

NEWS Point Academy



Student Handbook 2026-2027

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www.newspointacademy.org
Jim Sigman, Principal**

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School Information

NEWS Point Academy's highly skilled and experienced staff is eager to serve you. Student success is our highest priority, so we hope you will contact the school's leaders with any questions or concerns at 480-986-4321.

Leadership Staff

Dr. Melanie Larson
Jim Sigman
Lance Thompson
Vacant
Vacant
Vacant

Title

Dean of Schools
Principal
Athletic Director
Office Manager
Curriculum Coach
ESS Coordinator

Email

mlarson@rushededucation.org
jsigman@rushededucation.org
lthompson@rushededucation.org

Instructional Staff

Vacant
Vacant
Vacant
Vacant

Science
Language Arts
Math
Social Studies

Office Staff

Vacant

Receptionist/Registrar

Coaching Staff

Coach
Coach
Coach

Mission

At NEWS Point Academy, we aim to empower students with a rigorous, college-preparatory education while fostering a strong sense of leadership, sportsmanship, and community. We are committed to developing well-rounded individuals who excel academically, thrive in athletics, and lead with integrity.

Vision

Our vision at NEWS Point Academy is to cultivate a global learning environment that empowers high school students to thrive academically, excel in college, and succeed in their future careers. We are dedicated to equipping students with the knowledge, skills, and leadership qualities needed to make a meaningful impact in a rapidly evolving world.

Core Values

Networking

We encourage collaboration and building strong relationships, recognizing that success is rooted in teamwork, communication, and a supportive community.

Excellence

We strive for excellence in all we do academically, in sports, and as leaders, setting high standards and pushing ourselves to achieve our best.

Wellness

We promote physical, mental, and emotional well-being, understanding that a healthy mind and body are the foundation for success.

Service

We instill a sense of responsibility to give back, encouraging students to lead with compassion and contribute positively to their communities and beyond.

Calendar

NEWS POINT ACADEMY 2026/27

July 2026						
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 2026						
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					

September 2026						
S	M	T	W	TH	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026						
S	M	T	W	TH	F	S
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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

November 2026						
S	M	T	W	TH	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026						
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		

January 2027						
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						

February 2027						
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						

March 2027						
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			

April 2027						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
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25	26	27	28	29	30	

May 2027						
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					

June 2027						
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			

Teacher In-Service	July	20 - 29
First Day - Block 1	July	30
Labor Day	September	7
Last Day - Block 1	October	2
Fall Break	October	5 - 9
Teacher In-Service	October	12
First Day - Block 2	October	13
Veteran's Day	November	11
Thanksgiving Break	November	25 - 27
Last Day - Block 2	December	20
Winter Break	Dec/Jan	12/21 - 1/1
Teacher In-Service	January	4
First Day - Block 3	January	5
MLK Jr. Day	January	18
Presidents Day	February	15
Last Day - Block 3	March	14
Spring Break	March	15 - 19
First Day - Block 4	March	22
Spring Holiday	March	26
Last Day Block 4	May	19
Teacher In-Service	May	20

Color Key

Holiday

School Breaks

Teacher In-Service

Block Begins

Block Ends

Early Release



Daily Schedule	
1st Period	7:30 am - 9:00 am
2nd Period	9:05 am - 10:35 am
3rd Period	10:40 am - 12:10 pm
Lunch	12:15 pm - 12:45 pm
4th Period	12:50 pm - 2:20 pm

Early Release	
1st Period	7:30 am - 8:30 am
2nd Period	8:35 am - 9:35 am
3rd period	9:40 am - 10:40 am
Advisory	10:45 am - 11:15 am
Lunch	11:20 am - 11:50 pm
4th Period	11:55am - 12:55 pm



Four Quarter Schedule

NPA operates on a unique 4-quarter/block schedule. Students are required to take 4 classes per block. Each block consists of approximately 45 class days.

Bell Schedules

NEWS Point Academy Bell Schedule Monday-Thursday	
Period	Time
Period 1	7:30 am – 9:00 am
Period 2	9:05 am – 10:35 am
Period 3	10:40 am – 12:10 pm
Lunch	12:15 pm – 12:45 pm
Period 4	12:50 pm – 2:20 pm

Class Period: 90 minutes – Lunch: 30 minutes – Passing Period: 5 minutes

NEWS Point Academy Bell Schedule Friday	
Period	Time
Period 1	7:30 am – 8:30 am
Period 2	8:35 am – 9:35 am
Period 3	9:40 am – 10:40 am
Advisory	10:45 am – 11:15 am
Lunch	11:20 am – 11:50 am
Period 4	11:55 am – 12:55 pm

Class Period: 60 minutes
Advisory: 30 minutes
Lunch: 30 minutes
Passing Period: 5 minutes

Open Enrollment

NEWS Point Academy 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.

NEWS Point Academy 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), NEWS Point Academy 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.

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

Arizona Student Enrollment

Thank you for your interest in attending NEWS Point Academy. At NEWS Point Academy, we are pleased to offer you a free and quality educational choice in a safe, caring, and respectful environment. NEWS Point Academy offers a rigorous education taught by highly qualified teachers. We look forward to meeting your family, and we are available to answer any other questions you may have.

Families experiencing housing instability may not be required to provide the documentation outlined below at the time of enrollment. Please inform the school if this applies to you.

