

Maya High School



Student Handbook

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www.mayahs.com

John Anderson, School Leader

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Our Commitment to the Health and Safety -- COVID-19

At MAYA HIGH SCHOOL, we have a history of creating safe, nurturing environments where students can thrive. During this challenging time, we remain steadfast in our commitment and are prioritizing the health, safety, and well-being of our students and staff. In order to do this effectively, we are asking parents/guardians and families to partner with us by ensuring that we minimize exposure to COVID-19 and that we maintain open lines of communication to protect the health and well-being of students and staff members. We are relying on the collective commitment of the entire school community to remain engaged in our efforts to provide the best learning experience possible for our students.

COVID-19 Protocols for Opening MAYA HIGH SCHOOL

The Centers for Disease Control and Prevention (CDC) and the Arizona Department of Education (ADE) recommend that reopening decisions be driven by the current prevalence of COVID-19 in the community. (Please review ADE's Roadmap for Reopening Schools, page 30, for more information.) Protocols are established based on CDC Guidelines along with any federal, state or local orders and are subject to change as guidance from appropriate health agencies changes over time. Parents/guardians and employees will be notified as changes occur.

* At the time of publishing this document, Governor Ducey has issued Executive Order 2020-44 prohibiting in-person instruction until August 17, 2020.

Communication

MAYA HIGH SCHOOL is a member of The Leona Group network of schools. Families may periodically receive communication from representatives of The Leona Group which should be treated as communication from the school.

At the site level, JOHN ANDERSON or a designee will provide ongoing communication to families regarding any updates or changes relative to COVID-19.

School administration at MAYA HIGH SCHOOL is responsible for implementing all safety protocols including wellness screening, physical distancing, cleaning protocols, handwashing, face coverings and wellness checks. The administration will ensure that practices are consistently followed by both students and staff members.

Per guidelines set forth by Arizona Department of Education, MAYA HIGH SCHOOL has identified a "Designated COVID-19 Contact." This person will be responsible for answering parent questions regarding implementation of COVID-19 protocols.

The following individuals are the COVID-19 Contacts for MAYA HIGH SCHOOL:

Mr. John Anderson, School Leader

Mr. Steven Ortiz, Assistant Principal

Ms. Sarai Canada, Office Manager

For additional questions or concerns regarding the implementation of safety protocols at MAYA HIGH SCHOOL, please contact the school leader directly. Questions or concerns can be escalated to Mary Berg at (mary.berg@leonagroup.com, 602-953-2933) The Leona Group, if necessary.

Cleaning and Disinfecting

Protocols have been established based on CDC Guidelines along with any federal, state or local orders. Cleaning will be a priority for us. Enhanced cleaning schedules have been established allowing for regular cleaning of frequently touched surfaces and work areas, such as door handles, sink handles, desks and learning tools throughout the day. Additionally, all staff have been provided with cleaning products to be used as needed between classes, at workstations and in common areas. The playground, sports equipment, and any other shared items (if they are being used) will be cleaned between uses by teachers and/or custodial staff. For specific questions regarding cleaning products and schedules, please contact: Steven Ortiz, Assistant Principal.

Wellness Acknowledgement

In an effort to protect the health and safety of all, any person experiencing the following symptoms or whose household member is experiencing the following symptoms will not be permitted on campus. This applies to students, parents/guardians, employees, vendors, other service providers and household members of the foregoing.

- fever of 100.4 degrees or higher, or chills;
- shortness of breath or difficulty breathing;
- muscle pain;
- sore throat;
- Headache;
- severe fatigue;
- change in congestion or runny nose not related to allergies*;
- Cough;
- vomiting or diarrhea
- new loss of taste or smell.

Visitors and Volunteers

Nonessential visitors and volunteers will not be permitted on campus. Only approved providers who are necessary for the safety and well-being of students will be permitted on campus and they will follow all protocols including verifying that they have not been exposed to COVID-19 and attest to not having any of the defined symptoms. Parents/guardians will not be permitted beyond the front office unless it is necessary for the safety or well-being of their child. Parents/guardians must follow all safety protocols including physically distancing, as feasible, and wearing a face mask. Parent/guardian volunteers will not be permitted on site for the remainder of 2020.

Student Protocols

Protocols are established based on CDC Guidelines along with any federal, state or local orders and are subject to change as guidance from appropriate health agencies changes over time.

Face Coverings

MAYA HIGH SCHOOL requires universal masking for students, staff and any visitors on campus. Students are required to wear a cloth or surgical face mask, subject to the health condition exception stated below*.

Students are expected to wear a face covering properly; that is, the nose and mouth will be covered at all times, except during times designated by the school. Students will not be required to wear face coverings when eating or drinking.

Students who violate the face covering policy may be subject to disciplinary action.

*Any student requiring an exception to the universal mask policy is required to submit documentation from a medical provider indicating there is a medical need for an exception to the universal mask policy. Alternate methods will be discussed by parents/guardians and staff, including the use of a face shield, if appropriate. Any other exceptions should be discussed with the school leader at MAYA HIGH SCHOOL.

Students are expected to bring their own cloth or surgical face mask to and from school. MAYA HIGH SCHOOL will provide one face mask to each enrolled student at the start of the school year or upon enrollment. It is understandable that some students may require time to adjust to wearing face masks. Staff will use their professional judgement to assist a student having difficulty transitioning to wearing a face mask and MAYA HIGH SCHOOL requests that parents/guardians assist in this transition prior to the start of in-person instruction.

Physical Distancing

To the greatest extent possible, MAYA HIGH SCHOOL has implemented and will enforce physical distancing while on campus. Building signage and floor markers have been installed as physical reminders for everyone in the building.

Employees are required to maintain a distance of at least 6 feet between individuals at all times, unless this is not physically possible or for a student's or other person's safety. If a situation arises that requires a staff member to touch a student or another staff member, the staff member will resume physical distancing as soon as safely possible, wash their hands, and disinfect any surfaces they touched.

Staff members will educate and remind students regularly to maintain, if feasible, at least 6 feet of distance between individuals inside and outside of the classroom.

Classrooms have been evaluated and modified to allow for physical distancing at 6 feet on center. Additional physical modifications will be made as necessary. For more detailed information regarding the on-site practices at MAYA HIGH SCHOOL, please contact: Mr. John Anderson

Hand Washing

All students and staff will wash their hands with soap and water for at least 20 seconds, or use hand sanitizer with at least 60% alcohol at the following times:

- upon arrival at school (use hand sanitizer if a sink is unavailable),
- after being outside for physical activity,
- before and after lunch,
- prior to leaving school for home,
- after sneezing, coughing, or blowing nose, and
- prior to and after removing and putting on a face mask.

Before School Arrival -- Wellness Checks

Parents agree to screen students for the following symptoms each morning, are required to self-report symptoms, and must keep students at home if any symptoms are present or if there is a household member who has contracted or who is suspected to have contracted COVID-19. Students will have the opportunity to make up work missed due to symptoms of COVID-19.

- fever of 100.4 degrees or higher, or chills;
- shortness of breath or difficulty breathing;
- muscle pain;
- sore throat;
- Headache;
- severe fatigue;
- change in congestion or runny nose not related to allergies*;
- Cough;
- vomiting or diarrhea
- new loss of taste or smell

*This list may not include all possible symptoms. The CDC will continue to update this list as more is learned about COVID-19. Parents/guardians should contact the school leader regarding students with a daily runny nose or congestion due to allergies.

The CDC provides a "self-check" to help individuals make a decision and seek appropriate medical care. The self-checker can be used for children and found here:

<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

During School Monitoring and Wellness Checks

Students who exhibit or complain of any of the symptoms above will be sent to the front office and a parent/guardian will be called to pick up the student from school.

Student or Household Illness

For the health and safety of other students and staff, parents/guardians are required to conduct daily health screenings prior to sending their children to school. Students who are ill or have a household member who has, or is suspected to have, COVID-19 should not come to school. Students will have the opportunity to make up work missed due to symptoms of COVID-19.

Parents/families are required to report a positive COVID-19 test for a student, or any person residing with a student. Review the REPORTING PROCEDURES FOR COVID-19 SYMPTOMS OR A POSITIVE TEST section of this document.

If a parent believes their child has been exposed to COVID-19 but has not been tested and is not experiencing COVID-19 symptoms, they must inform their school leader for further guidance.

REPORTING PROCEDURES FOR COVID-19 SYMPTOMS OR A POSITIVE TEST

The CDC's, State and County Health Departments' procedures for reporting COVID-19 symptoms or COVID-19 positive tests change periodically. The following procedures may be updated and employees, parents/guardians will be notified of major changes to reporting procedures.

If a person becomes sick with COVID-19 symptoms or reports a positive COVID-19 test, the procedures listed below will be followed:

1. Immediately report the situation to:
 - a. If a student: Mr. John Andersion, School Leader
 - b. If an employee: Mr. John Andersion, School Leader, who will contact the Vice President for Human Resources

**Confidentiality will be maintained to the greatest extent possible.*
2. If an employee develops COVID-19 symptoms at work, the employee will be separated from all other students, staff, or others, and sent home in a safe manner. If the employee is able to self-transport, the employee will leave the site. If the employee is not able to safely self-transport, a family member, friend, or other method of transport to get the employee home or to a healthcare provider will be arranged by the site supervisor. If the employee appears to be in medical distress, 911 will be called.
3. If a student develops COVID-19 symptoms at school, the student will be separated from all other students and staff, with the exception of a staff member who will be positioned in a location to observe the student. This staff member will wear additional PPE (a face shield, gloves, etc.) and maintain a distance of at least 6 feet from the student at all times, unless there is an emergency. The school will immediately notify a parent or emergency contact to pick up the student, and call 911 if the student appears to be in medical distress.
4. Areas that were exposed to the symptomatic employee or student for a prolonged period of time will be thoroughly cleaned and disinfected per CDC guidelines. Depending on the situation, the areas of exposure may need to be closed for a 24-hour period.
5. The site supervisor will determine whether other employees or students may have been significantly exposed to the symptomatic individual (within 6 feet or for a prolonged period of time, typically longer than 15 minutes). If so, the site supervisor will notify the Vice President for Human Resources. If it is determined that those who were potentially exposed should be notified, the notification will recommend that exposed individuals monitor their health closely, contact their health care provider if possible, and if symptoms develop, self-quarantine. If the exposure is determined to have been significant (within 6 feet or longer than 15 minutes), then those exposed will be asked to remain home and self-quarantine for 14 days per CDC guidelines.

Employees or students who have developed COVID-19 symptoms or had a positive COVID-19 test may not return to the site until they have met the CDC or State/County Health department's guidelines at that moment in time. Because guidelines in this area change regularly, the employee or parent/guardian will work directly with the school leader to determine the appropriate timeline/criteria for return.

Communicating and Consulting with Local Health Authorities

In coordination with school administration, the Vice President of Human Resources for The Leona Group, the Risk Manager for The Leona Group will be the point of contact for the Maricopa County Department of Public Health and/or Arizona Department of Health Services if there are verified cases in the facility or an increase in cases in the local area. The school and The Leona Group will follow any additional guidance required by these departments.

School Information
 Maya High School
 3660 W Glendale Ave
 Phoenix, AZ 85051

Calendar



3660 W Glendale Ave | Phoenix, AZ 85051 | T. 602-242-3442 F. 602-242-5255

Maya High School 2020-2021 School Calendar

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

August						
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30	31					

September						
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October						
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November						
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29	30					

December						
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27	28	29	30	31		

January						
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24	25	26	27	28	29	30
31						

February						
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27	28					

March						
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27	28	29	30	31		

April						
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May						
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23	24	25	26	27	28	29
30	31					

June						
S	M	T	W	TH	F	S
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27	28	29	30			

Teacher In-Service	August	3-14
First Day - Block 1	August	17
Labor Day	September	7
Last Day - Block 1	October	14
Fall Break	October	15-16
First Day - Block 2	October	19
Veteran's Day	November	11
Thanksgiving Break	November	26-27
Last Day - Block 2	December	17
Teacher In-Service	December	18
Winter Break	Dec/Jan	21-1
Teacher In-Service	January	4
First Day - Block 3	January	5
MLK Jr. Day	January	18
Presidents Day/Teacher In-Service	February	15
Last Day - Block 3	March	11
Teacher In-Service	March	12
Spring Break	March	15-19
First Day - Block 4	March	22
Good Friday	April	2
Last Day Block 4	May	26
Graduation	May	27
Teacher In-Service	May	27

Administration:
 Mr. John Anderson, Principal
 Mr. Steve Ortiz, Assistant Principal
 Mr. Tom Welsh, Curriculum Coach
 Ms. Sarai Canada, Business Manager

Daily Schedule	
1st Period	8:00 a.m. to 9:52 a.m.
2nd Period	9:54 a.m. to 11:46 a.m.
3rd Period	12:11 p.m. to 2:03 p.m.
4th Period	2:06 p.m. to 3:58 p.m.
5th Period	4:00 p.m. to 5:52 p.m.

Focus Friday	
1st Period	8:00 a.m. to 9:30 a.m.
2nd Period	9:30 a.m. to 11:00 a.m.
Lunch	11:30 a.m. to 12:00 p.m.
3rd Period	12:00 p.m. to 1:00 p.m.

Key	
	Holiday
	School Breaks
	Teacher In-Service
	Block Begins
	Block Ends
	Focus Friday Day

Bell Schedule

1st Period	8:00 - 9:52
2nd Period	9:55 - 11:47
3rd Period	11:50 - 2:04
Lunch A	12:11-12:26
Lunch B	12:28-12:43
Lunch C	12:45-1:00
4th Period	2:07 - 3:59
5th Period	4:00 - 5:53

Open Enrollment

This Leona Group managed school has an open-enrollment policy in accordance with A.R.S. § 15-184. A copy of the full open-enrollment policy is available for your review upon request from the school office.

This Leona Group managed school does not discriminate in its admissions or enrollment practices on the basis of race, ethnicity, national origin, age, religion, gender, income level, disability, English proficiency or athletic ability.

Failure to disclose accurate, complete, and truthful information on the enrollment application may result in revocation or removal from enrollment.

Pursuant to A.R.S 15-184(F), This Leona Group managed school may refuse to admit any pupil who has been expelled from another educational institution or who is in the process of being expelled from another educational institution.

This Leona Group managed school will consider all of the facts and circumstances surrounding any disciplinary action taken by a student's previous school, and this Leona Group managed school may honor the previous school's disciplinary consequence, including long-term suspension, upon enrollment.

Arizona Student Enrollment

Thank you for your interest in attending a Leona Group managed school. As a manager of public charter schools, we are pleased to offer you a free and quality educational choice in a safe, caring and respectful environment. Leona Group schools offer a rigorous education, taught by appropriately qualified teachers. Once families complete online enrollment steps, they will be contacted by school personnel. We look forward to meeting your family to answer any other questions you might have.

The following documentation is required for enrollment:

Proof of Age and Identity (A.R.S. §15-828)

Any person enrolling a student (except a homeless student) must provide the school with one of the following:

- A copy of the child's government-issued birth certificate; or
- Other reliable proof of identity and age, such as a student's baptismal certificate, hospital-issued birth certificate, application for a Social Security number, passport, or original school registration records from another public or private school; or
- A letter from an authorized representative of an agency having custody of the student.

