, the student may be subject to additional discipline consequences.

In-School Suspension (ISS):

A student who has been assigned an ISS shall report to the designated Administrator at the beginning of the day. Students shall spend the day outside of their typical classroom and follow the directives given by the Administrator. Students are responsible to make up the missing work after finishing the assigned duties given to them.

Homework and class assignments:

- The student or parent may request that the student's homework and class work be available to complete during the suspended time.
- The student is responsible for completing and returning assignments to their teachers following suspension.
- Students will be given reasonable time to make up any in-class assignments missed upon returning to the classroom as indicated by their teacher.

The School's ISS policy may be modified as appropriate for students who are in an online learning environment temporarily or who are enrolled in Sonoran Virtual Academy. In such cases, students and parents will be notified of the modified ISS requirements.

Out-of-School Suspension (OSS):

A student may receive an out-of-school suspension for a period of up to 180 school days for serious misbehavior or chronic, repeated misconduct.

An OSS includes, but is not limited to, the following consequences:

- The student may not be permitted to attend classes.
- The student may not be permitted to attend or participate in extra-curricular activities.
- The student may not be permitted to be on school grounds.

All suspension records will be placed in the student's file.

Special Disciplinary Procedures for Long-Term OSS (more than 10 days) and Expulsions

In matters for which the recommended disciplinary consequence is a Long-Term OSS (one that is more than 10 days or one that will result in the student being suspended for more than 10 days during the current school year) or an expulsion, the School will comply with due process requirements and use special disciplinary procedures. Those procedures include:

- Notifying the student/parents of the alleged misconduct in writing, including the school policy or rule that was allegedly violated, and any facts related to the alleged misconduct.
- Notifying the student/parents of the date and time of a hearing regarding the proposed Long-Term OSS or expulsion.
- Notifying the student/parents of their right to attend the hearing, be represented by counsel (at their sole expense), present evidence and witnesses regarding the alleged misconduct, and question any witnesses presented by the School at the hearing.
- Providing the student/parents with the evidence gathered in connection with the Administration's investigation of the behavior prior to the hearing.
- Holding the hearing within a reasonable period of time after the alleged misconduct.
- Having an impartial individual (which may be a School employee) serve as the hearing officer and decide whether the Long-Term OSS or expulsion is justified.

The student and parents/guardians will be promptly informed, in writing, of the hearing officer's final decision and the bases for the decision.

Special Disciplinary and Readmission Procedures for Students in Grades K-4:

In compliance with A.R.S. § 15-841(K), students who are in grades K-4 may only receive an OSS or be expelled if the statutory requirements are met. No student who is under 7 years of age may receive an OSS or be expelled. For the purposes of the statutory requirements, the School will conduct a 45-day disability screening prior to imposing an OSS or expulsion on a student in grades K-4 to ensure that a student's behavioral issues are not the result of a disability. If the School has conducted a 45-day disability screening within 90 days of the behavior that is the basis for any disciplinary action, the School will not conduct a new screening, and the previous screening will be deemed to satisfy this requirement.

Students in grades K-4 and who receive a long-term OSS or are expelled may be considered for readmission if the student's parent or guardian requests readmission. The parents need not appeal the disciplinary decision (as

set forth below) in order to request readmission. Students who have received a long-term OSS must have served at least 5 days of their suspension to be considered for readmission. Students who have been expelled may not be considered for readmission unless at least 20 days have passed since the effective date of the expulsion. The effective date of an expulsion is the date on which an expulsion decision is final, including the date on which any appeal is denied.

Parents may request readmission in writing by submitting a document that includes at least the following information to the Principal: The basis for the requested readmission, any steps taken by the parent and/or student to address the behavior that led to the disciplinary action, the proposed terms of a behavioral plan to which the student will be held if readmission is granted. The readmission request is not a rehearing of the matter or a further appeal. The Principal will consider the written readmission request and may consult with other School employees regarding the request, particularly any teachers who were impacted by the student's previous behavioral issues. The Principal will make a readmission decision within 14 school days and communicate the decision in writing to the parents. The Principal may request a meeting with the parents and student in connection with making a readmission decision, and if the parents or student refuse to attend the meeting, the Principal may take such refusal into account when making a decision. A student who is readmitted will be required to comply with the terms of a behavioral plan, and failure to comply with the terms of such a plan may be grounds for immediate reimplementing of the original disciplinary action. The Principal's decision is final and may not be appealed.