The following documentation is required for enrollment:

- 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 indicate the person's name and residence address:
 - Valid Arizona driver's license, Arizona identification card, or motor vehicle registration
 - Valid Arizona Address Confidentiality Program authorization card
 - 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 Documentation from a state, tribal or federal government agency
 - Temporary on-base billeting facility (for military families)
 - Certificate of tribal enrollment or other identification, issued by a recognized American Indian tribe, that contains an Arizona address
 - Consular identification card issued by a foreign government as a valid form of identification if the foreign government uses biometric verification techniques in issuing the consular identification card
 - Documentation from a state, tribal, or federal government agency (Social Security Administration, Veterans 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 verified annually.

The following documentation is requested at the time of enrollment, but will not prevent a student from enrolling:

At the time of enrollment, NEWS Point Academy will notify parents or guardians in writing that proof of age and identity is required. Parents or guardians have thirty (30) calendar days from the date of enrollment to submit the required documentation.

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

Any person enrolling a student should 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.

The following documentation is required for attendance:

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 prior to the student's first day of school. Immunization records (or exemption documentation) are required to attend school, but are not a requirement for enrollment.

Re-Enrollment

To secure your student's place at NPA for the next school year, you must officially re-enroll him or her online. In January, re-enrollment verification instructions will be sent home, along with the re-enrollment deadline. Students whose re-enrollment form is received after the deadline will be added to the waitlist and admitted on a space-available basis.

Educational Rights of Children and Youth Experiencing Homelessness

The **McKinney-Vento Homeless Assistance Act** ensures that children and youth experiencing homelessness have access to educational services and the opportunity to meet the same challenging academic standards as all other students. The Act requires state and local education agencies to remove barriers to the identification, enrollment, attendance, and academic success of children and youth experiencing homelessness. To remove educational barriers for children and youth experiencing homelessness, the McKinney-Vento Homeless Assistance Act mandates the following:

1. **Immediate Enrollment:** Children cannot be denied enrollment due to missing documentation or immunization records.
2. **School Selection and Maintained Enrollment:** Eligible students can select from the following options:
 - a. **School of Origin:** The school the student attended when permanently housed or the school in which the student was last enrolled.
 - b. **School of Residency:** The school in the attendance area in which the student currently resides.
3. McKinney-Vento eligible students have the right to remain enrolled in their selected school for the duration of their homelessness and until the end of the academic year in which they are permanently housed.

4. **Transportation Services:** Eligible students attending their **School of Origin** have the right to transportation to and from the school of origin.
5. **Participation in Programs:** McKinney-Vento-eligible students are guaranteed the right to services comparable to those provided to other students in the school.
6. **Unaccompanied Youth Experiencing Homelessness:** McKinney-Vento eligible students are guaranteed the right to immediate enrollment without proof of guardianship.
7. **Access to Extracurricular Activities:** Barriers to participation in academic and extracurricular activities are removed for homeless students who meet the relevant eligibility criteria.

Potentially Qualifying Living Situations

Children and youth may qualify for services under the McKinney-Vento Homeless Assistance Act if they are living in situations such as:

1. Sharing housing with other people due to loss of housing, economic hardship, or a similar reason.
2. Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations.
3. Living in emergency or transitional shelters.
4. Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
5. Having a primary nighttime residence that is not designed for or ordinarily used as regular sleeping accommodations for humans.

Parents and Guardians

If you believe that your or your child(ren)'s living situation may qualify for the educational rights and services under the McKinney-Vento Homeless Assistance Act, please contact your school district's McKinney-Vento Homeless Liaison for assistance.

Youth

If you believe that your living situation may qualify you for the educational rights and services under the McKinney-Vento Homeless Assistance Act, even if you are not in the physical custody of a parent or court-appointed guardian, please reach out to your school district's McKinney-Vento Homeless Liaison.

Who to Contact

Our **McKinney-Vento Homeless Liaison** determines if students qualify for services. The McKinney-Vento Homeless Liaison can assist with:

- Determining which school is best for your child.
- Enrolling your child and facilitating communication with the school.
- Accessing school supplies, supplemental services, and free school meals.
- Setting up transportation to and from the school of origin.
- Connecting you with community support resources.

Dispute Resolution

If you disagree with school officials regarding enrollment, transportation, or the fair treatment of a homeless child or youth, you may file a dispute. To do so, contact the **McKinney-Vento Homeless Liaison** within **seven (7) business days** of receiving the written eligibility determination notification.

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

<i>Dr. Melanie Larson</i> <i>Homeless Liaison</i> <i>NEWS Point Academy</i> <i>6321 S Ellsworth Road</i> <i>Mesa AZ 85212</i> <i>(480) 986-4321</i>	<i>Rita Rodriguez</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>Rita.Rodriguez@azed.gov</i>
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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.

Equal Education Opportunity

Federal and state laws prohibit discrimination on the basis of race, color, national origin, gender, religion, or disability. NEWS Point Academy 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 or participation in the school's educational programs. This commitment extends to all school programs and school-sponsored events. A full copy of the grievance procedure is available from the principal.

In the event a student experiences discrimination, the student should report the incident to the school leader within ten (10) school days. A student's inability to speak English should not prevent them 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:

Jim Sigman
6321 S Ellsworth Road
Mesa, AZ 85212
480-986-4321
jsigman@rushededucation.org

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 witnesses 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 principal 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 principal.

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.

School Material Checkout

Students are responsible for the care and maintenance of any textbooks, novels, calculators, or other school-owned material that are checked out of the school by a teacher or administrator. Students must complete a Materials Checkout form provided by the staff member and agree to pay for any damages incurred during the time that the item is under the student's care. In the event that a student loses the item, that student will be required to replace the item at the current price. In some cases, students will be required to put down a deposit before they can check out school materials. If at the time of graduation or withdrawal, there are any outstanding balances due, parents will need to make arrangements to pay the balances owed the school.