Proof of Residency (ARS 15-802(b))

A person can prove his or her physical residence by completing an Affidavit of Arizona Residency (available at school offices) and submitting an original or legible copy of one of the following documents that indicates the person's name and residence address:

- Valid Arizona driver's license, Arizona identification card or motor vehicle registration
- Real estate deed, mortgage documents or property tax bill
- Residential lease or rental agreement
- Water, electric, gas, cable, or phone bill
- Bank or credit card statement
- State income tax return, W-2 wage statement or payroll stub
- Certificate of tribal enrollment or other identification, issued by a recognized American Indian tribe, that contains an Arizona address
- Documentation from a state, tribal or federal government agency (Social Security Administration, Veteran's Administration, Arizona Department of Economic Security)

The residency documentation received by the school will be maintained in accordance with the Arizona Department of Education guidelines and must be updated annually.

Immunizations (ARS 15-872)

All students entering Arizona public schools are required by law to be immunized. If the student has a medical condition or personal belief that conflicts with this law, a waiver may be signed and presented at the time of registration.

Arizona School Withdrawal Form (ARS 15-827 (A), (B))

A student who enters a school shall present a properly executed withdrawal form if such student previously attended another school in Arizona.

Rights of Homeless Students under the McKinney-Vento Homeless Assistance Act

This school shall provide an educational environment that treats all students with dignity and respect. Every homeless student shall have access to the same free and appropriate educational opportunities as students who are not homeless. This commitment to the educational rights of homeless students, youth, and unaccompanied youth, applied to all services, programs, and activities provided or made available.

A student may be considered eligible for services as a “Homeless Student or Youth” under the McKinney-Vento Homeless Assistance Act if he or she is presently living:

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

According to the McKinney-Vento Homeless Act, Eligible Students Have Rights to:

As a charter school, this Leona Group managed school has the obligation to enroll homeless students as a “school of origin.” The school of origin is defined as the school that the student attended when first experiencing homelessness. The school of residency is defined as the neighborhood school identified by the attendance area in which the student is currently residing. Therefore, all students who present themselves as homeless students will be immediately enrolled.

When this Leona Group managed school is the school of origin, the students have the right to remain in the School the entire time that they are homeless. All homeless students will be allowed to participate in any programs for which they are eligible, including Title I, National School Lunch Program, Head Start, Even Start, etc., and remain enrolled until the end of the academic year in which they move into permanent housing.

Transportation Services: A McKinney-Vento eligible student attending his/her School of Origin has a right to transportation to and from the School of Origin.

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

For more information, refer to <http://www.ade.az.gov/asd/homeless/> or contact:

<i>Mario Tsosie</i> <i>Maya High School</i> <i>3660 W Glendale Ave</i> <i>Phoenix AZ 85051</i> <i>602-242-3442</i> <i>mario.tsosie@leonagroup.com</i>	<i>Silvia Chavez</i> <i>Homeless Education Coordinator</i> <i>Arizona Department of Education</i> <i>1535 W. Jefferson Street</i> <i>Phoenix, AZ 85007</i> <i>(602) 542-4963</i> <i>Silvia.Chavez@azed.gov</i>
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Equal Education Opportunity

Federal and state laws prohibit discrimination on the basis of race, color, national origin, gender, religion, or disability. This Leona Group managed school provides a nondiscriminatory learning and work environment ensuring that all students and staff are free from unlawful discrimination. A lack of English language skills will

not be a barrier to admission and participation in the education programs of the school. This commitment extends to all school programs and school sponsored events. A full copy of the grievance procedure is available from the school leader.

In the event a student experiences discrimination, the student should report the incident to the school leader within ten (10) school days. The inability of a student to speak English should not prevent the student from reporting a violation. Every reasonable measure to interpret a non-English speaker's concerns will be taken.

The following individual has been designated to handle inquiries regarding the non-discrimination policies:

John Anderson
3660 W Glendale Ave
Phoenix, Az 85051
602-242-3442
john.anderson@leonagroup.com

Procedures for Filing Complaints

Any person who believes he/she has been the subject of, or is a witness to, discrimination or harassment shall immediately notify any teacher, office personnel, or the school leader. Complaints that cannot be reported immediately must be reported within thirty (30) calendar days. The school employee receiving the report or complaint, or who personally witness discrimination or harassment, shall immediately inform the school leader of the report or complaint and complete a Statement of Facts form.

Procedures for Investigation of the Report/Complaint

The school leader will investigate the incident personally, or designate another school employee to conduct the investigation, at the school leader's discretion. The alleged victim or witness will be required to complete a Statement of Facts form, or if a Statement of Facts form is not available, set forth in another written form all information relevant to the complaint, including a description of the conduct alleged (i.e., specific words, statements, or actions), names of perpetrator and victim, places, times, and other witnesses. The school leader shall contact an outside agency (i.e., Department of Child Safety or law enforcement) as required by statute or when otherwise deemed appropriate by the school leader.

Investigative Findings

In all cases, regardless of whether a violation of school policy is found or a complainant no longer wishes to pursue a complaint, the investigation shall conclude with a written investigation report. The report shall include findings, conclusions and any possible recommendations, including any discipline referral resulting from the alleged conduct, to be prepared by the individual who conducts the investigation. The report shall be drafted as soon as possible after the investigation is closed.

Attendance Policy

In order to receive credit for a course, the student must attend class and complete all work required at a level that is acceptable by the teacher. Attendance is mandatory. If a student misses ten consecutive days (Excused

or Unexcused) of classes, then she/he is dropped from school (or class) and must re-enroll in MAYA. An excused absence requires the student to bring in a doctor's note from a health care provider to the attendance clerk to be put in that student's file. If an illness or emergency occurs that keeps the student from attending school, the parent or guardian must contact the school and explain the reason for missing classes. When the student returns, she/he is responsible for completing all work and time missed. In the event of a hospitalization or doctor's appointment, MAYA requires an original signed note from the healthcare provider. If an extended absence should occur, the student must arrange a meeting with parents and teachers to discuss the coursework and class time missed prior to returning to school. All absences should be phoned into the office on the day of the absence. MAYA will call home for all absences—regardless of the reason. All coursework must be made up within the week the absence occurred whenever possible.

Supervision of Students

Students are allowed to be on campus between 7:30am - 4:30 pm, Monday - Thursday. Friday 7:30am - 11:00am.

Parent Involvement

This Leona Group managed school welcomes and encourages parent involvement. We recognize and value a variety of ways that parents can be meaningful partners in the education of their children. There are many opportunities for you to be involved in your student's education. Meaningful parental involvement is achieved when parents participate in supporting student learning at home, are involved in school-related decision making, and support school-related activities. This Leona Group managed school continuously works to achieve this goal in order to meet Federal and State requirements. This Leona Group managed school has developed a Parent Involvement Policy in collaboration with parents. This policy is available for your review upon request at the school office and on the school website.

Opportunities for meaningful parent involvement are provided at This Leona Group managed school through:

- Annual Title I Advisory meetings
- Opportunities to volunteer to serve on school councils/committees
- Communication vehicles such as school newsletter, school website, written description of programs, and information from annual Title I meetings
- Feedback through surveys
- Annual recommitment by parents, students, and teachers to the Parent-Student-School Compact

If you would like additional information on how you can participate in any of the committees, please contact the School Leader, front office staff, or your child's teacher.

As part of the Title I Parent Involvement Policy, this Leona Group managed school has developed a compact outlining how parents, school staff, and students will share responsibility for improving student achievement. School compacts will be reviewed and revised annually, as necessary.

School-Parent Compact

Parent Responsibilities, The Parent will:

- See that my child is punctual and attends school regularly.
- Support the school in its effort to maintain proper discipline.
- Establish a time for homework and review it regularly.
- Provide a quiet, well lighted place for study.
- Encourage my child's efforts and be available for questions.
- Stay aware of what my child is learning.
- Provide a library card for my child.
- Read with my child and let my child read to me.

Student Responsibilities, The Student will:

- Attend School regularly.
- Come to school each day with pens, pencils, paper, and other necessary tool for learning.
- Complete and return homework assignments.
- Observe regular study hours.
- Conform to rules of student conduct.

School Responsibilities, The School will:

- Provide homework assignments for students.
- Provide necessary assistance to parents so that they can help with the assignments.
- Encourage students and parents by providing information about student progress.
- Use special activities in the classroom to make learning enjoyable.
- Provide an environment that allows for positive communication between the teacher, parent and student.
- Encourage teachers to regularly provide homework assignments that will reinforce classroom instruction.

Parent's Right to Know

You have the right to request information regarding the professional qualifications of your child's teacher. Specifically, you may request the following:

- Whether your child's teacher has met state qualification and certification/licensing criteria for the grade levels and subject area in which the teacher provides instruction.
- Whether your child's teacher is teaching under emergency or other provisional status through which state qualification or certification/licensing criteria has been waived.
- The bachelor's degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of study/discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

- Information on your child's achievement level in each of the state tests

If you would like to receive this information, please contact the school office at 602-242-3442 to schedule an appointment with Mr. John Andersion, school leader.

School Volunteers

Parent/Guardian Volunteers

Because student safety is of utmost concern to us, certain restrictions apply to volunteers and fingerprint clearance may be required in order for you to volunteer. Parents or guardians of a currently enrolled student who wish to volunteer at the school are not required to be fingerprinted. Volunteers from the community will be required to provide a current DPS Fingerprint Clearance Card and a copy of their identification in order to volunteer at the school.

Community Volunteers

Community Volunteers are required to have a valid AZ Fingerprint Clearance Card prior to volunteering in our programs. For more information on becoming a community volunteer, contact the school leader.

Conduct of Visitors/General Public on School Property

The definition of *general public* is anyone who does not come under the definition of student, faculty member, staff member, or employee.

- All visitors, parents, guardians, etc. who visit the school for any reason (i.e. volunteering in the classroom, observation, meeting with school staff, etc.) are required to enter the school through the main/front doors, report to the school office, sign in, present identification, and wear a visitor badge at all times. In order to ensure the safety of the campus community, entrance to the school through other entrances is not permitted by visitors. All visitors must be escorted by a staff member at all times.
- No person shall visit or audit a classroom or other School activity, nor shall any person come upon or remain upon School premises, without prior approval by the Principal or the Principal's authorized representative. Nor shall any person conduct or attempt to conduct any activity on School premises without prior approval by the Principal or Principal's authorized representative.
- Any member of the general public considered by the School Leader, or a person authorized by the School Leader, to be in violation of these rules shall be instructed to leave School property. Failure to obey the instruction may subject the person to criminal proceedings pursuant to A.R.S. § 13-2911 and to any other applicable civil or criminal proceedings, or to tribal ordinance.
- Persons who engage in disorderly conduct of any kind may be subject to removal and exclusion from the School.
- No person shall possess or engage in the use of medical marijuana on School property or at school-sponsored events.

No person shall engage in conduct that may cause interference with, or disruption of, an educational institution. Interference with or disruption of an educational institution includes any act that might reasonably lead to the evacuation or closure of any property of the educational institution or the postponement, cancellation or suspension of any class or other school activity. For the purposes of this policy, an actual evacuation, closure, postponement, cancellation or suspension is not required for the act to be considered interference or disruption.

A person commits interference with or disruption of an educational institution by doing any of the following:

- Intentionally, knowingly or recklessly interfering with or disruption of the normal operations of the School by either:
 - Threatening to cause physical injury to any employee or student of the School or any person on the property of the School.
 - Threatening to cause damage to the School, the property of the School, or the property of any student or employee of the School.
- Intentionally or knowingly entering or remaining on the property of the School for the purpose of interfering with or denying lawful use of the property to others.
- Intentionally or knowingly refusing to obey a lawful order given by the Principal, Director of Operations, or another person designated to maintain order at the School.

The above identified acts need not be directed at a specific individual, the School, or specific property of the School to constitute a violation of this policy. Restitution for any financial loss caused by a violation of the policy may be required. Furthermore, an individual who interferes with or disrupts an educational institution is subject to misdemeanor or felony charges as provided in A.R.S. § 13-2911.

A person may also interfere with or disrupt the operation of the School by committing any of the following:

- Any conduct intended to obstruct, disrupt, or interfere with teaching, research, service, administrative, or disciplinary functions or any activity sponsored or approved by the School Board
- Physical or verbal abuse or threat of harm to any person on property owned or controlled by the School or at school-sponsored functions
- Forceful or unauthorized entry to or occupation of School facilities, including both buildings and grounds
- Illicit use, possession, distribution, or sale of tobacco, alcohol, or drugs, other controlled substances, or other illegal contraband on School property or at school-sponsored functions
- Use of speech or language that is offensive or inappropriate to the limited forum of the public school educational environment.
- Failure to comply with the lawful directions of School officials or of law enforcement officers acting in performance of their duties, and failure to identify oneself to such officials or officers when lawfully requested to do so.
- Knowing violation of a School rule and/or Policy. Proof that an alleged violator has a reasonable opportunity to become aware of such rules and regulations shall be sufficient proof that the violation was done knowingly.
- Any conduct constituting an infraction of any federal, state, or city law or policy of the School Board.

- Carrying or possessing a weapon on School grounds unless the individual is a peace officer or has obtained specific authorization from the appropriate School administrator.

Student Records and Confidentiality

(Annual Notification of Confidentiality Rights Regarding Education Records of Students with Disabilities and Their Parents)

This Leona Group managed school has established written policies regarding the collection, storage, retrieval, use and transfer of student educational information collected and maintained pertinent to the education of all students to ensure the confidentiality of the information and to guarantee parents'/guardians' and students' rights to privacy. These policies and procedures are in compliance with federal and state laws.

The Family Education Rights and Privacy Act (FERPA) affords families and majority age students rights to their education records. These rights are as follows:

Right to Inspect and Review

Parents have the right to inspect and review a student's education records within 45 days from the day the school receives a request for access. Requests should be submitted in writing to the school leader and identify the records to be inspected. The school leader will make arrangements for access and notify the parent of the time and place where the records may be inspected.

Right to Amend Education Records

Parents may request to have their student's educational records amended if they believe the information is inaccurate or misleading or otherwise in violation of the student's privacy rights. The request should be made in writing to the school leader, clearly identifying the part of the record the parent(s) want changed and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested, the parent(s) will be notified of their right to a hearing regarding the request for amendment.

Additional information regarding the hearing procedures will be provided to the parent(s) when notified of the right to a 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 regarding the contested information.

Right to Consent to Disclosure

Parent(s) or eligible students have the right to require their consent to disclosures of personally identifiable information contained in the student's education records by the prior written consent of the parent(s) or eligible student(s), except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her

tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Right to File a Complaint

A parent or eligible student has the right to file a complaint with the Family Educational Rights and Privacy Act Office in Washington D.C., if they believe that the district has violated the provision of FERPA. If a family or majority age student wishes to file a complaint alleging a FERPA violation, he or she should first contact the school leader. If a reasonable solution is not made at the school level the complainant has the right to file a complaint with the U.S. Department of Education.

The name and address of the office that administers FERPA is:

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

Notice for Release of Student Directory Information

The Family Educational Rights and Privacy Act or “FERPA” requires that the School obtain your written consent to release any personally identifiable information or educational records concerning your child. FERPA provides many exceptions to the written consent requirement; one of which is an exception for information designated as “directory information.”