Special Disciplinary Procedures for Students with an IEP or 504 Plan

Students with disabilities under Section 504 or IDEA (and students suspected of having a disability) may be disciplined in the same manner as any other student and may be suspended for up to 10 cumulative days of school per school year. If a suspension beyond 10 cumulative days is contemplated and constitutes a disciplinary change in placement, special procedures must be followed. In general, a manifestation determination conference must be held by the 10th cumulative day of suspension, unless the school determines that multiple short-term suspensions cumulating to more than 10 days of suspension do not constitute a pattern.

If the manifestation determination concludes that the student's behavior is a manifestation of the student's disability, then no further disciplinary action can be taken absent "special circumstances" (see below), and alternative means must be employed to address the misconduct. In such cases, a functional behavioral assessment must be conducted, and the Section 504 or IEP team must convene to develop an appropriate behavioral intervention plan for the student.

If the manifestation determination concludes that the student's behavior is not a manifestation of the student's disability, a hearing officer may impose whatever long-term suspension or expulsion policy allows. The School has no obligation to continue to provide educational services to a Section 504 student pursuant to the 504-accommodation plan during the period of a long-term suspension or expulsion. However, the School must continue to provide educational services for students eligible under IDEA during any long-term suspension or expulsion.

In connection with a disciplinary determination, the following special circumstances apply: A student with a disability under IDEA may be referred to an Interim Alternative Educational Setting (IAES) in circumstances involving the use or possession of drugs, weapons, or serious bodily injury, without regard to whether the misconduct is a manifestation of the student's disability.

Appeals of Disciplinary Decisions:

If a parent disagrees with the outcome of any discipline process at this School, he/she may initiate the applicable appeal procedure described below.

- **For disciplinary consequences other than Long-Term OSS or expulsion:** The parent must submit a letter to the Principal that explains the basis for the appeal within a reasonable time of the disciplinary decision. The Principal will evaluate the situation and issues stated in the parent letter and make a final determination regarding whether the disciplinary decision should be upheld, amended or revoked in whole or in part. The Principal's decision is final, and there are no further rights of appeal.
- **For Long-Term OSS or expulsion determinations:** The parent must submit a letter to the School's Governing Board within 10 calendar days of the date of the hearing officer's written decision that explains the basis for the appeal. The appeal is not a rehearing of the matter, and neither the parent nor the School may submit new evidence in connection with the appeal. Instead, the Governing Board will accept as correct the hearing officer's findings regarding evidence and factual issues raised at the hearing. The Governing Board's consideration of the appeal is limited to a determination of whether the hearing officer's determination regarding the appropriate consequences is appropriate. The Governing Board may adopt, modify, or reject the hearing officer's determination regarding the appropriate disciplinary consequences, and will inform the parent in writing of its decision. The Governing Board's decision is final, and there are no further rights of appeal.

DISCRIMINATION, HARASSMENT AND BULLYING

The School has a zero tolerance policy regarding discrimination, harassment and bullying. Any person that knows or suspects that a student or students are being discriminated, harassed or bullied shall notify the Administration immediately. Complaints related to sexual harassment should be reported to the Title IX Coordinator, whose contact information is included at the front of this Handbook.

Upon receipt of a discrimination, harassment or bullying allegation or complaint, the Dean of Students will investigate the incident and prepare a written report for the Principal. If the investigation determines that bullying has taken place, appropriate disciplinary action will be taken according to the School's policies and procedures for discipline.

The School will comply with its Title IX Policy in responding to any allegations of sexual harassment and in imposing disciplinary consequences when a formal Title IX complaint is filed.

Any student who is found to have retaliated against anyone reporting an incident of discrimination, bullying or harassment will be disciplined. This policy is in place to maintain order at the School and therefore includes all forms of discrimination, bullying and misconduct, whether it be physical, verbal, environmental, or cyber, and whether it occurs on school grounds, at school-sponsored activities, or in a school vehicle, or if the behavior significantly disrupts any aspect of the school environment, whether it occurs on-campus or off-campus.

The School defines discrimination, bullying, and harassment in the following ways:

- A. Discrimination:** Discrimination may be verbal, physical or environmental and is unwelcome verbal, written or physical conduct based on a person's actual or perceived characteristic, such as (but not necessarily limited to) race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity, and expression; or a mental, physical, or sensory disability or impairment; or by any other characteristic protected by law.
- B. Bullying:** Bullying is aggressive behavior that is intended to intimidate or harass a student or to cause physical harm and typically involves a perceived imbalance of power or strength. Bullying is repeated, unwanted behavior that can be verbal, social, or physical and includes, but is not limited to making

threats, spreading rumors, attacking someone physically or verbally, hitting or punching, teasing or name-calling, intimidation through gestures or social exclusion, or insulting messages sent by email, text message, or social media. Hazing behaviors are included in the School's definition of bullying.