Attendance Policy

Regular school attendance is essential to student learning and success. NEWS Point Academy ("NPA") is committed to supporting students and families in meeting Arizona's compulsory attendance requirements while providing appropriate interventions when attendance concerns arise. This policy is adopted pursuant to A.R.S. §§ 15-802, 15-803, 15-806, and 15-901, and applicable Arizona Department of Education (ADE) guidance.

Compulsory Attendance

Arizona law requires that students between the ages of six (6) and sixteen (16) attend school during hours when school is in session unless legally excused. Parents and guardians are responsible for ensuring student attendance in accordance with state law and this policy.

Excused Absences - Definition

Religious Purpose Absences. The School shall excuse students for religious purposes, including participation in religious exercises or religious instruction. In order for a religious purpose absence to be excused under this policy, the parents of the student must a) give their written consent to the absence and b) any religious instruction or exercise must take place at a suitable place away from School property.

Other Excused Absences. Excused absences are an absence due to illness, a doctor's appointment, mental or behavioral health matters, bereavement, family emergencies, the time necessary to process for the armed forces, and out-of-school suspensions. Excused absences due to out-of-school suspensions must not exceed 10% of the instructional days scheduled for the school year. Family vacations are recognized by the School as an excused absence.

Parents must notify the School in advance or at the time of any absence for it to be considered as an excused absence, except for excused absences due to family vacations, for which advance written notification must be received by the School in advance of the absence for it to be considered an excused absence. The School will document the date, reason, and person reporting the absence, and the documentation will be maintained by the School for not less than four years after the fiscal year it was created or received.

If an absence occurs for any reason that is not specifically designated as an excused absence by this policy, the absence will be counted as an unexcused absence regardless of whether a parent notifies the School of the absence. Students absent for ten consecutive school days, except for excused absences, will be withdrawn from the School effective the last day of attendance or reported excused absence, as required by state law.

Students with chronic health problems, as defined by Arizona law, may be exempt from this excused absence policy.

Procedures and Implementation. The Principal may develop and enforce procedures for the implementation of this policy, including requirements for parental notification to the School of absences.

Parents must provide a note from a medical professional for any student absences that are longer than 5 school days, provided, however, that the Principal has the discretion to modify this requirement depending on the circumstances of the illness, including parents' ability to pay for medical visits for the illness.

Unexcused Absences and Interventions

An unexcused absence is any absence that does not meet the criteria for excusal under this policy.

NPA uses a progressive intervention model to address unexcused absences:

- 2 unexcused absences
 - Attendance warning email sent to student and parent/guardian
- 4 unexcused absences
 - Attendance notification email
 - Meeting with student mentor
 - Parent/guardian contacted and invited to participate
- 6 unexcused absences
 - Attendance notification email
 - Required attendance meeting with student, parent/guardian, student mentor, and administrator
 - Student placed on an Attendance Support Contract, which may include:
 - Mandatory tutoring or academic support
 - Temporary limitations on extracurricular activities or field trips
 - Attendance goals and progress monitoring
 - Contract reviewed after three (3) weeks
- 8 unexcused absences
 - Attendance notification email
 - Family conference with administration to review progress, supports, and continued enrollment options.

Attendance contracts are supportive interventions, not disciplinary actions, and do not affect a student's right to continued enrollment unless statutory withdrawal thresholds are met.

Withdrawal for Consecutive Unexcused Absences

In accordance with A.R.S. § 15-901(A), a student who accrues ten (10) consecutive unexcused school days shall be withdrawn from enrollment, effective retroactively to the student's last day of attendance or excused absence.

Re-enrollment may be considered in accordance with school procedures and state law.

Tardy Policy

- A tardy is defined as arriving after the start of a class period.
- A student who is more than sixty (60) minutes late to a class period may be counted as absent for that period.
- If a student accumulates six (6) tardies in a class period (including first period), the student may be required to attend an attendance meeting with the administration and a parent/guardian.
- Interventions may include an attendance contract or schedule adjustments.

"Flex" time refers to a supervised instructional or support period assigned by administration and is not a disciplinary placement.

Sign-In / Sign-Out Procedures

- Parents or guardians may sign students in or out during the school day for valid reasons by reporting to the front office.
- A state-issued photo ID may be required for identity verification.
- Students must scan their student ID at the Kiosk station when signing out.
- Students aged 18 or older may sign themselves out at the Kiosk station.

Early release may be denied only for legitimate reasons such as:

- Student safety concerns
- Testing or assessment requirements
- Inability to verify authorization

All early-release decisions are documented.

Early Dismissal Policy

NEWS Point Academy expects students to remain on campus for the entire instructional day. The school recognizes, however, that circumstances such as medical appointments or family emergencies may occasionally require early dismissal for a student.

Authorization and Sign-Out Procedure

1. A student may be dismissed early only with verified consent from a parent or legal guardian.
2. Parents or guardians must report to the front office to sign the student out in person.
3. Students will be released only to:
 - A parent or legal guardian, or
 - An individual authorized by the parent or guardian, with identity verified by the school.
4. Government-issued photo identification may be required prior to student release.

Parents or guardians who need to authorize another individual to pick up a student must either update the student's authorization information in the school's system or contact the school directly to provide consent for that dismissal.

Restricted Dismissal Times

To minimize instructional disruption and maintain student safety, early dismissal requests during the following times may be delayed:

- Lunch periods
- Final examinations
- State or national assessments
- School assemblies or special events

During these times, staff may be unable to immediately notify a student that a parent or guardian is present. Every reasonable effort will be made to release students as soon as practicable.