Directory information is information that is that is generally not considered harmful or an invasion of privacy if released. Directory information can include items such as, but not limited to, names, addresses, phone numbers, honors and awards, participation in school activities and sports, and other similar information. Before the School may release directory information without your written consent, it must first inform you of those items that the School will designate as directory information, and provide you an opportunity to opt-out. It is important to the School that it balances safeguarding your child’s information with ensuring that your child is informed of various opportunities and activities. Therefore, the School has decided to designate the following information as “directory information” (information that can be released without your written consent):

- Student's name
- Student's photograph
- Student's grade level
- Student's honors and awards received
- Student's participation in officially recognized activities and sports within the School

If you opt-out of having your child’s directory information released, your child may also miss opportunities to be on vendor lists for graduation announcements, yearbook opportunities, or other student lists for participation in clubs and activities, or his/her achievements may not be publicized in School announcements. Another item to consider is that State and Federal law require that if directory information is released to persons or organizations who inform students of educational or occupational opportunities, then, the School is also required to provide the same access to official military recruiting representatives for the purpose of informing students of educational and occupational opportunities available to them in the military. However, you can request in writing that the School not release the student’s directory information without your prior signed and dated written consent. If you do not object in writing to the release of any or all directory information, then the

School must provide military recruiters, upon request, directory information containing the student's name, address, and telephone listing.

If you do not want any or all directory information about your student to be released to any person or organization (including School groups) without your prior signed and dated written consent, you must notify the School in writing using the opt-out form located at the end of this Handbook and returning it to your student's school, within two (2) weeks of receiving this form, or by October 31st, whichever occurs first. If the School does not receive notification from you on the form found at the end of this Handbook within the prescribed time, the School will assume that your permission is given to use the directory information as described above.

NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT

The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98) affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, antisocial, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of:

1. Any other protected information survey, regardless of funding;
2. Any nonemergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use -

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

This Leona Group managed school has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected

information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. This Leona Group managed school will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. This Leona Group managed school will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. This Leona Group managed school will make this notification to parents at the beginning of the school year if the school has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-8520

Service Animals

Service animal means any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. Service animals do not include other species of animals, whether wild or domestic, trained or untrained.

This Leona Group managed school does not discriminate against individuals with disabilities who use service animals if the work or tasks performed by the service animal are directly related to the individual's disability. Work or tasks include assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities and helping individuals with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort or companionship do not constitute work or tasks.

Individuals with disabilities shall be permitted to be accompanied by their service animal in all areas of the School's facilities where members of the public, participants in services, programs or activities, or invitees are allowed to go. A service animal may be excluded from the School if one or more of the following apply:

- The animal poses a direct threat to the health or safety of others.
- The animal fundamentally alters the nature of the School, services or activities provided.
- The animal poses an undue burden.

A service animal shall be under the control of its handler. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash or other tether or use of the harness, leash or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be under the handler's control. The School shall not be responsible for the training, feeding, grooming. The School must approve any person who is authorized by the owner to assist in the care and supervision of the service animal while on school property.

A request for an individual with a disability to be accompanied by a service animal must be submitted to the school leader at least three (3) school days prior to bringing the service animal to school or to a school function. Forms are available by contacting the school office.

Service dog requests must provide proof of the following vaccinations: DHLPPC (distemper, hepatitis, leptospirosis, parainfluenza, parvovirus, and coronavirus) bordatella, rabies. Miniature horse requests must provide proof of the following vaccinations: Equine Infectious Anemia (Coggins Test), rabies, tetanus, encephalomyelitis, rhinoneumonitis, influenza, and strangles.

All service animals must be: spayed or neutered; treated for and kept free of fleas and ticks; and kept groomed to avoid shedding and dander. Owners of the service animal are liable for any harm or injury caused by the animal to students, staff, visitors, and/or property.

Health Information

Immunizations

Arizona law ARS §15-872 requires that parents provide an up-to-date record of immunizations prior to enrolling in school. The record must include the month, date, and year of your student's immunizations. Students without proof of immunization will be excluded from school. The following immunizations are required to attend this Leona Group managed school, contingent on age:

Diphtheria/Pertussis/Tetanus (DPT, DTaP, Tdap)

Polio

MMR #1 and MMR #2

Haemophilus Influenzae B (HIB)

Hepatitis A Series

Hepatitis B Series

Chickenpox (Varicella) or history of disease

Meningococcal

Please inform the school of any immunizations that your student receives throughout the year so that immunization records are kept current.

Arizona law ARS §15-872 provides exemptions from immunization requirements for the following:

Medical reasons—permanent or temporary

Personal beliefs

Documentation of adequate immunity

Although the law allows exemptions, if an outbreak of any of the diseases covered by required immunizations occurs, the County Health Department may require that students who are not immunized be excluded from school for the duration of the outbreak.

Medication

Students are not permitted to carry prescription or over-the-counter medication to and from school or to keep it on their person while at school or when participating in any school-related activities. The school office will accept up to a 30 day supply of medication for students to treat an existing condition. Parents/Guardians or Adult Students must complete a Medication Form with the school office prior to any medication being administered at school. The following is required for all medications stored and administered by the school office:

- Prescription medication **MUST** be in its original prescription container with a pharmacy label. Over-the-Counter medication **MUST** be in the original factory container clearly stating directions and warnings. **NO** medications will be accepted in any other containers, bags, envelopes, etc.
- Sample prescription medication must have a prescription by a physician attached in order to be accepted
- A medication form must be on file for any medications to be administered at school
- All medication must be dropped off and picked up by the parent/guardian or an adult on the Emergency Contact List **ONLY**
- Only medications needed to treat a current/existing ailment will be stored at the school
- Medications will be given in age/weight appropriate doses according to manufacturer's directions or physician's orders on file
- For administration of Over-the-Counter medication beyond a 3 day period, a doctor's authorization or prescription is required
- Students requiring an inhaler or EpiPen may carry and self-administer these with written parental consent on the Medication Form. Students who self-administer medication must report their use to the office so that it can be recorded.
- MAYA reserves the right to disallow the use or administration of any medication on school premises if the threat of abuse or misuse of the medicine may pose a risk to any student.

Hearing and Vision Screenings

Hearing and Vision screenings are given to selected groups of students per Arizona mandate under the guidelines of the Arizona Department of Education and the Arizona Department of Health Hearing Conservation Program. For more information on these screenings, please contact the school office.

Chronic Health Conditions

A chronic health condition is one that is not curable and/or requires continuous treatment. If your student has a chronic illness or health condition that will cause him/her to miss school, please inform the school office. School staff will develop a Chronic Illness Plan to ensure that absences due to the chronic condition are not

subject to school attendance policies and to provide ways to furnish missed work or instructional materials during your student’s absences.

Instruction and Learning

Assessment of Learning

Students at this Leona Group managed school are assessed to ensure that they are acquiring skills and being challenged academically. To measure the achievement of all students, school-wide assessments are administered throughout the year. Each student’s performance on the school-wide assessments is measured against their own previous performance. Results of these assessments in language arts and mathematics are used to make needed programming changes and provide additional support to students through intervention programs. Results are also made available to teachers, parents, and students so that everyone can work together to help ensure that all learning goals are met for every student. Students with disabilities participate in all state and school assessments and may be administered more individualized evaluations or assessments by appropriate professionals for the purpose of determining eligibility and providing specialized instruction under the Individuals with Disabilities Education Act (IDEA).

CUSTOMIZE TO YOUR SCHOOL’S GRADE LEVELS!

TEST	WHO IS TESTED	WHAT IT IS USED FOR
AZMERIT / AIMS Science	<ul style="list-style-type: none"> AZMerit End of course assessments are given in English Language Arts 9, 10, and 11 as well as Algebra I, Algebra II, and Geometry Science AIMS is given in grades 4, 8, and 10 	<ul style="list-style-type: none"> To determine student growth and achievement towards state academic standards To determine the promotion of 3rd graders based on their reading readiness in compliance with Move On When Reading
AZELLA	<ul style="list-style-type: none"> All English language learners 	<ul style="list-style-type: none"> To identify students for English language services, measure their academic language proficiency growth, and exit them out of the program
EDULASTIC	<ul style="list-style-type: none"> All enrolled students Grades 9 through 12 	<ul style="list-style-type: none"> To provide targeted interventions to increase student mastery of state academic standards To measure individual student growth towards

		mastery of state academic standards
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Grading

Curriculum

Maya High School implements a student curriculum that is based on the Arizona College and Career Ready Standards. Objectives are taught using a variety of learning activities and addressing multiple learning modalities. Reading, writing, and technology skills are integrated throughout the curriculum and are an integral part of all content area classes. Textbooks and all other instructional materials are selected on the basis of their alignment with the Arizona College and Career Ready Standards.

Uninterrupted Instructional Time

We believe in providing uninterrupted learning time. Class time is a period of time when the student can concentrate on academics and not be distracted. When you have messages, materials, lunch money, etc, for a student, please bring it to the school office and the school personnel will deliver it to the classroom. Please try to schedule appointments outside of the instructional day so that students are not missing valuable class time.

Homework

The purpose of homework is to provide additional practice on previously introduced skills or to enrich classroom experiences. Because of the extended learning time during the day, the majority of learning activities will be completed during class time where the teacher is available to assist the student. Teachers may require additional homework or research to be completed outside of class. Each teacher will provide guidelines for homework in their syllabus.

Progress Reports

The primary function of a progress report is to communicate information to parents/guardians about their child's current achievement status in regard to specific learning objectives in each curriculum area. Each student's progress is reported to parents/guardians four times a year mid-point through the block. All grades are posted on Family Link online. These dates can be found on the school calendar. The issuance of progress reports indicates progress from one assessment period to the next.

It is the belief of MAYA that an open line of communication between home and school should be maintained at all times to increase the likelihood of student growth and success. Parents may request a conference at any time. Feel free to contact your child's teachers if you would like a progress report more frequently.

Report Cards

Report cards are no longer being sent home; however They can be found on ParentVue & StudentVue. You as the parent and student are provided a username and password at the time of enrollment. You can access ParentVUE/StudentVue button on our school website, as well as download the ParentVUE/StudentVUE App to monitor your child's progress. If you would like a report card mailed home please contact the office at 602-242-3442 and one will be sent to you when grades are submitted.

Honor Roll Guidelines

Eligibility: Students who meet the academic and citizenship standards described below will be eligible for honor roll recognition.

- G.P.A. of 3.0 or better (Principal's List 3.75 and above, Honor Roll 3.0-3.75)
- Must be enrolled in 3 or more classes which count toward honor roll for at least the last three blocks.
- Cannot have any F's on report cards.
- Incomplete grades must be cleared from the record before a student can qualify for honor roll.

Graduation Requirements

General Required Courses	Credits	AZ University Requirements*	Credits
English	4.0	English	4.0
Math	4.0	Math	4.0
Science	3.0	Science	3.0
Social Studies	3.0	Social Studies	3.0
Fine Arts/Vocational	1.0	Visual/Performing Arts	1.0
Elective Classes	7.0	Foreign Language	2.0
Total:	22.0	Elective Classes	5.0
		Total:	22.0

Technology Use Guidelines

INCLUDE YOUR policy/guidelines that include expectations/rules for these items for technology use:

- Accessing inappropriate materials (obscene, pornographic, illegal ,etc)
- Network etiquette
- Vandalism and harassment (e.g., "cyberbullying")
- Copyrights and plagiarism
- Access to social networking or chat room Web sites.
- Downloading (e.g., music files)

- Consequences for not adhering to the guidelines

Technology Usage Expectations:

- Students using a school issued device are expected to treat the equipment with care.
- Students should not draw, write, scratch, or damage these devices.
- Students should not eat or drink, or have open containers of food/liquid, while using school issued technology.
- Students should only use school issued technology to aid in their learning. Students should not be accessing personal social media accounts, gaming sites, pornography, buying/selling sites, or other inappropriate sites using school issued devices.
- Students should not download any files or software from the internet onto school issued technology.
- Students should not attempt to “hack” into any of the school’s technology systems for any reason.
- Students who misuse school technology will be subject to disciplinary consequences.

Students do not have any personal privacy right or any reasonable expectation of privacy when using this Leona Group managed school domain email, computers, or internet. Technology is property of the school and must be returned to the school once the student is no longer an active student (graduation, transfer, moved out of the area).

When using a school issued Chromebook to conduct research students are protected with CIPA (Children's Internet Protection Act) compliant web filters, Umbrella and Securely and a Sonicwall NSA 2600. When students are using their own devices and networks, students are expected to adhere to the school’s policies and expectations for internet safety during student orientation. When research outside of the LMS is required to complete the requirements of a course, students will be provided with a list of reputable and verified online sources through the course content or by the assigned content area teacher.

This Leona Group managed school has the right to restrict or terminate information network access and use of school technology. This Leona Group managed school has the right to monitor network activity to ensure school policy for acceptable use is followed. If you do not want your student to have access to the Internet, please notify the school leader in writing.

Children’s Online Privacy Protection Act (COPPA)

At the LEONA MANAGED SCHOOL, your child will be using Google Chromebooks and will have internet access and receive an e-mail address through Google’s G Suite for Education during class instruction and to complete assignments. The COPPA requires that we obtain Verifiable Parental Consent before collecting information from your child or permitting them to disclose personal information, if your child is under thirteen (13) years old.

I have read the G Suite for Education Privacy Notice located at https://gsuite.google.com/terms/education_privacy.html and consent to allow my child to submit information in order to use the website.

Exceptional Student Services

Child Find

In compliance with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act, this Leona Group managed school is required to locate and provide a free and appropriate public education (FAPE) for all enrolled students with disabilities.

The following child find activities are conducted by this Leona Group managed school to locate enrolled students with disabilities:

1. Review of school records (from prior schools and school of current enrollment).
2. Screening within 45 days of enrollment in the following areas: vision, hearing, motor skills, speech, language, cognitive ability, academic, and social emotional development.
3. Refer children suspected of having a disability age birth to three years to Arizona Early Intervention Program and children age three to five years (not yet enrolled in school) to the appropriate state or community agencies.
4. Provide information about concerns and student progress to parent(s) in writing.
5. If appropriate, refer the child for evaluation and/or other appropriate services.

All referrals are considered confidential, and services are provided at no cost. The parent, legal guardian, or surrogate parent retains the right to refuse services and are provided other procedural safeguards under federal and state law.

A free appropriate public education with a full continuum of services is available for eligible students with disabilities. If you suspect that your child has a disability and is eligible for services under ADA Section 504 or IDEA or have questions about child find activities, please contact the school's exceptional student services coordinator or the school leader. You may also contact Heidi Sinkovic, Director of Exceptional Student Services at 602-953-2933.

ADA Section 504

Pursuant to Section 504 of the Rehabilitation Act of 1973, this Leona Group managed school has a duty to identify, refer, evaluate and if eligible, provide a free, appropriate public education to students with disabilities. For additional information about the rights of parents of eligible students, or for answers to any questions you might have about identification, evaluation and placement into Section 504 programs, please contact the school leader or Heidi Sinkovic, Director of Exceptional Student Services at 602-953-2933.