C. Harassment: As set forth in A.R.S. § 13-2921, harassment is any conduct that is directed at a specific person and that would cause a reasonable person to be seriously alarmed, annoyed, or harassed and the conduct in fact seriously alarms, annoys or harasses the person. As it relates to the School environment, harassment is conduct that substantially or unreasonably interferes with an individual's academic performance, adversely affects the targeted individual's learning opportunities, or creates an intimidating, hostile or offensive environment. A student engages in harassment when they do the following, among other things:

- a. Anonymously or otherwise contacts, communicates or causes a communication with another person by verbal, electronic, mechanical, telegraphic, telephonic or written means in a manner that harasses;
- b. Continues to follow another person in or about a public place for no legitimate purpose after being asked to desist;
- c. Repeatedly commits an act or acts that harass another person; or
- d. Surveils or causes another person to surveil a person for no legitimate purpose.

The School may consider conduct to be "harassment" even if it does not meet the criminal definition of "harassment" set forth in statute.

Harassment includes sexual harassment. Sexual harassment is unwelcome conduct of a sexual nature. Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature by other students, teachers or other school employees. Examples of behaviors that could be considered sexual harassment include touching, pulling at clothes, verbal comments, sexual name-calling, sexual rumors, conversations that are of a sexually personal nature, blocking, gestures, and sexual jokes/cartoons/pictures. Sexual harassment does not extend to legitimate nonsexual touching or other nonsexual conduct. The School prohibits sexual harassment, even if the behavior does not meet the definition of "sexual harassment" under the current Title IX regulations.

Any incidents of discrimination, harassment or bullying that include possible child abuse or violations of Arizona statutes will be reported to law enforcement as required by law.

WEAPONS

This School is a Weapon Free School Zone. Possessions of dangerous instruments, weapons, simulated weapons, or similar devices by anyone while on School property or at a School-related event are not allowed. Students are prohibited from possessing devices capable of inflicting bodily harm while at School, attending a School activity or on a School trip. Any student who is aware of a weapon brought to school shall notify a teacher or Administrator immediately. The School may expel a student if the student possesses a dangerous instrument or weapon on school property. Subject to the additional requirements for students in grades K-4, such expulsion is mandatory and will be imposed in accordance with school policy for student discipline or Arizona law, unless the school establishes that the dangerous instrument or weapon was not knowingly possessed by the student or the School determines extenuating circumstances that warrant a lesser consequence. Any possession of a dangerous instrument or weapon on school property will immediately be reported to the student's parent/guardian and local law enforcement.

MCKINNEY-VENTO HOMELESS EDUCATION ASSISTANCE ACT

Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) is included in No Child Left Behind as Title X-C. The 2002 reauthorization requires that children and youths experiencing homelessness are immediately enrolled in school and have educational opportunities equal to those of their non-homeless peers. The School has designated a Homeless Liaison to ensure that homeless students are identified and their needs are being met.

Housing Information

If you or your family lives in any of the following situations or in another temporary living arrangement, you may be considered homeless:

- In a place that does not have windows, doors, running water, heat, electricity, or is overcrowded
- With a friend or relative because of loss of housing, economic hardship or similar reason (e.g., eviction, foreclosure, fire, flood, lost job, divorce, domestic violence, kicked out by parents, ran away from home)
- In a shelter or transitional housing program
- In an unsheltered location such as a tent, car/truck/van, abandoned building, streets, campground, park, bus/train station, or another similar place
- In a hotel/motel
- With an adult that is not a parent or legal guardian, or alone without a parent.

Educational Assistance under McKinney-Vento

If your family lives in any of the above conditions, you may be eligible for some assistance under the McKinney-Vento Act. Our school's Homeless Liaison can assist in determining your eligibility for our programs. Please ask any front office staff member or school Administrator to connect you with the School's Homeless Liaison.