Student Departure Without Authorization

Students may not leave campus during the school day without completing the approved sign-out procedure unless directed by school staff in an emergency.

Leaving campus without authorization may be considered an unexcused absence and may result in disciplinary consequences consistent with the school's code of conduct.

Administrative Discretion

Early dismissal may be temporarily delayed only for legitimate reasons, including:

- Student safety concerns
- Active testing environments
- Inability to verify parent or guardian authorization

Students will not be denied release solely for disciplinary reasons.

Purpose

The purpose of this policy is to:

- Protect student safety
- Ensure accurate attendance records
- Minimize disruption to instructional time

Equity and Legal Compliance

NPA will implement this policy in a manner that is:

- Non-discriminatory
- Consistent with student due-process rights
- Responsive to the needs of students with disabilities, chronic illness, homelessness, or other legally protected circumstances

Supervision of Students

School Entry

The main office doors will open up for students at 7:00 am and students will be allowed access to the interior courtyard.

Closed Campus

NPA is a closed campus from 7:30 am until 3:25 pm. No student is allowed to leave and then return to campus during this time unless they have been signed out by a parent/guardian for a specific reason. This policy applies to lunch as well. Students are also not allowed to go to the parking lot during lunch (whether leaving to get lunch or just getting something from their car) unless they are leaving campus.

Homework

Every effort will be made for students to complete their work during the 90-minute class period. If a student does not finish an assignment in class, they will be expected to complete it and submit it the following day.

Tutoring

Students whose grades fall below the "C" level will be encouraged to stay for after-school tutoring. This policy applies to all courses offered at NPA. Tutoring may be assigned to students who need additional support in a skill, or to become academically eligible for athletics. Teachers may place the students who are deficient on a Tutoring Contract. Students who fail to adhere to the terms of the tutoring contract will face disciplinary action as outlined in the tutoring contract. Parents will be notified via email that their student has shown up for tutoring.

Classroom Grievance Procedure

If at any time there is a concern about what is happening in the classroom, whether it be about grading, treatment, or accessibility, please follow the protocol:

1. **Student/Teacher Conference** - The student should request to speak with the teacher in a private setting outside of class time. If they would like another teacher or administrator present, they can ask for that to happen.
2. **Student/Parent/Teacher Conference** - If the student does not feel their concerns were addressed adequately as a result of the Student/Teacher Conference, the parent should contact the teacher and set up a time to discuss the concerns.
3. **Student/Parent/Teacher/Administrator Conference** - If the parent does not feel their concerns were

addressed adequately as a result of the Parent/Teacher Conference, the parent should contact the school's front office and request an appointment with the School Leader or Assistant School Leader to discuss the concerns.

4. If all of these conferences have not adequately addressed the student and parent's concerns, they should contact the Dean of Schools at 480-986-4321.

Athletics

NPA participates in several sports under the Arizona Canyon Athletic Association. All students are invited to participate in any sport. An Athletic Handbook is available in the front office with all information that is needed: physicals, permission slips, sportsmanship conduct, etc. The cost is \$100 per sport to help cover uniforms, equipment, field rentals, transportation, and officials. All teams participate in other fundraising efforts to help offset these costs as well. Members of each team are expected to contribute to these efforts.

Eligibility is checked weekly. If a student is failing any class, they are deemed ineligible until the following week's grade check. The Athletic Director will oversee conducting and maintaining these eligibility checks and helping students find ways to improve their grades. Students will not be allowed to participate in any team activities until their fee is paid, a current physical is on file, the Athletic Handbook has been agreed to, and the student has received their Concussion training certificate. If the family is facing financial hardship and is unable to pay the required fee please see a member of the administrative staff.

Field Trips

Field trips are planned throughout the year for various academic enrichment and extra-curricular purposes. In order to be able to attend a field trip on a school day, each student must fill out an NPA Field Trip Grade Check Form that must be initialed by all teachers and turned into the Field Trip Sponsor at least one day in advance of the field trip. Also, a permission slip must be electronically signed by a student's parent/guardian in order for the student to participate in a field trip on any day. Parents may be asked to assist in paying for field trips. Parents will receive advance notice of all trips. If a parent would like to chaperone for a trip, an AZ IVP Fingerprint Clearance Card (for federal and state clearance is required and the volunteer form must be completed. If the family is facing financial hardship and is unable to pay the required fee please see a member of the administrative staff.

College Visits

Included in the realm of field trips are the college visits we make to all four major Arizona Universities in the Fall and Spring. The Fall visits are reserved for seniors only as they are making final decisions on which college they would like to apply to and attend. The Spring visits are reserved for juniors only as they are beginning the process of applications and decisions. Visiting these college campuses is a great opportunity and should not be taken lightly. NPA students who attend these visits are expected to represent our school with respectful behavior and dignity. Please consult with administration to find out the dates of these visits.

Dance Guests

Students who wish to bring someone to a school dance who is not a student at NPA will need to fill out the Guest Pass form available in the front office. An administration signature is required from the guest's school to be allowed to come.

Outside Food and Distractions

NPA loves when students are celebrated and recognized on birthdays and other special occasions. However, some things (balloons, flowers, and gifts, etc.) can be a distraction in the classroom. For this purpose, these items will be held for the student in the front office during the school day.

Outside food delivery services (DoorDash, GrubHub, UberEats, etc) can never be used by students during the school day.

Adult Students

Any student who is 18 years old or older is considered an adult by law. When a student is going to turn 18, they and their parents need to email the Office Manager to schedule an appointment to discuss how student records will be handled.

Hall Passes

Every time a student is in the hallway between 7:35 am and 2:20 pm (other than passing periods or lunch), they should have a hall pass out and be visible to any staff member walking by.