Grievance Procedure under ADA Section 504

Any person who believes she or he has been subjected to discrimination on the basis of disability by a student, staff member, or third party may file a grievance under the grievance procedure outlined in this handbook. Examples of disability discrimination can include, but are not limited to, disability-based harassment; limiting or denying a qualified individual with a disability in the enjoyment of any right, privilege, advantage, or opportunity

enjoyed by others receiving an aid, benefit or service; and failing to make non-fundamental, reasonable modifications of "policies, practices or procedures" when such modification is necessary to accommodate individuals with disabilities.

This Leona Group managed school will make appropriate arrangements to ensure that disabled persons are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing audio material for the blind, providing a scribe for submission of the complaint, or assuring a barrier-free location for the proceedings. The school leader will be responsible for such arrangements.

Special Education Services

This Leona Group managed school makes available special education and related services to all students. Our teachers are trained to teach to diverse learning styles and ability levels. This Leona Group managed school believes in close collaboration between general education teachers, special education teachers, staff, and parents. This produces the best possible learning outcomes for our exceptional students. For more information about our special education programs, please contact the school's special education department.

Special Education Records Retention Notice

Pursuant to A.R.S. 41-1351, special education records including placement records, referrals, evaluations, and testing data, will be destroyed seven years after the student's last fiscal year of enrollment. A permanent record of a student's name, address, phone number, grades, attendance record, classes attended, grade level completed and year completed, may be maintained without time limitation.

Procedural Safeguards

Parents of a student with a disability (or suspected of having a disability) are entitled to a Procedural Safeguards Notice, which explains the rights of the parent and student to ensure they are protected through the special education process. A copy of the procedural safeguards notice is offered to parents once annually and in specific instances; however, copies are always available by contacting the School Office and on the school's website.

ESS Referral and Evaluation

Students suspected of having a disability may be referred to the school's exceptional student services coordinator, school leader, or the Director of Exceptional Student Services by the parent or school staff for further evaluation. Evaluations will be conducted pursuant to the requirements under ADA Section 504 and/or IDEA.

For information on the school's evaluation procedures under Section 504 or IDEA, contact the school leader or Heidi Sinkovic, Director of Exceptional Student Services at 602-953-2933.

English Language Acquisition Services

This Leona Group managed school offers programs that meet the diverse needs of English Language Learners by offering programs that meet the Arizona requirements under A.R.S.15-756.01. The programs are designed to provide equal educational opportunity and access to curriculum while developing English language skills to students for whom English is not the primary language. Parents have the right to refuse participation in these services. For more information, contact the school ELAS coordinator, school leader or Elvia Guevara, Director of ELAS at 602-953-2933.

Food and Nutrition

National School Lunch and Breakfast Programs

MAYA is pleased to offer the National School Lunch Program (NSLP) and School Breakfast Program (SBP) for the 2020-2021 school year. The NSLP and SBP are Federal Programs that provide nutritious meals at a minimum cost to school children. Families may apply for the programs by submitting a Household Income Application which is provided by the school. For assistance please contact Yesenia Torres, School Meals Coordinator. Non-discrimination Statement: This explains what to do if you believe you have been treated unfairly. "In accordance with Federal Law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call toll free (866) 632-9992 (Voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 Spanish). USDA is an equal opportunity provider and employer.

Student Code of Conduct and Expectations

Respect and mature conduct in the school is of primary importance to staff members, parents/guardians, and other students. The maintenance of orderly conduct of students is necessary in every school situation to ensure the health and safety of all and to maximize learning. Effective discipline is a necessity for quality education. MAYA's fundamental philosophical basis of effective discipline is that students are responsible for their own actions and are expected to show respect and consideration for the rights of others. These expectations are the basis upon which our MAYA Bill of Rights and Responsibilities is formulated. In addition to appropriate behavior at school, students are expected to exhibit proper behavior on their way to school, on their way home from school and when participating in school activities.

Student Expectations

The following policy and procedures are enforced at MAYA for the purpose of maintaining a safe, drug-free learning environment:

1. **Fighting, Threats, and Intimidation:** Maya High School strictly enforces a discipline program on any fighting, threats, or intimidation. Students who participate will face suspension or possible expulsion.

2. **Gang Association and Gang Activity:** “Tagging Crews” and “Party Crews” are considered gangs by local law enforcement agencies and are considered such by MAYA. This includes hand gestures/signs, language, clothing, tattoos, belt buckles, writing, numbers, and color combinations. Students are not allowed to wear any t-shirt that is one solid color. Students violating this policy will face immediate suspension or expulsion. Students are not allowed to possess any type of marker on campus. Possession of a marker will result in community service and confiscation of marker.
3. **Illegal Substances and Weapons:** Any involvement with the possession, use, or sale of any type of illicit drug, synthetic drug, placebo drug, prescription drug, alcohol, or other controlled substance will result in notification to the authorities. Weapons or any other dangerous items are not permitted on campus.
4. **Abuse of Staff:** In order to maintain a safe, orderly school environment, the authority of school staff members acting in their official capacity must be respected. For this reason, any form of verbal or physical abuse of staff will be treated as a serious offense warranting suspension or expulsion. If concern about a staff member’s exercise of authority cannot be satisfied in direct, appropriate discussion with the individual, that concern should be brought to the attention of the administration.
5. **Students must attend school and arrive promptly:** MAYA operates on a block schedule. Each Block consists of 36 days. Arizona law requires that a student attend a set amount of time to receive credit. Therefore, if a student accumulates more than six absences during the block, the student may receive a letter grade of an “F” for that class. When arriving on campus, students should report immediately to the school courtyard. Any student who has excessive tardies and/or absences may be switched to a different session and/or be suspended or expelled from school. (ARS 15-841)
6. **Respect must be shown to teachers, staff members, other adults and students at all times:** Respect is required at all times by everyone at MAYA. This includes the use of language, gestures, actions, and attitude. If a student anticipates a potential problem of any type, the student is expected to seek advice from an administrator, the school counselor or, appropriate school personnel. This rule prohibits fighting, threats, and other acts of violence and vandalism. Additionally, the student will be held responsible for any destruction he or she does to school property.
7. **Closed Campus Policy:** For the safety of the students, MAYA has a closed campus. Students must remain on school grounds at all times, including the break between classes. Students who become ill or have an emergency must report to the office, receive parental/guardian (if under the age of 18) and administrative permission, and sign out before leaving the campus. The office may deny permission to leave campus. Failure to obtain permission to leave campus will be considered an unexcused absence or truancy and will result in disciplinary action.
8. **Signing Out:** If a student wants to sign out, the student will need an office pass from their teacher. Parent permission is then needed; unless the student is over the age of 18 they must speak with an administrator before signing out. When signing out within one(1) hour into class it will be marked EA, if before the one)1) hour mark it will count as an absence.
9. **Telephone Calls:** Students may not receive or make phone calls during class hours. A phone is available for student use during non-class hours. If you need to contact your son/daughter, please phone the front office and the front office personnel will get a message to the classroom teacher. Emergency calls from parents will be taken by the front office and the student will be Informed immediately. Teachers are available for phone calls before or after school time.
10. **Electronic Devices:** To prevent disruption of the learning environment, students will not be able to use cell phones, personal electronic games, portable radios, iPods, wireless headphones and ear buds, etc

unless allowed by individual teachers. Violation of this policy will result in discipline. If a student has a need for a recorder in class, a note will be obtained from the teacher and the recorder checked in through the Assistant Principal's office. MAYA is not responsible for lost or stolen electronic devices.

Drug Free School

A Drug Free School Zone is defined in A.R.S. 3411 as "the area within 300 feet of a school or its accompanying grounds, any public property within one thousand feet of a school or its accompanying grounds, a school bus stop or on any bus contracted to transport students."

This Leona Group managed school is designated as a Drug Free School Zone. Any person who violates this designation by possession, distribution, solicitation, manufacturing, or sale of drugs is subject to school disciplinary action and criminal prosecution in accordance with Arizona Revised Statutes.

The use, possession, distribution, manufacturing, or sale of drugs on or near school property, on the way to and from school, at a bus stop, or on a bus is prohibited. This includes an individual defined in section 36-2801 as a cardholder or any other individual lawfully possessing or using marijuana as outlined in A.R.S 15-108 For the purposes of this policy, drugs shall include, but not be limited to:

- Marijuana
- Prescription only drugs
- Narcotic drugs
- Inhalants/vapor-releasing substances
- Dangerous drugs – including, but not limited to the following: Hallucinogens, Stimulants, Depressants, Barbiturates, and Anabolic steroids
- Alcoholic beverages
- Drug "look alikes" or substances represented as drugs
- Any student in possession of, selling or distributing dangerous drugs or narcotics will be recommended for long-term suspension or expulsion.

Any student in possession of, selling or distributing any other substances specified in this policy will be subject to disciplinary action.

Bullying, Harassment, and Intimidation Policy

This Leona Group managed school is committed to providing all students with a safe learning environment where everyone is treated with respect. This Leona Group managed school expressly prohibits any acts of bullying, harassment, or intimidation. Additionally, soliciting others to engage in bullying, harassment, or intimidation is also expressly prohibited.

All students, teachers, parents, and staff of This Leona Group managed school have a right and responsibility to take reasonable measures within the scope of their individual authority to prevent violations of the bullying and hazing prevention policy and report incidents of bullying, harassment, or intimidation.

Definitions

Bullying is defined as a real or perceived imbalance of power with the more powerful student or group attacking those who are less powerful. Bullying can be physical in form (e.g., pushing, hitting, kicking, spitting, stealing); verbal (e.g., making threats, taunting, teasing, name-calling); or psychological (e.g., social exclusion, spreading rumors, manipulating social relationships).

Bullying may occur when an individual or group engages in any form of behavior or aggression that includes such acts as intimidation and/or harassment that:

- has the effect of physically harming an individual, damaging an individual's property, or placing an individual in reasonable fear of harm or damage to property;
- is sufficiently severe, persistent or pervasive that the action, behavior, aggression, or threat creates an intimidating, threatening, hostile or abusive environment in the form of physical or emotional or psychological harm or distress;
- behavior, aggression or threat occurs repeatedly over time; occurs when there is a real or perceived imbalance of physical, emotional or psychological power or strength; or
- may constitute a violation of law

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

Harassment is behavior by an individual or group that consists of systematic and/or continued unwanted and annoying actions, including threats and demands. Harassing conduct may take many forms, including verbal acts and name-calling (e.g., bullying); graphic and written statements, which may include use of cell phones, social-media or the Internet (e.g., cyberbullying); or other conduct that may be physically threatening, harmful, or humiliating. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school. Harassment based on race, disability, sex, religious orientation, sexual orientation, cultural background, economic status, size or personal appearance may violate an individual's civil rights when such harassment is sufficiently serious that it creates a hostile environment and such harassment is encouraged, tolerated, not adequately addressed or ignored.

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

Confidential Reporting

Students and parents/guardians have the right to confidentially report in writing to school administrators, teachers, or other staff members' instances of bullying, harassment, and intimidation (A.R.S. § 15- 341(A)(37)). These reports will be shared with appropriate school officials so that appropriate steps can be taken to ensure that all students have a learning environment that is safe emotionally, mentally, and physically. Reports must be made within thirty (30) calendar days of the last incident.

Reporting Incidents of Bullying or Hazing

Students and others should report any incidents of bullying to a teacher, school administrator or any other school employee (i.e., educational assistant, receptionist, etc.). It is mandatory that school employees report any incidents of bullying in writing to school administration. Students who cannot immediately file a report must do so within thirty (30) calendar days of the last incident. The school employee receiving the report/complaint who believes a student has been subjected to bullying or personally witnesses bullying shall:

- Check to see if an outside agency needs to be contacted (i.e., Department of Child Safety or law enforcement).
- Have the student complete a Student Concerns, Complaints, and Grievances Form. An adult may assist the student in completing the Student Concerns, Complaints, and Grievances Form if necessary.
- At a minimum, the report/complaint shall be put in writing containing the identifying information on the complainant and such specificity of names, places and times as to permit an investigation.
- When a school employee receives the information, the employee will give the information to the school administrator no later than the next school day following the day of the report/complaint.

Procedures for Investigation of the Report/Complaint

A school administrator shall investigate the incident or the activity within ten (10) instructional school days. Extension of the timeline may only be by necessity as determined by the Vice President of Academic Support. A school administrator shall check to see if an outside agency needs to be contacted (i.e., Department of Child Safety or local law enforcement authorities). A school administrator shall complete a Student Discipline Referral form if the student is found to have violated the bullying policy.

Any student who has committed the act of bullying/harassment/intimidation, intentionally files a false report or has retaliated against another who has participated in any manner in an investigation, proceedings or hearing conducted in response to an investigation of bullying, will be subject to consequences in accordance with the school’s code of conduct and ARS 15-341(37).

All violations of this policy shall be treated in accordance with the appropriate procedures and penalties provided for in school policies related to the conduct and discipline of students, staff, and others. A complaint may be withdrawn at any time. If the person chooses to re-file the complaint, it must be refiled within 30 calendar days of the original incident

Categories of Misconduct and Range of Possible Consequences

****THE FOLLOWING IS A SAMPLE AND YOU SHOULD REVIEW AND EDIT/CUSTOMIZE. YOU MAY WANT TO LOOK AT OTHER SAMPLES. FOR QUESTIONS CONTACT MARY BERG****

Misconduct or Violation /Definition	Consequence
Assault Intentionally, knowingly or recklessly causing any physical injury to another person; intentionally	Minimum: Short-Term Suspension Maximum: Expulsion

placing another person in reasonable apprehension of imminent physical injury or knowingly touching another person with the intent to injure, insult or provoke the person	
Aggravated Assault/Assault on a Staff Member An assault in which a person causes serious physical injury to another or an assault on a peace officer, teacher, or other employee of the school district - could be considered as a Threat to an Educational Institution	Minimum: Short-Term Suspension Maximum: Expulsion
Arson/Reckless Burning Attempting to or intentional burning of a building, structure, or property	Minimum: Short-Term Suspension Maximum: Expulsion
Bomb Threats Threatening to cause harm using a bomb, dynamite, explosive, or arson-causing device – could be considered as a Threat to an Educational Institution	Minimum: Short-Term Suspension Maximum: Expulsion
Bullying Bullying is a real or perceived imbalance of power with the more powerful child or group showing either passive or direct aggression toward those who are less powerful. Bullying can be physical in form (e.g., pushing, hitting, kicking, spitting, stealing); verbal (e.g., making threats, taunting, teasing, name calling); psychological (e.g., social exclusion, spreading rumors, manipulating social relationships); or through the use of electronic devices or other social media communication.	Minimum: Personal Conference Maximum: Expulsion
Burglary The act of entering a building or other premises with the intent to commit theft	Minimum: Long-Term Suspension Maximum: Expulsion
Cell Phone Disturbance Any use of cellular phone during the school day (e.g. incoming/outgoing phone calls, text messaging, taking photos, music, etc.)	Minimum: Personal Conference/Confiscation of Item Maximum: Long-Term Suspension