A homeless student has the right to:

- go to school, no matter where you live or how long you have lived there
- continue in the school you attended before you became homeless or the school you last attended
- receive transportation to the school you attended before you became homeless
- enroll in school without giving a permanent address
- enroll and attend classes while the school arranges for the transfer of school records and/or immunization records

NOTICE REGARDING TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

In accordance with state and federal law, parents and guardians of students attending the School may request information about teachers' and paraprofessionals' educational and teaching background and experience. The School will make such information available for inspection at the School upon request.

THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

IDEA is a federal law that protects the rights of students with qualifying disabilities. In addition to standard school records, education records for children with disabilities could include evaluation and testing materials, medical and health information, Individualized Education Programs and related notices and consents, progress reports, materials related to disciplinary actions, and mediation agreements. Such information is gathered from a number of sources, including the student's parents, school staff, doctors and other health care providers, as well as other pertinent sources. This information is collected to assure the child is identified, evaluated, and provided a Free Appropriate Public Education in accordance with state and federal special education laws.

Each agency participating under Part B of IDEA must assure that at all stages of gathering, storing, retaining and disclosing education records to third parties that it complies with the federal confidentiality laws, as described in 34 CFR 300.613, *et seq.* In addition, the destruction of any education records of a child with a disability must be in accordance with IDEA regulatory requirements under 34 CFR 300.624.

For additional information or to file a complaint, you may call the federal government at (202) 260-3887 (voice) or 1-800-872-5327 (TDD) OR the Arizona Department of Education (ADE/ESS) at (602) 542-4013. Or you may contact:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

Arizona Department of Education
Exceptional Student Services
1535 W Jefferson, BIN 24
Phoenix, AZ 85007

For assistance in obtaining this notice in other languages, contact the ADE/ESS at the above phone/address.

SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973, commonly called "Section 504," is a federal law that protects students from discrimination based on disability under any program or activity receiving federal financial assistance. Consistent with Section 504 requirements, Sonoran Schools does not discriminate on the basis of disability in its programs or activities.

A student is qualified under Section 504 if he or she has, has a record of having, or is regarded as having a physical or mental impairment that substantially limits one or more major life activities.

Some students may be eligible for educational services under both Section 504 and the IDEA. IDEA has separate eligibility requirements. Students who are eligible under the IDEA have rights and protections beyond those available under Section 504.

The Section 504 Process

- Your child has the right to an evaluation before the School determines if he or she is eligible under Section 504.

- It is important to remember that the presence of a physical or mental impairment does not automatically guarantee eligibility under Section 504. That impairment must substantially limit one or more major life activities for a student to be eligible.
- If you believe that your child has a disability that would qualify him or her for Section 504 protections, contact the Section 504 coordinator on your child's campus.

Student Rights

Students have certain rights under Section 504, which can be found at 34 CFR 104.32-36. Your Student has the right to:

- Receive a free and appropriate public education (FAPE).
- Participate in and benefit from the district's educational programs without discrimination.
- Be provided an equal opportunity to participate in the district's nonacademic and extracurricular activities.
- Be educated with students who do not have disabilities to the maximum extent appropriate.
- Be educated in facilities and receive services that are comparable to those provided to students without disabilities.
- Receive educational and related aids and services without cost, except for those fees imposed on the parents of children without disabilities.

The Right to Request Reasonable Accommodations

If qualified under Section 504, students can receive accommodations, including testing accommodations, and/or related aids and services to allow the student an equal opportunity to participate in school activities.

- Students with disabilities have the right to request reasonable accommodations for state/high-stake assessments.
- **Special Note:** students with disabilities do not automatically qualify for the accommodation on College Board or ACT exams; they must still be approved by the Students with Services for Disabilities Coordinator at the College Board and the Testing Accommodations Coordinator at the ACT. Please see the College Counselor or the Section 504 Coordinator for more information.

If You Disagree with the School's Decision

If you disagree with decisions regarding your child's identification, evaluation, educational program, or placement under Section 504, you may request mediation or an impartial due process hearing. You and your child have the right to take part in the hearing and have an attorney represent you.

You have the right to file grievance by filling out a Parent Complaint Form found in the Student Handbook and submitting to Director of Student Services. Contact The Director of Student Services, Ms. Shannon Wise, at [480-940-5440](tel:480-940-5440) for information on mediation, impartial due process, or filing grievance.

In addition, you have the right to file a complaint of discrimination with the U.S. Department of Education's Office for Civil Rights (OCR), or to file a complaint in federal court. Generally, an OCR complaint may be filed within 180 calendar days of the act that you believe was discriminatory.