Early Finals

It is highly recommended that families do not plan vacations or doctor's appointments during Finals week (consult the school calendar), but we understand that sometimes this will happen. If a student needs to take their Final Exams early, they must contact the School Leader two weeks in advance to obtain approval. The School Leader will then communicate this request with the student's teachers. Finally, the student's teachers will reach out to the student to make arrangements to take their Final Exam early.

Withdrawals

If you plan to move or withdraw from the school, the parent must email the Office Manager as soon as possible to start the withdrawal process. If the student owes anything (Lunch, Testing fees, etc.) or has school materials (Chromebook, Hot-Spot, Textbook, Calculator, etc.) checked out that have not been returned, we would like to discuss a plan to get materials and debts resolved.

School Parking

All students wanting to drive to school and park on campus must:

- Fill out a Parking Permit Request Form
- Pay a \$5.00 permit fee.
- Provide a copy of your valid Driver's License

in order to receive a parking permit. You may use the same parking permit for multiple vehicles. The parking permit must be easily viewable through the front windshield. All student vehicles must be parked in the parking lot in front of Fieldhouse C. Loud music is not allowed while in the parking lot. The speed limit is 5 mph. Violations of any of these rules may result in loss of parking privileges or other disciplinary actions. If the family is facing financial hardship and is unable to pay the required fee please see a member of the administrative staff. AAG implements parking fees after 3:00 pm on Fridays.

Cell Phone Policy

The use of wireless communication devices during instructional school hours is prohibited by a new Arizona law (A.R.S. 15-120.05). The student will not be allowed to have their cellphone visible during instructional times. During class time, students must place powered off cellphones in their school bag and may not access them during the entire class period. Students can have possession of their wireless communication devices during passing times and breakfast/lunch. If there is an urgent need to communicate with your child during school hours, please contact the school office, and we will get a message to your child.

AI Policy

Prohibited Uses:

- Submitting any work entirely generated by AI without substantial personal input or refinement.
- Relying on AI for tasks intended to measure individual analytical or problem-solving skills including, but not limited to completing quizzes, tests, or other assessments meant to measure your knowledge.
- Misrepresenting AI-generated work as your sole intellectual contribution.

Transparency Requirement:

Students must disclose AI use in a footnote, assignment appendix, or brief statement, detailing:

1. The specific tools used (e.g., ChatGPT, Gemini, DALL-E, grammarly, etc.).
2. The type of assistance provided by the tool (e.g., generating initial ideas, editing drafts for grammar, spelling, sentence structure, clarity, coherence, etc).
3. How you reviewed and personalized the AI-generated content.

NPA Email Account

Upon enrollment, all students are given an email account under NPA's domain. It is very important that all students familiarize themselves with this account and check it frequently as this is how the school and teachers communicate with students about upcoming events, class assignments and due dates, and other reminders. This account will be deleted upon withdrawal.

Student WiFi

Students are not allowed to connect their personal computers/laptops, cell phone, smart watch, or other non-school devices to any of the school's wireless connections.

Backpack Policy

- Backpacks are allowed on campus and in the classrooms.
- Backpacks are not allowed in the restrooms.
- Backpacks (clear/transparent or mesh) are optional and encouraged.

Lost and Found

NPA is not responsible or liable for items that are lost by students while on campus. Items that are found should be turned into the front office. If you have lost something, please check the last place you remember having it, and then the front office. At the end of each quarter, all unclaimed items will be donated.

Transportation

NPA Event Transportation Rules

Make sure you arrive 10 minutes early. All NPA School rules, policies, and procedures apply while riding school transportation, including:

- Respect the driver, other passengers, and their property.
- Follow all directions.
- Seats may be assigned by the driver.
- Keep all parts of the body inside the vehicle at all times.
- Keep all parts of the body out of the aiseways.

- Students should talk quietly and keep their hands to themselves.
- Absolutely NO FIGHTING.
- All students should be courteous of those around them. No profanity or obscene gestures.
- No eating, chewing gum, or drinking. (Except water)
- No littering or destruction of the vehicle.
- Keep your personal belongings under control at all times.
- Students are responsible for any damage they cause to the vehicle.
- Nothing is to be thrown outside of the vehicle.
- Students are not allowed to bring balloons or skateboards on the vehicle.
- Students are to remain in their seats until the vehicle comes to a complete stop.

**The administrative team reserves the right to deny school transportation privileges to any student.*

Lost and Found

NPA is not responsible or liable for items that are lost by students while on campus. Items that are found should be turned in to the front office. If you have lost something, please check the last place you remember having it, and then the front office. At the end of each quarter, all unclaimed items will be donated.

Parent Involvement

NEWS Point Academy 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. NEWS Point Academy continuously works to achieve this goal to meet Federal and State requirements. NEWS Point Academy 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 NEWS Point Academy 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 principal, front office staff, or your child's teacher.

As part of the Title I Parent Involvement Policy, NEWS Point Academy 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.

Parent Communication

NEWS Point Academy is communicating regularly with parents and guardians. Parents will receive weekly announcements at the beginning of each school week communicating upcoming events and school-wide activities via email. Other forms of communication include text messages (parents must opt-in by texting "yes" to the number provided), phone calls, Power School, and social media posts (Facebook and Instagram). Please also refer to the calendar on the school's website (newspointacademy.org).

School-Parent Compact

The following Parent/School Compact, developed through the combined efforts of the parents, students, and staff of NEWS Point Academy, outlines the goals, expectations, and shared responsibilities for the success of all our students.