<p>Cheating Wrongfully securing and/or using information or assisting another to do so</p>	<p>Minimum: Personal Conference/Parental Involvement Maximum: Short-Term Suspension/No Credit Awarded</p>
<p>Chemical or Biological Threat Threatening to cause harm using dangerous chemicals or biological agents – could be considered as a Threat to an Educational Institution</p>	<p>Minimum: Short-Term Suspension Maximum: Expulsion *This action will result in Law Enforcement Involvement/Criminal Charges.</p>
<p>Classroom Disturbance Any act which disrupts the normal educational process or violates any rules or procedures of a classroom</p>	<p>Minimum: Personal Conference/Loss of Privileges Maximum: Long-Term Suspension</p>
<p>Combustible Items Possession of a substance or object that is readily capable of causing bodily harm or property damage, i.e., matches, lighters, firecrackers, gasoline, and lighter fluid</p>	<p>Minimum: Personal Conference Maximum: Expulsion</p>
<p>Contraband/Inappropriate Items Items which may disrupt the learning environment</p>	<p>Minimum: Personal Conference/Confiscation of Item Maximum: Long-Term Suspension</p>
<p>Criminal Involvement Criminal involvement in an off-campus offense indicating that the offender is likely to pose a threat to the safety or welfare of students or staff members, or impair the normal educational process or educational climate</p>	<p>Minimum: Personal Conference Maximum: Expulsion *This action will result in Law Enforcement Involvement/Criminal Charges.</p>
<p>Dangerous Situation, Failure to Report Failure to report any knowledge or suspicion of a potentially dangerous situation</p>	<p>Minimum: Personal Conference Maximum: Long-Term Suspension</p>
<p>Defiance/Disrespect Towards Authority, or Non-Compliance Student engages in refusal to follow directions, talks back, or delivers socially-rude interactions</p>	<p>Minimum: Personal Conference, Suspension Maximum: Long-Term Suspension</p>
<p>Disorderly Conduct Behavior which is disruptive to the orderly education process of the school; this includes disruptive behavior in a class or activity, unreasonable noise, offensive language or gestures, horseplay, roughhousing, sustained out-of-seat behavior, refusing to obey a request</p>	<p>Minimum: Personal Conference, Suspension Maximum: Expulsion</p>

<p>Dress Code Violations Failure to comply with school's dress and grooming guidelines</p>	<p>Minimum: Personal Conference, Required change of Clothing or inappropriate item Maximum: Short-Term Suspension</p>
<p>Endangerment Recklessly endangering another person with a substantial risk of imminent physical injury</p>	<p>Minimum: Suspension Maximum: Long-Term Suspension *This action will result in Law Enforcement Involvement/Criminal Charges.</p>
<p>Ethnic/Racial Slurs/Hate Speech Any communication which disparages a person or group on a basis of some characteristic such as race, gender, ethnicity, religion, or sexual orientation</p>	<p>Minimum: Suspension Maximum: Long-Term Suspension, Expulsion</p>
<p>Extortion Demanding money or something of value in return for protection or in connection with a threat to inflict harm</p>	<p>Minimum: Suspension Maximum: Expulsion *This action will result in Law Enforcement Involvement/Criminal Charges.</p>
<p>Fighting Mutual participation in an incident involving physical violence, where there is no major injury</p>	<p>Minimum: Suspension Maximum: Expulsion *This action will result in Law Enforcement Involvement/Criminal Charges.</p>
<p>Fire Alarm, Dialing 911 Setting off the fire alarm or dialing 911 when no indication of emergency</p>	<p>Minimum: Short-Term Suspension Maximum: Expulsion *This action will result in Law Enforcement Involvement/Criminal Charges.</p>
<p>Forgery Falsely and fraudulently making or altering a document, writing or using the signature or initials of another person</p>	<p>Minimum: Parental Involvement/Restitution Maximum: Long-Term Suspension/Restitution</p>
<p>Gambling To play games of chance for money or to exchange money or property</p>	<p>Minimum: Personal Conference/ Confiscation of Items Maximum: Long-Term Suspension</p>
<p>Gang Activities or Associations Gang-related dress, verbal or written language, or behavior</p>	<p>Minimum: Personal Conference Maximum: Long-Term Suspension *This action will result in Law Enforcement Involvement/Criminal Charges.</p>
<p>Graffiti or Tagging Writing on walls, drawing or words that are written scratched, painted, or sprayed on walls or other surfaces</p>	<p>Minimum: Suspension/Restitution Maximum: Expulsion/Restitution *This action will result in Law Enforcement Involvement/Criminal Charges.</p>

<p>Harassment, Nonsexual Non-sexual harassment includes communication with another person anonymously or by verbal, electronic, mechanical, telegraphic, telephonic or written means with the intent to harass</p>	<p>Minimum: Suspension Maximum: Expulsion</p>
<p>Inappropriate Language Verbal or written messages or physical gestures that include swearing, name calling, or use of words in an inappropriate manner</p>	<p>Minimum: Personal Conference, Suspension Maximum: Long-Term Suspension</p>
<p>Indecent Exposure or Public Sexual Indecency The intentional exposure of one's private body parts to others</p>	<p>Minimum: Short-Term Suspension Maximum: Expulsion *This action will result in Law Enforcement Involvement/Criminal Charges.</p>
<p>Hazing/Initiation Any activities that can be considered any type of initiation of another student</p>	<p>Minimum: Short-Term Suspension Maximum: Expulsion</p>
<p>Incitement Transmission of information with the intent to inflame a situation</p>	<p>Minimum: Personal Conference Maximum: Long-Term Suspension</p>
<p>Interference with the Peaceful Conduct of an Educational Institution Disrupting the lawful use of any school property, including uninvited student presence on campus</p>	<p>Minimum: Personal Conference Maximum: Long-Term Suspension</p>
<p>Leaving School Grounds without Permission Leaving school grounds or being in an unauthorized area during regular school hours without permission of the principal or principal designee</p>	<p>Minimum: Personal Conference Maximum: Short-Term Suspension</p>
<p>Lying To make an untrue statement with the intent to deceive, to create a false or misleading impression</p>	<p>Minimum: Personal Conference Maximum: Long-Term Suspension</p>
<p>Minor Aggressive Act Non-serious but inappropriate physical contact, i.e., hitting, biting, spitting, poking, pulling or pushing a chair out from underneath another person, or other behaviors that demonstrate low level hostile behaviors</p>	<p>Minimum: Suspension Maximum: Long-Term Suspension</p>
<p>Misconduct Failure to comply with any school rules</p>	<p>Minimum: Suspension Maximum: Short-Term Suspension</p>

<p>Negative Group Affiliation Specific attitudes and actions of a student affiliated with a negative group typically include some of the following:</p> <ul style="list-style-type: none"> • Involve themselves in other's problems • Confront authority as a group when one member has been disciplined • Act in an uncooperative and/or hostile manner as a group 	<p>Minimum: Personal Conference/Loss of Privileges Maximum: Short-Term Suspension</p>
<p>Plagiarism To steal and pass off the ideas or words of another as one's own</p>	<p>Minimum: Personal Conference/Parental Involvement Maximum: Suspension</p>
<p>Pornography Possession, distribution, or sale of any pornographic materials</p>	<p>Minimum: Suspension Maximum: Expulsion *This action will result in Law Enforcement Involvement/Criminal Charges.</p>
<p>Public Display of Affection Holding hands, kissing, sexual touching or other displays of affection</p>	<p>Minimum: Personal Conference Maximum: Short-Term Suspension</p>
<p>Recklessness Unintentional, careless behavior that may pose a safety or health risk for others</p>	<p>Minimum: Personal Conference Maximum: Short-Term Suspension</p>
<p>Selling/Trading The selling, buying, or trading of any item on school property that is not sponsored by the school (for example, gum, money or candy, etc.)</p>	<p>Minimum: Personal Conference / Confiscation of Items and/or Money Maximum: Short-Term Suspension/ Confiscation of Items and/or Money</p>
<p>Sexual Harassment <i>Contact District Compliance Officer.</i> Unwelcome conduct of a sexual nature that denies or limits a student's ability to participate in or to receive benefits, services, or opportunities in the school's program. It can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature, including unwanted physical contact. Does not include legitimate nonsexual touching or other non-sexual conduct</p>	<p>Minimum: Short-Term Suspension Maximum: Expulsion *This action will result in Law Enforcement Involvement/Criminal Charges.</p>
<p>Sexual Conduct Engaging in sexual conduct</p>	<p>Minimum: Short-Term Suspension Maximum: Expulsion *This action will result in Law Enforcement Involvement/Criminal Charges.</p>
<p>Solicitation/Facilitation/Conspiracy Encouraging, requesting, commanding or assisting another person in the violation</p>	<p>Minimum: Personal Conference Maximum: Expulsion</p>

of a school rule or in the commission of a criminal act	*This action will result in Law Enforcement Involvement/Criminal Charges.
Tardiness Unexcused lateness to class	Minimum: Personal Conference Maximum: Short-Term Suspension
Technology Violations Failure to comply with laws, rules, or guidelines for use of technology resources	Minimum: Parental Involvement/Loss of Privileges Maximum: Expulsion
Theft Taking property, items, or services from another person or from the school without permission, copying of copyrighted material	Minimum: Personal Conference/Restitution Maximum: Expulsion/Restitution *This action will result in Law Enforcement Involvement/Criminal Charges.
Trespassing To enter or remain on a school campus or District property without authorization or invitation and with no purpose for entry	Minimum: Personal Conference Maximum: Short-Term Suspension *This action will result in Law Enforcement Involvement/Criminal Charges.
Truancy/Unexcused Absence Any absence that has not been excused by a parent or legal guardian (includes leaving class without permission)	Minimum: Personal Conference Maximum: Referral to Outside Agency
Unauthorized Areas Being in any area considered off-limits to students, including teachers' lounge, teachers' work areas, off-limits campus areas, etc.	Minimum: Personal Conference Maximum: Short-Term Suspension
Vandalism of Personal or School Property Willful destruction or defacement of personal or school property	Minimum: Personal Conference /Restitution Maximum: Expulsion/Restitution
Verbal Provocation Use of language or gestures that may incite	Minimum: Personal Conference Maximum: Long-Term Suspension
SUBSTANCE ABUSE	
Alcohol Being under the influence of, and/or the use, possession, manufacture, distribution or sale of an alcoholic substance	Minimum: Short-Term Suspension Maximum: Expulsion *This action will result in Law Enforcement Involvement/Criminal Charges.
Look-A-Like/Over-The-Counter Possession The distribution, sale or use of imitation, look-a-like, prescription or over-the-counter medicine or drugs	Minimum: Short -Term Suspension Maximum: Expulsion *This action will result in Law Enforcement Involvement/Criminal Charges.
Drug Violation – Possession	Minimum: Short-Term Suspension

<p>The unlawful use or possession of any controlled drug or narcotic substance or equipment and devices used for preparing or taking drugs or narcotics. Includes being under the influence of drugs at school, school-sponsored events and on school-sponsored transportation</p>	<p>Maximum: Expulsion *This action will result in Law Enforcement Involvement/Criminal Charges.</p>
<p>Drug Violation – Distribution The unlawful cultivation, manufacture, distribution, sale, transportation or importation of any controlled drug or narcotic substance</p>	<p>Minimum: Long-Term Suspension Maximum: Expulsion *This action will result in Law Enforcement Involvement/Criminal Charges.</p>
<p>Tobacco The possession, use, distribution, or sale of tobacco products</p>	<p>Minimum: Personal Conference Maximum: Long-Term Suspension</p>
<p>THREATS</p>	
<p>Threats/Intimidation/Verbal Abuse of a Staff Member Statements (verbal or written) or actions, which attempt to threaten or intimidate a staff member (ARS§ 15-507: a person who knowingly abuses a teacher or other school employee on school grounds or while the teacher or employee is engaged in the performance of their duties is guilty of a class 3 misdemeanor). <i>Could be considered as a Threat to an Educational Institution</i></p>	<p>Minimum: Short-Term Suspension Maximum: Expulsion *This action will result in Law Enforcement Involvement/Criminal Charges.</p>
<p>Threats or Intimidation Communication by word or conduct the intent to cause physical injury or serious damage to a person or their property – could be considered as a Threat to an Educational Institution</p>	<p>Minimum: Personal Conference Maximum: Long-Term Suspension *This action will result in Law Enforcement Involvement/Criminal Charges.</p>
<p>Threatening An Educational Institution To interfere with or disrupt an educational institution through threatening statements 1. Threatening to cause physical injury to any employee of an educational institution or any person attending an education institution 2. Threatening to cause damage to any educational institution, the property of any educational institution, the property of any employee of an educational institution or the property of any person attending an educational institution</p>	<p><i>A student who is determined by the administration to have threatened an educational institution shall be recommended to the Governing Board for expulsion of at least one year except that the administration may modify this expulsion recommendation requirement for a student on a case-by-case basis, in the sole discretion of the administration, if the student agrees to participate in mediation, community service, restitution or other</i></p>

<p>3. Going upon or remaining on the property of any educational institution for the purpose of interfering with or disrupting the lawful use of the property or in any manner as to deny or interfere with the lawful use of the property of others</p> <p>4. Refusing to obey a lawful order to leave the property of an educational institution</p>	<p><i>program(s) established by the administration in which the student takes responsibility for the threat and for the results of the threat. The administration may reassign a student who is subject to expulsion to an alternative program and may require that the student's parent(s) or guardian(s) participate in the mediation, community service restitution or other programs in which the parent or guardian takes the responsibility with the student for the threat.</i></p>
<p>WEAPONS</p>	
<p>Deadly Weapon The possession, sale, use or distribution of a deadly weapon. A deadly weapon is anything designed for lethal use, including a firearm or destructive device – <i>could be considered as a Threat to an Educational Institution</i></p>	<p>Minimum: Long-Term Suspension Maximum: Expulsion *This action will result in Law Enforcement Involvement/Criminal Charges.</p>
<p>Dangerous Instrument Anything that, under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury – <i>could be considered as a Threat to an Educational Institution</i></p>	<p>Minimum: Short-Term Suspension Maximum: Expulsion *This action will result in Law Enforcement Involvement/Criminal Charges.</p>
<p>Simulated Firearm Possession of “look-alike” items, which have the appearance of or are represented to be a real weapon – <i>could be considered as a Threat to an Educational Institution</i></p>	<p>Minimum: Short-Term Suspension Maximum: Expulsion *This action will result in Law Enforcement Involvement/Criminal Charges.</p>
<p>Threatening or Intimidating Threatening or intimidating another person with a deadly weapon, dangerous instrument or simulated weapon – <i>could be considered as a Threat to an Educational Institution</i></p>	<p>Minimum: Long-Term Suspension Maximum: Expulsion *This action will result in Law Enforcement Involvement/Criminal Charges.</p>
<p>Destructive Device The possession, sale, use or distribution of any device other than a firearm that will, or is designed to, or may be readily converted to expel a projectile by any means of propulsion, such as a BB/pellet gun, slingshot, bow, or crossbow – <i>could be considered as a Threat to an</i></p>	<p>Minimum: Long-Term Suspension Maximum: Expulsion *This action will result in Law Enforcement Involvement/Criminal Charges.</p>

<i>Educational Institution</i>	
Other Weapon The possession, sale, use or distribution of other weapons such as a Billy Club, Brass Knuckles, knife, or Nun chucks, etc. – <i>could be considered as a Threat to an Educational Institution</i>	Minimum: Short-Term Suspension Maximum: Expulsion *This action will result in Law Enforcement Involvement/Criminal Charges.