Phone: 206-607-1600/TDD: [206-607-1647](tel:206-607-1647)

Website: www.ed.gov/OCR

ANNUAL FERPA PARENT NOTIFICATION: PARENTAL RIGHTS AND CONFIDENTIALITY OF STUDENT EDUCATION RECORDS

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school within 45 days of a request made to the school administrator. Schools are not required to provide copies of records unless it is impossible for parents or eligible students to review the records without copies. Schools may charge a fee for copies.
- Parents or eligible students have the right to request in writing that a school correct records that they believe to be inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA. The parental request should clearly identify the part of the records they want changed and why it should be changed. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any personally identifiable information from a student's education record. However, FERPA allows schools to disclose education records or personally identifiable information contained therein, without consent, under certain circumstances, including the following:
 - When the disclosure is to school officials with legitimate educational interests. The School has determined that "school officials" include teachers, administrators, staff, school board members. The term may also include contractors, consultants, volunteers or other parties to whom the school has outsourced school services or functions. In this context, "a legitimate educational interest" means the review of records, or personally identifiable information contained therein, is reasonably necessary to fulfill a professional responsibility for the school.
 - When the disclosure involves directory information, as specified below.
 - When the disclosure is otherwise authorized by law.

ANNUAL FERPA PARENT NOTIFICATION: LIMITED DIRECTORY INFORMATION POLICY

FERPA allows schools to disclose, without consent, "directory information" about a student that has been specifically identified as such, unless notified by the parents or eligible student in writing that the school is not to disclose directory information without consent. Sonoran Schools has identified student name, grade, homeroom class, email address, phone numbers, parent name, parent phone numbers, parent email address, student photograph, student honors and awards received, student participation in officially recognized activities/sports, and student ID number as directory information for this school year.

Sonoran Schools has adopted a **LIMITED** directory information policy, under which **directory information will be disclosed ONLY for the following specific purposes or to the following specific parties.**

This directory information may ONLY be utilized for:

- 1) student and parent contact information, such as school/class directories, but ONLY to school staff, parents of current students, and school-recognized parent-teacher organizations;**
- 2) school publications, including yearbooks, newsletters, honor rolls or other awards or recognitions lists;**
- 3) graduation programs;**
- 4) school-sponsored extracurricular programs, such as concert programs; and**
- 5) other purposes that in the School's best judgment are related to its educational mission, including for grant submissions, contest submissions, or other contests or applications.**

Except as otherwise necessary to fulfill one or more of the permissible purposes above, directory information will NOT be disclosed to parties seeking to use directory information for commercial purposes.

In addition, two federal laws require schools receiving certain federal funding to provide military recruiters, upon request, with student names, addresses, and telephone listings unless parents have advised the school that they do not want their student's information disclosed without their prior written consent.

Parents or eligible students wishing to opt out of the release of their student's directory information, as set forth above, must do so in writing. A form is provided below for your convenience or you can request a copy of the form from the School Office. You must sign a new form indicating your directions regarding directory information every school year.

STUDENT DIRECTORY INFORMATION RELEASE FORM

TO: Principal

Re: _____ (Student's Name)

- I **do not** consent to the release of my child's personal information to military recruiters.
- I **do not** want any of the information I have indicated below to be designated as directory information and released to any person or organization, without my prior written consent:
- | | |
|---|--|
| <input type="checkbox"/> Name | <input type="checkbox"/> Grade level |
| <input type="checkbox"/> Homeroom class | <input type="checkbox"/> Address |
| <input type="checkbox"/> Email address | <input type="checkbox"/> Telephone number(s) |
| <input type="checkbox"/> Parents' names and contact information | <input type="checkbox"/> Photograph |
| <input type="checkbox"/> Honors and awards received | <input type="checkbox"/> Student ID number |
| <input type="checkbox"/> Participation in officially recognized activities/sports | |

Parent/Guardian SIGNATURE

DATE

Parent/Guardian PRINTED NAME

PARENT COMPLAINT FORM

If you have tried unsuccessfully to resolve your complaint with your child's teacher or a staff member and wish to take the matter further, please complete this form and submit it to the appropriate Sonoran Schools representative, as detailed in the Parent Concern Procedure policy.

Parent/Guardian Name: _____

Name of Child: _____

Phone: _____ Email: _____

When (date and approximate time) did you initially discuss your concern with a Sonoran Schools representative?

What was the result of the discussion?

Please explain your concern (attach sheets as necessary).

What does a resolution to your concern look like?

Signed _____ Date _____