School Environment

The School Will:

- The School will provide a safe, secure environment a closed campus with adequate security (local law enforcement).
- The School will employ a staff that is well trained and certified in maintaining a safe, educational environment.

The Parents Will:

- The parents will contact the school with any concerns over attendance, behavior or academic completion.
- The Parents will contact their individual student, during regular class hours, through the school office only.

The Student Will:

- Students will accept the responsibility of maintaining a safe, secure learning environment by accepting this code of conduct.
- Students will not use, sell, or participate in any illegal use of drugs, tobacco, or alcohol.
- Students will avoid and refrain from all gang related activities, including: hand signs, clothing, jewelry, graffiti, or any other actions or behavior.
- Students will not gamble in any way shape or form - playing cards, dice, or any other related gambling material.
- Students will not carry weapons or any look-alikes or replicas of weapons.
- Students will not use phones, pagers, iPods, MP3 players, cameras, handheld game devices, or any similar electronics in any class unless the teacher has given permission to use for academic purposes (i.e. research, calculator function).
- Students will not fight or participate in any confrontational behavior at any time with anybody.
- Students will attend classes on time and be permitted to leave campus with parent/guardian permission only.

Behavior and Participation

The School Will:

- The School will maintain a safe climate, with a positive atmosphere suitable for learning for all students.
- The School will provide students with a foundation for continuous learning.

The Parents Will:

- The Parents will reinforce mutual respect for all teachers, staff and other students.
- The Parents will reinforce appropriate dress for a learning environment (including clothing and jewelry).
- The Parents will monitor their student's attendance ensuring full attendance - 100%.
- The Parents will reinforce positive student behavior and participation involving any and all activities, possessions and actions.
- The Parents will support students in their learning and completion of all classes, all assignments and all class activities.
- The Parents will assist their students in seeking and receiving any additional help in order to achieve.
- The Parents will have access to all curricular materials and their student's class work in order to monitor his or her progress.

- The Parents will keep abreast of child's grades and keep an open line of communication.

The Students Will:

- Students will show respect to all teachers, all staff and all students at all times: No racism, foul language, obscene gestures, harassment, poor attitude or inappropriate behavior (see school environment above).
- Students will use appropriate language at all times: No obscenities, threats, harassment, or any other verbal abuses.
- Students will show positive behavior at all times: Attendance, participation, respect, positive attitude, gestures and posture.
- Students will dress appropriately for a learning environment at all times, reflecting professional maturity and modesty.

Academics and Curriculum

The School Will:

- The School will provide a challenging curriculum that is aligned to the Arizona Academic Standards.
- The School will promote student achievement and success addressing all learning styles and accommodations.
- The School will employ highly trained professionals (teachers, administrators, and staff) who promote the highest quality in education.

The Student Will:

- Students will put in 100% effort in all class activities and all assignments at all times in order to meet the requirements for graduation.
- Students will ask for help on any assignments they do not understand in order to achieve to their best ability.
- Students will attend any extra help or additional classes suggested by their teacher in order to achieve to their best ability.
- Students will complete all classes and all assignments appropriately to the best of their ability.

Goals and Achievement

The School Will:

- Provide every opportunity for students to achieve academic success.

The Parents Will:

- The Parents will provide every opportunity for their student to achieve academic success.

The Students Will:

- Students will take responsibility: to learn and achieve in every class and every course of study, to monitor their own grades and credits, and positively work toward graduation.

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 480-986-4421 to schedule an appointment with the school leader.

Parent Classroom Visits, Tours, or Observations

Parents of Enrolled Students. In accordance with Arizona law, parents of students enrolled at the school may request to visit, tour, or observe their child's classroom (a "campus visit"), subject to the following parameters:

- All campus visit requests must be received by the school at least 24 hours in advance of the proposed visit, provided that the school, in its sole discretion, may waive the 24-hour advance notice requirement on a case-by-case basis.
- Campus visit requests will be promptly reviewed by school administration, with input from the classroom teacher.
- Campus visit requests will be approved unless they threaten to interfere with the physical, intellectual, social, or emotional health and/or safety of students and staff.

During any approved campus visit, parents will be subject to all policies applicable to campus visitors generally, including safety requirements for providing identification, signing in and out of the campus, and if applicable, being accompanied by school staff.

Parents of Potential Students. In accordance with Arizona law, parents who wish to enroll their child in the school may request a campus visit, subject to the same parameters set forth above for parents of enrolled students. In addition, parents of potential students will be required to be accompanied at all times during any campus visit by a current staff member.

Scheduling. Approved campus visits will be scheduled at a mutually convenient time for the school and the parents, and may be limited to a specific time frame, at the school's discretion.

Health and Safety Parameters. For purposes of this policy, the following requests threaten to interfere with the physical, intellectual, social, or emotional health and/or safety of students and staff, and are therefore not allowed:

- Requests for campus visits during state testing, other testing periods, or at other times that would clearly interfere with educational instruction or disrupt the educational environment.
- Requests for campus visits by parents who have demonstrated failure to abide by Parent Behavioral Expectations (set forth below), or who have otherwise failed to abide by campus visitation policies of the school.
- Requests that, for other reasons, threaten to interfere with the physical, intellectual, social, or emotional health and/or safety of students and staff.

Parent Behavioral Expectations. During any campus visit, parents are expected and required to comply with all campus visitor procedures and to comport themselves at all times with appropriate decorum and in a manner that is respectful and conducive to an environment in which the educational objectives of the school can be effectively administered. Consistent with this expectation, any parental behavior that constitutes harassment, bullying, or verbal or physical abuse of staff or students, or that otherwise disrupts the educational environment is expressly prohibited.