Student Discipline and Due Process

Short-term Suspension

Short-term suspension means the temporary withdrawal of the privilege of attending school for a period of ten (10) or fewer consecutive school days. The authority to impose short-term suspensions rests with the school leader or designee. There is no right to appeal a short-term suspension.

Informal Due Process

1. The student is told what he/she is accused of doing and the evidence that exists to support the allegation. The student is then given the opportunity to explain his/her version of the situation.
2. The School Leader will make reasonable efforts to verify facts and statements prior to making a decision regarding the discipline.
3. The School Leader may immediately suspend a student whose presence creates a danger to self or others.

Decision Regarding Discipline:

1. After the informal due process, the School Leader may:
 - a. Immediately impose a short-term suspension
 - b. Proceed with a recommendation for a long-term suspension or expulsion;
 - c. Choose another alternative;
 - d. Exonerate the student.
2. A written record of the decision will be kept in the student's discipline file.
3. The parent/guardian will be notified of the decision to impose the short term suspension including the terms of and reasons for the suspension.
4. No appeal is available from the imposition of a short-term suspension.

Long-Term Suspension

Long-term suspension means the withdrawal of the privilege of attending school for a set period of time of ten (10) or more consecutive school days. While a school leader may recommend a long-term suspension, the authority to impose a long-term suspension or expulsion rests with the governing board or board-appointed hearing officer.

Notice of Intent to Impose Long-Term Suspension:

If a long-term suspension is recommended by the school leader, a written Notice of Intent to Impose a Long-Term Suspension will be mailed via First Class Mail with Certificate of Mailing and Certified Mail with Return Receipt Requested; or Hand Delivered to the parent(s). Schools also have the option to send an email as written Notice of Intent to impose a Long-Term suspension.

The following procedures will be followed for all long term suspensions:

1. Informal due process procedures as outlined under short-term suspensions above
2. The governing board will designate a board member to serve as the hearing officer or identify a hearing officer which may include another district Administrator in the Leona Group network as designated by the governing board.
3. A formal notice of hearing will be mailed by certified mail with return receipt requested or delivered by hand/or emailed (with an adult witness present) to the parent/guardian at least five (5) working days prior to the suspension hearing. A copy of this letter will remain on file, and the letter will contain the following information:
 - a. The violation(s) of student code of conduct and the rule(s) violated.
 - b. The extent of the disciplinary action to be considered.
 - c. The date, time, and place of the formal hearing.
 - d. A designation of the School's witnesses.
 - e. That the student may present witnesses.
 - f. That the student may be represented by counsel, at his/her own expense.
 - g. The name of the hearing officer or Administrator assigned to act as a hearing officer.
 - h. Copies of this policy and A.R.S. § 15-840 and 15-843
4. A formal long term suspension hearing will be held, including the following minimum requirements:
 - a. The student will be informed of the misconduct and the rules or regulations that he/she is alleged to have violated.
 - b. The student and/or parent(s)/guardian(s) may testify and introduce evidence.
 - c. The student may be represented by counsel.
 - d. The student may present witnesses and introduce documentary evidence.
 - e. The student or his/her counsel may cross-examine witnesses presented by the administration.
 - f. The administration may cross-examine the student's witnesses and introduce documentary evidence.
 - g. The hearing officer may ask questions of the witnesses.
 - h. The administration will bear the burden of proof for the offenses alleged.
 - i. The hearing will be recorded either on tape or other appropriate manner. The student may tape-record the meeting at his/her own expense.
 - j. The student shall be allowed to remain in school pending the outcome of the hearing, unless the student's presence in school constitutes a danger to the student or others or unless a short-term suspension has been imposed and is in effect.
5. The hearing may be rescheduled: (1) upon request of the parent(s)/guardian(s) or the administration, if good cause is shown; (2) upon written agreement of the parties; or (3) as deemed necessary by the hearing officer.

Decision

1. The Hearing Officer shall prepare a written decision within five (5) working days after the hearing. Copies of the decision shall be provided to the parent(s) and School Leader.
2. The Hearing Officer's decision is binding upon the parties, subject to appeal to the Governing Board. The decision shall take effect upon verbal or written notification of the decision, whichever occurs first.
3. The suspension shall be reported to the Governing Board within five (5) working days.

Appeal for Long-Term Suspension Decisions

1. The decision of long-term suspension may be appealed to the Governing Board. The appeal must be in writing and submitted to Mr. Ted Frederick, Governing Board President, 6150 N. 16th St. Suite A,

Phoenix, AZ 85016 within five (5) working days after the decision has been hand-delivered or within (10) working days of the date the decision was mailed to the parent(s).

2. The notice of appeal shall indicate the specific factual and/or legal basis for the appeal.
3. The Governing Board shall review the appeal in executive session at its next regularly scheduled board meeting or within 14 working days, whichever is more appropriate.
4. The parent(s)/guardian(s) shall be provided notice of the date, time, and place of the executive session at which the appeal is to be considered by the Board; notice of their right to attend; and notice of their right to the minutes and testimony or to record the session at their own expense. The parent(s)/guardian(s) may object to having the review of the appeal considered in executive session. Such objections must be made in writing to the Board at least thirty-six (36) hours prior to the Governing Board meeting. Upon receipt of the objection, the review will be held in an open meeting once it is appropriately noticed on the Board agenda, but in no event later than the next regularly scheduled Board meeting after the objection is received.

Governing Board Decision:

1. The Governing Board may affirm the decision of the Hearing Officer, schedule another hearing, modify the recommended disciplinary action, or take other appropriate action.
2. If the Governing Board affirms the long-term suspension, the suspension shall become effective the day after the Governing Board makes its decision. The Governing Board's decision is final.
3. Written notice of the decision shall be provided to the parent(s)/guardian(s).

Expulsion

Expulsion is the permanent exclusion of a student from school unless the governing board reinstates the student's privilege to attend the school. While a school leader may recommend an expulsion, the authority to impose an expulsion rests with the governing board and the governing board decision is final. A recommendation for expulsion may be made before, after, or in conjunction with a long-term suspension hearing, if one is to be held. There is no appeal of an expulsion decision.

The following procedures will be followed for all expulsions:

1. The parent will receive notice, written or verbal, of the reason for the recommendation and the evidence the school authorities have of the alleged misconduct.
2. The expulsion hearing should be scheduled so that it may be resolved, if reasonably possible, during the period of any suspension.
3. A formal notice of hearing will be mailed by certified mail with return receipt requested or delivered by hand (with an adult witness present) to the parent/guardian at least five (5) working days prior to the expulsion hearing. A copy of this letter will remain on file, and the letter will contain the following information:
 - a. The violation(s) of student code of conduct and the rule(s) violated.
 - b. The extent of the disciplinary action to be considered.
 - c. The date, time, and place of the formal hearing.
 - d. A designation of the School's witnesses.
 - e. That the student may present witnesses.
 - f. That the student may be represented by counsel, at his/her own expense.
 - g. The name of the hearing officer or that the governing board will serve as the hearing officer.
 - h. Copies of this policy and A.R.S. § 15-840 and 15-843

6. A formal expulsion hearing will be held, including the following minimum requirements:
 - a. The student will be informed of the misconduct and the rules or regulations that he/she is alleged to have violated.
 - b. The student and/or parent(s)/guardian(s) may testify and introduce evidence.
 - c. The student may be represented by counsel.
 - d. The student may present witnesses and introduce documentary evidence.
 - e. The student or his/her counsel may cross-examine witnesses presented by the administration.
 - f. The administration may cross-examine the student's witnesses and introduce documentary evidence.
 - g. The hearing officer may ask questions of the witnesses.
 - h. The administration will bear the burden of proof for the offenses alleged.
 - i. The hearing will be recorded either on tape or other appropriate manner. The student may tape-record the meeting at his/her own expense.
 - j. The student shall be allowed to remain in school pending the outcome of the hearing, unless the student's presence in school constitutes a danger to the student or others or unless a suspension has been imposed and is in effect.
7. The hearing may be rescheduled: (1) upon request of the parent(s)/guardian(s) or the administration, if good cause is shown; (2) upon written agreement of the parties; or (3) as deemed necessary by the governing board.

Decision

Upon conclusion of a hearing on expulsion conducted by the Governing Board, the decision of the Board is final.

Upon conclusion of a hearing conducted by a hearing officer, if a recommendation for expulsion is made, the recommendation may be appealed to the Board at the time the Board considers the recommendation. A formal letter to the responsible parent or guardian will be mailed, within five (5) working days of receipt of the hearing officer's recommendation, by certified mail with return receipt requested or delivered by hand (with an adult witness present) indicating the recommendation that will be made to the Board. A copy of this letter will remain on file, and the letter should explain:

- The time and place of the Board meeting at which the recommendation will be made.
- That the recommendation may be appealed at the time the recommendation is made to the Board.
- That the appeal shall be in writing and delivered to the Superintendent 48 hours prior to the time of the Board meeting.
- That the written appeal shall indicate a spokesperson on behalf of the student.
- That only the spokesperson will be given time to speak to the Board on appeal.
- The Board may accept the hearing officer's recommendation or reject the recommendation and impose a different disciplinary action including assignment to an alternative educational program. The Board may grant a new hearing, take the matter under advisement, or take any further action deemed necessary.

If the Board decides to expel the student, the expulsion shall become effective the day after the Board's decision. The decision of the Board is final.

Discipline of Students under ADA §504 and/or IDEA 2004

The long term suspension or expulsion of students with disabilities shall be in accordance with the Individuals with Disabilities Education Act (IDEA) and federal regulations issued pursuant to the IDEA, as well as the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973.

Student Rights

Students shall have the right to receive annually, at the opening of school, a publication listing the rules and regulations to which they are expected to comply. Student behavior expectations shall be clearly defined, reasonable and relevant to the educational process.

Although an attempt has been made to include all rules and expectations, this handbook should be viewed as a guide since it would be impossible to list all situations.

Child Abuse Reporting

Per state law, school employees must report reasonably suspected cases of child abuse, neglect, non-accidental injury, or sexual offenses against children to the Department of Child Safety (DCS) and/or local law enforcement agencies. (A.R.S. §13-3620)

Use of Restraint and Seclusion

Restraint

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

The term "restraint" does not include any of the following:

- Methods or devices (e.g. a weighted vest) implemented by trained school personnel or used by a student for the specific and approved therapeutic or safety purposes for which the method or device is designed and, if applicable, prescribed.
- The temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student to comply with a reasonable request or to go to a safe location.
- The brief holding of a student by one adult for the purpose of calming or comforting the student.
- Physical force used to take a weapon away from a student or to separate and remove a student from another person when the student is engaged in a physical assault on another person.

Seclusion

The term "seclusion" means the involuntary confinement of a student alone in a room from which egress is prevented (i.e. the student is prevented from leaving the room).

The term "seclusion" does not include the use of a voluntary behavior management technique, as part of a student's education plan, individual safety plan, behavioral plan or the use of an individualized education program that involves the student's separation from a larger group for purposes of calming.

Persons Authorized to Use Restraint or Seclusion Techniques

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

Use of Restraint and/or Seclusion

Restraint and/or seclusion shall not be used as punishment for misconduct. Restraint or seclusion techniques may only be used on a student if both of the following apply:

1. The student's behavior presents an imminent danger of bodily harm to the student or others; and
2. Less restrictive interventions appear insufficient to mitigate the imminent danger of bodily harm.

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

- School personnel must maintain continuous visual observation and monitoring of the student while the restraint or seclusion technique is in use.
- The restraint or seclusion technique ends when the student's behavior no longer presents an imminent danger to the student or others.
- The restraint technique employed must not impede the student's ability to breathe.
- The restraint technique must not be out of proportion to the student's age or physical condition.

Reporting and Documentation Requirements

School personnel must follow the reporting and documentation requirements set forth below when a restraint or seclusion technique has been used on a student. The procedures shall include the following requirements:

- School personnel shall provide the student's parent or guardian with written or oral notice on the same day that the incident occurred, unless circumstances prevent same-day notification. If the notice is not provided on the same day of the incident, notice shall be given within twenty-four (24) hours after the incident.
- Within a reasonable time following the incident, school personnel shall provide the student's parent or guardian with written documentation that includes information about any persons, locations or activities that may have triggered the behavior, if known, and specific information about the behavior and its precursors, the type of restraint or seclusion technique used and the duration of its use.
- School personnel shall review strategies used to address a student's dangerous behavior if there has been repeated use of restraint or seclusion techniques for the student during a school year. The review must include a review of the incidents in which restraint or seclusion techniques were used and an analysis of how future incidents may be avoided, including whether the student requires a functional behavioral assessment (FBA).

Law Enforcement

If school personnel summon law enforcement instead of using a restraint or seclusion technique on a student, school personnel shall comply with the reporting, documentation and review procedures established in this Policy. Notwithstanding this Policy, school resource officers are authorized to respond to situations that present the imminent danger of bodily harm according to protocols established by their law enforcement agency.

School Safety or Crisis Intervention Plans

The school leader is authorized to establish policies and procedures for the use of restraint or seclusion techniques in a school safety or crisis intervention plan.

Notice of Non-Discrimination

This notice is provided as required by Title IV of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990.

This Leona Group managed school does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. This Leona Group managed school also does not discriminate in its hiring or employment practices. The lack of English skills shall not be a barrier to admission or participation in the school's activities and programs.

Questions, complaints, or requests for additional information regarding these laws may be directed to the appropriate compliance officer designated by this Leona Group school.

The following individuals have been designated as the Leona Group of Arizona's Compliance Officers for Title IV, Title IX, Section 504 and ADA and to handle inquiries regarding the non-discrimination policies:

Title II, Title IV, Title IX:

Mary Berg, Vice President of Academic Support
6150 N. 16th Street. Suite A, Phoenix, AZ 85016
602.953.2933
mary.berg@leonagroup.com

Section 504:

Heidi Sinkovic, Director of Exceptional Student Services
6150 N. 16th Street. Suite A, Phoenix, AZ 85016
602.953.2933
heidi.sinkovic@leonagroup.com

National School Lunch Program:

Heather Williams, NSLP Administrator
6150 N. 16th Street. Suite A, Phoenix, AZ 85016
602.953.2933
heather.williams@leonagroup.com

Grievance Procedure

This grievance procedure applies to complaints or grievances under ADA or Section 504.

Any person who believes she or he has been subjected to discrimination on the basis of race, color, national origin, sex, disability or age by a student, staff member, or third party may file a grievance under this procedure.

Students or parents may also present a complaint or grievance regarding the following:

- Discrimination on the basis of disability under ADA or Section 504
- Violation of a student's constitutional rights
- Harassment of the student by another person
- Intimidation by another student
- Bullying by another student (see definition of Bullying)
- Concern for the student's personal safety

This Leona Group managed school prohibits retaliation against anyone who files a grievance or cooperates in the investigation of a grievance.

Procedure

- Grievances should be submitted to the Compliance Officer within 60 days of the date the person filing the grievance becomes aware of the alleged discriminatory action.
- A complaint should be in writing, containing the name and address of the person filing it. The complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought.

If the Complainant is unable to put the complaint in writing, This Leona Group managed school shall provide reasonable accommodations to assist the Complainant with submission of his/her complaint. Although we encourage individuals to submit complaints in writing, This Leona Group managed school will nonetheless provide prompt and equitable response when it becomes aware of possible discrimination.