In addition, parents may not interfere with instruction or distract from the instructional environment, nor may parents help their child with their schoolwork during a campus visit, unless specifically allowed by the classroom teacher.

Parents who disregard these behavioral expectations while on school grounds will be ejected from campus; may be prohibited from future campus visits or subject to other limitations on future campus visits; and may be subject to other consequences under applicable law or policy.

School Volunteers

Parent/Guardian Volunteers

Parents are encouraged to participate in school-related activities, including those pertaining to curriculum and instruction, such as tutoring and mentoring. Volunteers may also be involved in monitoring the school store and assisting with school events. In addition, parents are encouraged to contribute their time and talent to organize extracurricular activities and community outreach projects. All volunteers must complete a Volunteer Application and each will be required to get an AZ IVP Fingerprint Clearance Card (for federal and state clearance). Volunteers must follow all policies and procedures defined by the School. If activity occurs that is not in keeping with the School policies, the School Leader reserves the right to relieve the volunteer of his or her responsibilities. Volunteers must sign in at the front office every time they enter the school building.

Community Volunteers

Community Volunteers are required to have a valid AZ IVP 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 school leader or the school leader's authorized representative. Nor shall any person conduct or attempt to conduct any activity on school premises without prior approval by the school leader or school leader'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 school leader 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)

NEWS Point Academy 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 of 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

Directory Information Opt-In/Out Notice

Before the School may release any directory information about your student, it must inform you of what is considered directory information and obtain your written consent through an opt-in process. The School is committed to protecting your child's personal information while supporting access to educational and extracurricular opportunities.

The School defines *directory information* as personally identifying details that may be shared, upon request, with school-related entities and news organizations. This includes:

- Student's first and last name
- Student's address
- Student's grade level
- Student's date of birth
- Student's participation in officially recognized activities and sports within the School (upon request)

Military Recruiters (High School Only):

In compliance with federal law, if directory information is released to educational or occupational organizations, it must also be made available to official military recruiters-unless you specifically decline consent.

To confirm your preferences, please complete the Opt In/Out Form by initialing all applicable statements and return it to the school's front office **within two (2) weeks of receiving this notice, or by October 31st - whichever comes first.**

If the School does not receive your completed form within the prescribed time, it will assume:

- You **do not give permission** to release your student's directory information as listed above, and
- You **do give permission** to release directory information to **military recruiters** (High School students only).

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):

- Political affiliations or beliefs of the student or student's parent;
- Mental or psychological problems of the student or student's family;
- Sex behavior or attitudes;
- Illegal, antisocial, self-incriminating, or demeaning behavior;
- Critical appraisals of others with whom respondents have close family relationships;
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- Religious practices, affiliations, or beliefs of the student or parents; or
- 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 -

- Protected information surveys of students;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- 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 NEWS Point Academy 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. NEWS Point Academy will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. NEWS Point Academy 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. NEWS Point Academy 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 U.S. 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.

NEWS Point Academy 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

Sprays

Out of respect for and with the intention to protect those (students and staff) who are allergic or sensitive to sprays, all sprays (perfumes, deodorant, cologne, etc), must be sprayed in outside areas. If a student is caught spraying these items in an enclosed space, they will be dealt with as a disciplinary action.

Immunizations

Arizona law ARS §15-872 requires that parents provide an up-to-date record of immunizations prior to attending 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 NEWS Point Academy:

- 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 on their person while at school or when participating in any school-related activities, without administrative approval. 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 to be accepted
- A medication form must be on file for each medication to be administered at school
- 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
- Students requiring an inhaler or EpiPen may carry and self-administer these with written parental consent on the Medication Form. Please inform the office if you are carrying one of these items.
- NEWS Point Academy Preparatory 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.

During the online enrollment process, parents are required to indicate which over-the-counter medications (Tylenol, Ibuprofen, Antacid or Cough Drops) can be given to their student during school hours.

Naloxone

In compliance with state law, NEWS Point Academy has established a policy concerning the administration of Naloxone (Narcan) by certain school staff members to students who the staff reasonably believes are suffering from an opiate/opioid overdose. This policy provides that authorized and trained staff to administer Naloxone, provided that trained and authorized staff are present at the school at the time of the potential overdose and provided that Naloxone (Narcan) is currently available on the school site. The school has decided to utilize intranasal Naloxone as the method of administration exclusively. Authorized staff are to follow the protocols outlined in their Naloxone (Narcan) training in administering the Naxolone (Narcan), and they or another member of the school staff must call 911 as soon as possible and request that emergency responders be dispatched to the school. The school will ensure at least once a year that Naloxone (Narcan) kits, if any, are current, complete, and not past their expiration date.

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.

Seizure

Seizure Training, Management, and Treatment Plans (SB 1654)

Seizure Treatment Plan

If a student has a seizure disorder, their parent or guardian must submit a Seizure Treatment Plan. This plan is developed by the student's parent or guardian in collaboration with the student's physician or registered nurse practitioner.

The Seizure Treatment Plan must be submitted to the school:

1. At the start of the school year or before the student begins attending school.
2. Upon enrollment if the student joins the school after the school year has started.
3. Immediately following a diagnosis of a seizure disorder.

Seizure Management and Treatment Plan Requirements

The Seizure Management and Treatment Plan must:

- Outline procedures for managing an active seizure.
- Detail other health care services available at school to help manage the student's seizure disorder.
- Be signed by both the student's parent or guardian and the physician or registered nurse practitioner responsible for the student's seizure treatment.
- Be reviewed by the school nurse or, if a school nurse is unavailable, by a designated school employee.