- The Compliance Officer (or her/his designee) shall conduct an investigation of the complaint. This investigation may be informal, but it must be thorough, affording all interested persons an opportunity to submit evidence relevant to the complaint, including the opportunity to present witnesses. The Compliance Officer (or her/his designee) will maintain the files and records of This Leona Group managed school relating to such grievances.
- The Compliance Officer (or her/his designee) will complete the investigation and issue a written decision on the grievance no later than 30 days after its filing, unless extenuating circumstances require an extension of the 30 day timeline. In such a case, the Compliance Officer (or her/his designee) will communicate with the Complainant concerning the need for an extension.
- The person filing the grievance may appeal the decision of the Compliance Officer (or her/his designee) by writing to the Governing Board within 15 days of receiving the Compliance Officer's decision. The Governing Board shall issue a written decision in response to the appeal no later than 30 days after its filing.
- If it is determined that discrimination occurred, This Leona Group managed school shall take the appropriate steps to prevent the recurrence of discrimination and correct the discriminatory effects on the complainant and others.
- This Leona Group managed school shall maintain confidentiality as required by the Family Educational Rights and Privacy Act (FERPA).

The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of race, color, national origin, sex, disability or age with the U. S. Department of Education, Office for Civil Rights.

This Leona Group managed school will make appropriate arrangements to ensure that disabled persons are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing taped cassettes of material for the blind, providing a scribe for submission of the complaint, or assuring a barrier-free location for the proceedings. The Compliance Officer (or her/his designee) will be responsible for such arrangements. Furthermore, the inability of a student to speak English should not prevent the student from reporting a violation. Every reasonable measure to interpret a non-English speaker's concerns will be taken.

Sexual Harassment

All members of the school community are expected to conduct themselves so as to provide an atmosphere free from sexual harassment. Any staff member violating the personal rights of another through sexual harassment is subject to discipline, including but not limited to, written reprimand, suspension without pay, reassignment or dismissal.

Students engaging in sexual harassment of a staff member and/or another student are subject to discipline under the student code of conduct. Any student seeking relief under this policy should make a timely verbal or written report of the incident to any administrator or other staff member. Under this policy, sexual harassment is defined as follows:

Unwelcome sexual advances, requests for sexual favors and other verbal, or physical conduct of a sexual nature constituting sexual harassment when such conduct has the purpose or effect of interfering with a student's academic experience or creating an intimidating, hostile or offensive environment.

Any person who believes she or he has been subjected to sexual harassment by a student, staff member, or third party may file a grievance under the procedure discussed above.

Course Catalog

Course Title	Description	Department	Credit	Computer Based
Algebra 1 Foundations	Algebra Foundations focuses on the foundations of algebra, linear equations, ratios and proportions, solving and graphing inequalities, and the application of the Common Core Mathematical Practices.	Mathematics	0.5	
Algebra 1-1	This is the first part of a two course cycle, credit will be granted after completion of the second part. (AZ02054) Algebra I courses include the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations.	Mathematics	0.5	
Algebra 1-2	Algebra I is mapped to AzMERIT End of Course (EOC) Algebra I assessment. The second part in a multi-part sequence of Algebra I. This course generally covers the same topics as the second semester of Algebra I, including the study of properties of the real number system and operations, evaluating rational algebraic expressions, solving and graphing first degree equations and inequalities, translating word problems into equations, operations with and factoring of polynomials, and solving simple quadratics.	Mathematics	0.5	

Algebra 2-1	This is the first part of a two course cycle, credit will be granted after completion of the second part. Algebra II course topics typically include field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents.	Mathematics	0.5	
Algebra 2-2	Algebra II is mapped to AzMERIT End of Course (EOC) Algebra II assessment. Algebra II course topics typically include field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents.	Mathematics	0.5	
Anatomy 1	Anatomy courses present an in-depth study of the human body and biological system. Students study such topics as anatomical terminology, cells, and tissues and typically explore functional systems such as skeletal, muscular, circulatory, respiratory, digestive, reproductive, and nervous systems.	Science	0.5	
Anatomy 2	Anatomy courses present an in-depth study of the human body and biological system. Students study such topics as anatomical terminology, cells, and tissues and typically explore functional systems such as skeletal, muscular, circulatory, respiratory, digestive, reproductive, and nervous systems.	Science	0.5	
Art History	Art History courses introduce students to significant works of art, artists, and artistic movements that have shaped the art world and have influenced or reflected periods of history. These courses often emphasize the evolution of art forms, techniques, symbols, and themes.	Fine Arts/Elective/CTE	0.5	Computer Based
Art in World Culture	World Area Studies courses examine the history, politics, economics, society, and/or culture of one or more regions of the world, such as Africa, Latin America, the former Soviet Union, Far East Asia, and the Middle East. These courses may focus primarily on the history of a particular region or may take an interdisciplinary approach to the contemporary issues affecting the region. Furthermore, these courses may emphasize one	Fine Arts/Elective/CTE	0.5	Computer Based

	particular country (other than the United States), rather than emphasizing a region or continent.			
Astronomy	Astronomy courses offer students the opportunity to study the solar system, stars, galaxies, and interstellar bodies. These courses usually introduce and use astronomical instruments and typically explore theories regarding the origin and evolution of the universe, space, and time.	Science	0.5	Computer Based
Biology 1	Biology courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy.	Science	0.5	
Biology 2	Biology courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy.	Science	0.5	
Child Development	Explore the fundamentals of childcare, like nutrition and safety, but also the complex relationships caregivers have with parents and their children. Examine the various life stages of child development and the best educational practices to enrich their minds while thinking about a possible future as a childcare provider!	Fine Arts/Elective/CTE	0.5	Computer Based
College and Career Readiness	Employability Skills courses help students match their interests and aptitudes to career options with a focus on using employment information effectively, acquiring and improving job-seeking and interview skills, composing job applications and resumes, and learning the skills needed to remain in and advance within the workplace. Course content may also include consumer education and personal money management topics.	Fine Arts/Elective/CTE	0.5	
Conceptual Science 1	Conceptual Science 1 course combines the essential standards for Earth Science and Chemistry into a cohesive study. The scientific concepts are explored using the eight science and engineering practices. The content is also tied to other disciplines with the seven crosscutting concepts.	Science	0.5	
Conceptual Science 2	Conceptual Science 2 course combines the essential standards for Space and Physics into a cohesive study. The scientific concepts are explored using the eight science and engineering practices. The content is also tied to other disciplines with the seven crosscutting concepts.	Science	0.5	

Earth Science 1	Earth and Space Science courses introduce students to the study of the earth from a local and global perspective. In these courses, students typically learn about time zones, latitude and longitude, atmosphere, weather, climate, matter, and energy transfer. Advanced topics often include the study of the use of remote sensing, computer visualization, and computer modeling to enable earth scientists to understand earth as a complex and changing planet.	Science	0.5	Computer Based
Earth Science 2	Earth and Space Science courses introduce students to the study of the earth from a local and global perspective. In these courses, students typically learn about time zones, latitude and longitude, atmosphere, weather, climate, matter, and energy transfer. Advanced topics often include the study of the use of remote sensing, computer visualization, and computer modeling to enable earth scientists to understand earth as a complex and changing planet.	Science	0.5	Computer Based
Economics	Economics courses provide students with an overview of economics with primary emphasis on the principles of microeconomics and the U.S. economic system. These courses may also cover topics such as principles of macroeconomics, international economics, and comparative economics. Economic principles may be presented in formal theoretical contexts, applied contexts, or both.	Social Studies	0.5	
English 10-1	This is the first part of a two course cycle, credit will be granted after completion of the second part. (AZ01040) English/Language Arts II (10th grade) courses usually offer a balanced focus on composition and literature. Typically, students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph essays and compositions. Through the study of various genres of literature, students can improve their reading rate and comprehension and develop the skills to determine the authors intent and theme and to recognize the techniques used by the author to deliver his or her message.	English	0.5	
English 10-2	English/Language Arts II (10th grade) is mapped to AzMERIT End of Course (EOC) ELA 10 assessment. English/Language Arts II (10th grade) courses usually offer a balanced focus on composition and literature. Typically, students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph essays and compositions. Through the study of various genres of	English	0.5	

	literature, students can improve their reading rate and comprehension and develop the skills to determine the author's intent and theme and to recognize the techniques used by the author to deliver his or her message.			
English 11-1	This is the first part of a two course cycle, credit will be granted after completion of the second part. (AZ01045) English/Language Arts III (11th grade) courses continue to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which often form the backbone of the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses.	English	0.5	
English 11-2	English/Language Arts III (11th grade) is mapped to AzMERIT End of Course (EOC) ELA 11 assessment. English/Language Arts III (11th grade) courses continue to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which often form the backbone of the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses.	English	0.5	
English 12-1	English/Language Arts IV (12th grade) courses blend composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature, continuing to develop their language arts skills. Typically, students primarily write multi-paragraph essays, but they may also write one or more major research papers.	English	0.5	
English 12-2	English/Literature courses are designed for seniors and emphasize comprehension, discernment, and critical-thinking skills in the reading of texts and literature. These courses introduce and explore more advanced literary techniques (irony, satire, humor, connotation, tone, rhythm, symbolism, and so on) through two or more literary genres, with the aim of creating sophisticated readers. Writing assignments are required as an additional method to develop and improve critical-thinking and analytic skills.	English	0.5	

English 9-1	This is the first part of a two course cycle, credit will be granted after completion of the second part (AZ01039) English/Language Arts I (9th grade) courses build upon students prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and usually include the four aspects of language use: reading, writing, speaking, and listening. Typically, these courses introduce and define various genres of literature, with writing exercises often linked to reading selections.	English	0.5	
English 9-2	English/Language Arts I (9th grade) is mapped to AzMERIT End of Course (EOC) ELA 9 assessment. English/Language Arts I (9th grade) courses build upon students? prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and usually include the four aspects of language use: reading, writing, speaking, and listening. Typically, these courses introduce and define various genres of literature, with writing exercises often linked to reading selections.	English	0.5	
Environmental Science 1	Environmental Science courses examine the mutual relationships between organisms and their environment. In studying the interrelationships among plants, animals, and humans, these courses usually cover the following subjects: photosynthesis, recycling and regeneration, ecosystems, population and growth studies, pollution, and conservation of natural resources.	Science	0.5	Computer Based
Environmental Science 2	Environmental Science courses examine the mutual relationships between organisms and their environment. In studying the interrelationships among plants, animals, and humans, these courses usually cover the following subjects: photosynthesis, recycling and regeneration, ecosystems, population and growth studies, pollution, and conservation of natural resources.	Science	0.5	Computer Based
Geometry 1	This is the first part of a two course cycle, credit will be granted after completion of the second part.(AZ02076) Geometry courses, emphasizing an abstract, formal approach to the study of geometry, typically include topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles.	Mathematics	0.5	

Geometry 2	Geometry is mapped to AzMERIT End of Course (EOC) Geometry assessment. Geometry courses, emphasizing an abstract, formal approach to the study of geometry, typically include topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles.	Mathematics	0.5	
Government	U.S. Government Comprehensive courses provide an overview of the structure and functions of the U.S. government and political institutions and examine constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process. These courses may examine the structure and function of state and local governments and may cover certain economic and legal topics.	Social Studies	0.5	
Health	Topics covered within Health Education courses may vary widely, but typically include personal health (nutrition, mental health and stress management, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. The courses may also include brief studies of environmental health, personal development, and/or community resources.	Fine Arts/Elective/CTE	0.5	Computer Based
Language SEI support	SEI support using Rosetta Stone for all EL students		0.5	
Life Skills: Navigating Adulthood	This course will encourage you to learn more about yourself and help you to prepare for the future. You will explore goal setting, decision making, and surviving college and career. You will also discover how to become a valuable contributing member of society. Now is the time to take action. It's your life, make it count!	Fine Arts/Elective/CTE	0.5	Computer Based
Marine Science	Courses in Marine Science focus on the content, features, and possibilities of the earth oceans. They explore marine organisms, conditions, and ecology and sometimes cover marine mining, farming, and exploration.	Science	0.5	Computer Based
Music Appreciation	Similar in nature to Music History/Appreciation courses, Music Appreciation courses focus specifically on students appreciation of music. They are designed to help students explore the world of music and to develop an understanding of the importance of music in their lives.	Fine Arts/Elective/CTE	0.5	Computer Based

<p>Mythology and Folklore: Legendary Tales</p>	<p>Since the beginning of time, people have gathered around fires to tell stories of angry gods, harrowing journeys, cunning animals, horrible beasts, and the mighty heroes who vanquished them. Mythology and folklore have provided a way for these colorful stories to spring to life for thousands of years. Mythology and Folklore: Legendary Tales will illustrate how these famous anecdotes have helped humans make sense of the world. Beginning with an overview of mythology and different types of folklore, you will journey with age-old heroes as they slay dragons, outwit gods, defy fate, fight endless battles, and outwit clever monsters with strength and courage. You'll explore the universality and social significance of myths and folklore and see how these powerful tales continue to shape society even today.</p>	<p>Fine Arts/Elective/CTE</p>	<p>0.5</p>	<p>Computer Based</p>
<p>Personal Fitness</p>	<p>What does being fit really mean? Is it just based on physical appearance or is it something deeper? Though we strive to be healthy and make sensible choices, it's difficult to know how to achieve this. It's not only about losing weight or lifting a heavy barbell; in Personal Fitness you will learn about body functions, safety, diet, goals, and strategies for longevity. Human beings, in both body and mind, are complex and highly sensitive organisms that need the right attention to physically excel and feel great. Being fit is about living life to the fullest and making the most of what you have—yourself! Explore the world of healthy living and see how real fitness can be achieved through intention, effort, and just the right amount of knowledge.</p>	<p>Fine Arts/Elective/CTE</p>	<p>0.5</p>	<p>Computer Based</p>
<p>Personal Psychology</p>	<p>Have you ever wondered why you do the things you do? Have you asked yourself if self-knowledge is the key to self-improvement? Are you interested in how behavior changes as we age? Psychology can give you the answers! In Personal Psychology I: The Road to Self-Discovery, you will trace the development of personality and behavior from infancy through adulthood. You will come to learn more about perception and consciousness and better understand the role of sensation. Are you ready to explore the world of human behavior? Come explore all that psychology can offer to help you to truly understand the human experience.</p>	<p>Fine Arts/Elective/CTE</p>	<p>0.5</p>	<p>Computer Based</p>
<p>SEI I - A Targeted Grammar and Writing - ELA</p>	<p>A Writing and Grammar block for secondary English language learners. The content of the course is based on the specific teaching/learning objectives derived from the Arizona K-12 English Language Proficiency Standards. This course is intended to accelerate language acquisition and prepare students for the</p>	<p>English Language Immersion</p>	<p>0.5</p>	

	mainstream classroom, where they will be ready to access the content of instruction that is then driven by the Arizona English Language Arts Standards.			
SEI I - B Targeted Grammar and Writing - ELA	A Writing and Grammar block for secondary English language learners. The content of the course is based on the specific teaching/learning objectives derived from the Arizona K-12 English Language Proficiency Standards. This course is intended to accelerate language acquisition and prepare students for the mainstream classroom, where they will be ready to access the content of instruction that is then driven by the Arizona English Language Arts Standards.	Fine Arts/Elective/CTE	0.5	
SEI I A Targeted Read, List, Speak, Voc - elective	A Reading, Oral English Conversation, and Vocabulary block for secondary English language learners. The content of the course is based on the specific teaching/learning objectives derived from the Arizona K-12 English Language Proficiency Standards. This course is intended to accelerate language acquisition and prepare students for the mainstream classroom, where they will be ready to access the content of instruction that is then driven by the Arizona English Language Arts Standards.	Fine Arts/Elective/CTE	0.5	
SEI I B Targeted Read, List, Speak, Voc - elective	A Reading, Oral English Conversation, and Vocabulary block for secondary English language learners. The content of the course is based on the specific teaching/learning objectives derived from the Arizona K-12 English Language Proficiency Standards. This course is intended to accelerate language acquisition and prepare students for the mainstream classroom, where they will be ready to access the content of instruction that is then driven by the Arizona English Language Arts Standards.	Fine Arts/Elective/CTE	0.5	
SEI II - A Targeted Grammar and Writing - ELA	A Writing and Grammar block for secondary English language learners. The content of the course is based on the specific teaching/learning objectives derived from the Arizona K-12 English Language Proficiency Standards. This course is intended to accelerate language acquisition and prepare students for the mainstream classroom, where they will be ready to access the content of instruction that is then driven by the Arizona English Language Arts Standards.	Fine Arts/Elective/CTE	0.5	
SEI II - B Targeted Grammar and Writing - ELA	A Writing and Grammar block for secondary English language learners. The content of the course is based on the specific teaching/learning objectives derived from the Arizona K-12 English Language Proficiency Standards. This course is intended to accelerate	Fine Arts/Elective/CTE	0.5	

	language acquisition and prepare students for the mainstream classroom, where they will be ready to access the content of instruction that is then driven by the Arizona English Language Arts Standards.			
SEI IIA Targeted Read, List, Speak, Voc - elective	A Reading, Oral English Conversation, and Vocabulary block for secondary English language learners. The content of the course is based on the specific teaching/learning objectives derived from the Arizona K-12 English Language Proficiency Standards. This course is intended to accelerate language acquisition and prepare students for the mainstream classroom, where they will be ready to access the content of instruction that is then driven by the Arizona English Language Arts Standards.	Fine Arts/Elective/ CTE	0.5	
SEI III - A Targeted Grammar and Writing - ELA	A Writing and Grammar block for secondary English language learners. The content of the course is based on the specific teaching/learning objectives derived from the Arizona K-12 English Language Proficiency Standards. This course is intended to accelerate language acquisition and prepare students for the mainstream classroom, where they will be ready to access the content of instruction that is then driven by the Arizona English Language Arts Standards.	Fine Arts/Elective/ CTE	0.5	
SEI III - B Targeted Grammar and Writing - ELA	A Writing and Grammar block for secondary English language learners. The content of the course is based on the specific teaching/learning objectives derived from the Arizona K-12 English Language Proficiency Standards. This course is intended to accelerate language acquisition and prepare students for the mainstream classroom, where they will be ready to access the content of instruction that is then driven by the Arizona English Language Arts Standards.	Fine Arts/Elective/ CTE	0.5	
SEI IIIA Targetd Read, List, Speak, Voc - elective	A Reading, Oral English Conversation, and Vocabulary block for secondary English language learners. The content of the course is based on the specific teaching/learning objectives derived from the Arizona K-12 English Language Proficiency Standards. This course is intended to accelerate language acquisition and prepare students for the mainstream classroom, where they will be ready to access the content of instruction that is then driven by the Arizona English Language Arts Standards.	Fine Arts/Elective/ CTE	0.5	
Senior Math	Comprehensive Algebra, Geometry and Algebra II taught as a senior level math course as a precursor to college-level math. Formerly called Math 150.	Mathematics	0.5	

Social Media	Learn the ins and outs of such social media platforms as Facebook, Twitter, Instagram, Pinterest, and more and how to use them for your benefit personally, academically, and, eventually, professionally. If you thought social media platforms were just a place to keep track of friends and share personal photos, this course will show you how to use these resources in much more powerful ways.	Fine Arts/Elective/CTE	0.5	Computer Based
Spanish 1	Designed to introduce students to Spanish language and culture, Spanish I courses emphasize basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Spanish culture is introduced through the art, literature, customs, and history of Spanish-speaking people.	Language	0.5	Computer Based
Spanish 2	Spanish II courses build upon skills developed in Spanish I, extending students' ability to understand and express themselves in Spanish and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of Spanish-speaking people to deepen their understanding of the culture(s).	Language	0.5	Computer Based
Spanish 3	Spanish III courses focus on having students express increasingly complex concepts both verbally and in writing while showing some spontaneity. Comprehension goals for students may include attaining more facility and faster understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations.	Language	0.5	Computer Based
Statistics	Probability and Statistics courses introduce the study of likely events and the analysis, interpretation, and presentation of quantitative data. Course topics generally include basic probability and statistics: discrete probability theory, odds and probabilities, probability trees, populations and samples, frequency tables, measures of central tendency, and presentation of data (including graphs). Course topics may also include normal distribution and measures of variability.	Mathematics	0.5	
Study Skills	This class changes with the current needs of the students in order to help students be successful	Fine Arts/Elective/	0.5	

	academically. We create academic goals as well as transition goals that students will be able to use as part of their respective programs.	CTE		
US History 1	U.S. History?Comprehensive courses provide students with an overview of the history of the United States, examining time periods from discovery or colonialism through World War II or after. These courses typically include a historical overview of political, military, scientific, and social developments. Course content may include a history of the North American peoples before European settlement.	Social Studies	0.5	
US History 2	U.S. History?Comprehensive courses provide students with an overview of the history of the United States, examining time periods from discovery or colonialism through World War II or after. These courses typically include a historical overview of political, military, scientific, and social developments. Course content may include a history of the North American peoples before European settlement.	Social Studies	0.5	
World History 1	In addition to covering the objectives of World History?Overview courses, World History and Geography courses provide an overview of world geography. These courses are often developed in response to increased national concern regarding the importance of geography, and they explore geographical concepts.	Social Studies	0.5	
World History 2	In addition to covering the objectives of World History?Overview courses, World History and Geography courses provide an overview of world geography. These courses are often developed in response to increased national concern regarding the importance of geography, and they explore geographical concepts.	Social Studies	0.5	
Child Development	Child Development prepares students to understand the physical, social, emotional, and intellectual growth and development of children. The course is designed to help young people acquire knowledge and skills essential to the care and guidance of children as a parent or caregiver. Emphasis is on helping students create an environment for children that will promote optimum development.	Fine Arts/Elective/CTE	0.5	Computer Based

Forensic Science 1-A	Forensic Science courses provide an overview of the theoretical understanding and practical application of forensic science techniques. These courses explore the applied science and the fields of biology, chemistry, physics, and crime science investigation. Topics typically covered may include genetics, anthropology, toxicology, entomology, ballistics, pathology, computer forensics, fire debris and trace evidence among others.	Fine Arts/Elective/CTE	0.5	Computer Based
Veterinary Science	Veterinary Science courses impart information about the causes, diagnosis, and treatment of diseases and injuries of animals, typically emphasizing domestic and farm animals. Course topics focus on anatomy and physiology, nutrition, behavior, and reproduction, but may also include other areas of study as appropriate.	Fine Arts/Elective/CTE	0.5	Computer Based
Youth Entrepreneur I	This course prepares students for small business ownership through the development of a business plan, marketing strategies and a financial plan while also gaining an understanding of HR and Management functions within a small business. This course is the first section of the Youth Entrepreneur series which will complete the requirements for Economics.	Fine Arts/Elective/CTE	0.5	
Youth Entrepreneurs II	This course prepares students for small business ownership through the development of a business plan, marketing strategies and a financial plan while also gaining an understanding of HR and Management functions within a small business. This course is designated as an elective course.	Fine Arts/Elective/CTE	0.5	



The Leona Group

This Leona Group school is proud to be managed by The Leona Group. The Leona Group is a private company that owns and manages schools throughout Arizona. The Leona Group was developed and is operated by educators and business people with decades of experience in both fields and a commitment to all children. The group believes more opportunities should be available to parents and children. By allowing parents choices, the Leona Group strives to provide more students with access to high-quality education.

The Leona Group (TLG) was formed in 1996 in Michigan by Dr. William Coats, a nationally-recognized leader in education reform. Foundational to The Leona Group is the philosophy that every child can and will learn, regardless of ethnicity, economic or educational disadvantage. These founding beliefs drive TLG's commitment to excellence in elementary, middle and high school classrooms across the country.

Foundational to The Leona Group is our philosophy about students: That every child can and will learn, regardless of ethnicity, economic or educational disadvantage.

Our philosophy about schools is that every family deserves quality choice in free public education. Leona provides options that are safe, nurturing and responsive to individual student needs. Each school curriculum is centered on the child and presented in a way that helps students thrive and succeed. Our buildings are clean and safe; our classrooms are inviting and friendly.

Our philosophy about parents is that families play an important role in student success. Leona Group schools encourage family participation in many ways, and work to establish close and meaningful connections with parents/guardians. Parents are warmly welcomed in our schools and we are always looking for new ways to include parents in the school community, decision making and culture.

Our philosophy about teachers is that to have life changing schools, you must have world-class teachers. Do you remember a very special teacher who impacted your life in a significant and positive way? We try hard to hire that teacher - every time. Of course our teachers must meet the same state and federal requirements to teach - but more, they are deeply committed to The Leona Group's mission and united by a love for children and their profession.

Our philosophy about communities is that Leona Group schools must strive not only to be a part of the community - but also to become pillars of support to their neighbors by being an invaluable resource and working to provide for their needs.

School	Grades	Location	Phone	Website
Advance U Elementary	Pre K - 3	449 E Southern Ave, Phoenix, AZ 85040	(602) 243-8531	www.advance-u.com
Alta Vista High School	9 - 12	5040 S Campbell Ave, Tucson, AZ 85706	(520) 294-4922	www.altavistahs.com
Apache Trail High School	9 - 12	945 Apache Trail, Apache Junction, AZ 85220	(480) 288-0337	www.apachetrailhs.com
Colegio Petite Elementary	K - 5	850 N Morley Ave, Nogales, AZ 85621	(520) 222-9213	www.colegioaz.com
Crestview Prep School	9 - 12	2616 E Greenway Rd , Phoenix, AZ 85032	(602) 765-9555	www.crestviewpreparatory.com
Desert Hills High School	9 - 12	1515 S Val Vista Dr, Gilbert, AZ 85296	(480) 813-1151	www.deserthillshs.com
Discover U Elementary	Pre K - 6	13226 N 113th Ave, Youngtown, AZ 85363	(623) 974-4827	www.discoverulearning.com
El Dorado High School	9 - 12	3000 N Alma School Road, Chandler AZ 85224	(480) 726-9536	www.edhwolverines.com
Estrella High School	9 - 12	510 N Central Ave, Avondale, AZ 85323	(623) 932-6562	www.estrellahs.com
Gilbert Arts Academy	Pre K - 8	862 E Elliot Rd, Gilbert, AZ 85234	(480) 325-6100	www.gilbertartsacademy.com
Glenview College Prep HS	9 - 12	4386 W. Bethany Home Rd, Glendale, AZ 85301	(602) 841-1221	www.glenviewcollegeprep.com
Havasupreparatory Academy	K - 8	3155 Maricopa Ave, Lake Havasu City, AZ 86406	(928) 854-4011	www.havasuprepele.com

Leona Connected	9-12	Online High School	(602) 953-2933	www.leonaconnected.com
Liberty Arts Academy	Pre K - 8	3015 S Power Rd, Mesa, AZ 85212	(480) 830-3444	www.libertyartsacademy.com
Maya High School	9 - 12	3660 W Glendale Ave, Phoenix, AZ 85051	(602) 242-3442	www.mayahs.com
Mission Heights Prep HS	9 - 12	1376 E Cottonwood Ln, Casa Grande, AZ 85122	(520) 836-9383	www.mhprep.com
Peoria Accelerated HS	9 - 12	8885 W Peoria Ave, Peoria, AZ 85345	(623) 979-0031	www.peoriabulldogs.com
Quest High School	9 - 12	217 E Olympic Dr, Phoenix, AZ 85042	(602) 243-8496	www.questhighschool.com
Ridgeview College Prep HS	9 - 11	1645 W. Skyline Drive, San Tan Valley, AZ 85142	(480) 360-4518	www.ridgeviewcollegeprep.com
Skyview High School	9 - 12	4290 S Miller Rd, Buckeye, AZ 85326	(623) 386-6799	www.skyviewhs.com
South Pointe Elem School	K - 5	2033 E Southern Ave, Phoenix, AZ 85040	(602) 276-1943	www.southpointeelem.com
South Pointe High School	9 - 12	8325 S Central Ave, Phoenix, AZ 85042	(602) 243-0600	www.southpointehs.com
South Pointe Jr High School	6 - 8	217 E Olympic Dr, Phoenix, AZ 85042	(602) 243-8496	www.southpointejh.com
South Ridge High School	9 - 12	1122 S 67th Ave , Phoenix, AZ 85043	(623) 247-0106	www.southridgeprep.com
Summit High School	9 - 12	728 E McDowell Rd, Phoenix, AZ 85006	(602) 258-8959	www.summiths.com
Sun Valley High School	9 - 12	1143 S Lindsay Rd, Mesa, AZ 85204	(480) 497-4800	www.sunvalleymesa.com
Vista Grove Prep Academy	K - 8	2929 E Mckellips Rd, Mesa, AZ 85213	(480) 924-1500	www.vistagroveprep.com
West Phoenix High School	9 - 12	3835 W Thomas Rd, Phoenix, AZ 85019	(602) 269-1110	www.westphoenixhs.com

* School will be open July 2021

Kaizen Education Foundation

The Kaizen Education Foundation (KEF) which was organized in 2008 as an Arizona non-profit corporation. KEF operates as a non-profit 501(c)(3) corporation.

The mission of the Kaizen Education Foundation is to promote the charter school movement in the United States with the goal of improving the public school system by creating a more competitive environment, providing parents and students with freedom of choice, and striving for higher academic standards.

To assist in the accomplishment of this goal, the Foundation will do any or all of the following:

- Apply for charter school application
- Serve as a governing body for charter schools
- Provide start-up funding and capital investment
- Acquire property for school sites and facilities
- Operate as an educational management company
- Provide supplemental educational services

Student Handbook Acknowledgment Form

Please read the following information carefully.

Parents and student must sign this form.

I understand and consent to the responsibilities outlined in this Leona Group managed school Student Handbook. I understand and agree that my child/self will be held accountable for his or her behavior and consequences as outlined in this document. They will be held accountable at school, school-sponsored and school related activities, including school-sponsored travel. I understand that any student who violates the code of conduct is subject to disciplinary action as outlined in this Student Handbook and which may include personal conference to expulsion and criminal prosecution. I further understand and consent to my parental responsibilities as outlined in this handbook. Failure to sign this form does not remove my child's responsibility to abide by the stated policies.

We acknowledge that we received a copy of the Student Handbook and that we have read, understood, discussed, and agree to comply with all rules and policies.

Print Parent/Guardian/Adult Student Name

Date

Parent/Guardian/Adult Student Signature

Date