Required Seizure Management Training

To ensure the safety and well-being of students with seizure disorders, SB 1654 requires schools to provide seizure management training.

- Each school will have at least one trained school employee (in addition to the school nurse) who is qualified to:
 1. Administer or assist with self-administration of seizure rescue medication or other FDA-approved seizure treatment medications.
 2. Administer a manual dose of electrical stimulation using a vagus nerve stimulator magnet, if prescribed by a physician.

- Any school personnel who regularly interact with students who have a seizure management plan—including principals, guidance counselors, teachers, bus drivers, and classroom aides—must complete an online seizure awareness training course.

Approved Training

The State Board of Education has approved free training from the Epilepsy Foundation for school personnel. This training helps ensure staff members are prepared to recognize seizures, provide appropriate care, and support students with seizure disorders.

For more information on seizure management at school, please contact the school administration.

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.

Accidents

All staff members are trained in CPR and First Aid. Therefore, a trained staff member will administer initial treatments of minor injuries. The student's emergency contact will be notified immediately by phone or email whenever substantive medical treatment is administered to a student, and an Incident Report will be kept in the student's permanent file.

Building Security

Security of our buildings is everyone's responsibility, including students. There are a few things you can do to help:

- **"If You See Something, Say Something."** Report any unsafe conditions to your teacher, a trusted adult.
- Never prop exterior doors open*. It's critical we keep our exterior doors locked throughout the school day.
 - *Exterior doors may be propped open for a limited period of time and ONLY while being actively monitored by a staff member
- **"Ignore the Door."** Never let anyone in, whether you know them or not, through exterior doors
- If you arrive after school has started, enter through the main office doors.
- If you're expecting visitors, please instruct them to enter through the main office

Emergency Drills and Evacuations

The school will have at least one emergency drill per month within the school hours. Specific signals and procedures have been established for all types of emergency drills, and safety areas have been designated. Teachers are equipped with instructions, and all drills will be practiced with students on a regular basis. The entire school will practice security lockdowns. During these drills, no one will be allowed to enter or leave the school. Please be patient and understanding of this important rule. Your child's safety is our number one concern.

Instruction and Learning

Assessment of Learning

Students at NEWS Point Academy 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).

The following outlines required state assessments and our school-wide assessments:

TEST:	WHO IS TESTED:	WHAT IT IS USED FOR:
AZSci	All 11th Graders	To determine student growth and achievement towards state academic standards
AZELLA	All English language learners	To identify students for English language services, measure their academic language proficiency growth, and exit them out of the program
Pre-Post Tests	All students in all classes	To identify growth in each class To help prepare for state assessments
ASVAB	All 11th Graders	To determine career interests and to determine which branch of military service and jobs you are qualified for.
ACT	All 11th Graders	To determine student growth and achievement towards state academic standards Many colleges and scholarships require an ACT Score
ACT Aspire	All 9th Graders	To determine student growth and achievement towards state academic standards To determine a student's preparation for the ACT college entrance exam.
SAT	All interested 11th and 12th Graders	Many colleges and scholarships require an SAT Score
IXL	All 9th-11th Graders	To determine student growth and prepare achievement towards state academic standards

Course Prerequisites Requirement and Rationale

The purpose of a course prerequisite is to ensure that students possess sufficient background knowledge in order to understand the terminology, theory, and practical applications covered in a particular class. All sequential classes (classes that have a follow-up class: Algebra 1.1 and Algebra 1.2, Intro to Politics and Advanced Politics, Philosophy 1 and Philosophy 2, etc.) will have a prerequisite requirement such that you must earn a C or above in order to take the next class in the sequence. In rare circumstances, you may be allowed to take the next class without earning a C or above in the previous class with a teacher recommendation.

Curriculum and Instructional Design

NPA has designed a structured curriculum that sets high expectations and is based on the Arizona State and Common Core Standards. Objectives are taught using a variety of learning activities and addressing multiple learning modalities. NPA uses the AVID (Advancement Via Individual Determination) system, which is a college preparation and career readiness system that applies WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies as a key component of instruction and expects all classrooms to implement peer to peer interaction. Technology skills are integrated throughout the curriculum and are an integral part of all classes. The courses provide for individualized monitoring to assist students in attaining ambitious goals for achievement. NPA provides a strong academic foundation for students that will prepare them for demanding academic studies in college.

Student Placement and Class Selection

Once enrolled, NPA will use the student's most recent transcript to determine credits and courses that are still needed for graduation. Once the transcript is evaluated, the student will be enrolled in the classes best suited to meet his or her individual needs. Students may request alternative courses or specialized electives upon meeting eligibility.

Advisory Class

Every student will be enrolled in a grade-specific Advisory class that will meet every Friday for 30 minutes. The purpose of this class is multi-fold: the student will have a teacher-advisor who will monitor their grades and progress towards graduation using the ECAP document, the student will learn specific skills and perform important projects relevant to their grade level, and will be held accountable for how they are utilizing their student calendar.

National Honor Society (NHS)

Students who have a 3.5 GPA after one academic year are eligible for consideration for N.H.S. Students are also considered on the basis of character, leadership, and service. Faculty council and Administration select members and the school leader gives final approval.

Grading

Teachers at NPA measure a student's understanding of the content through several methods: in-class participation, homework, projects, essays, quizzes, tests, etc. Teachers are expected to update grades weekly, and they will be available at any time using Power School. Mid-way through each quarter and at the end of each quarter, a message will be sent home to parents stating that grades have been updated to that point. If you would like a printed copy of the Progress Report or Report Card, please send an email to the Office Manager.

Perfect Attendance, Honor Roll and Principal's List Award Guidelines

Students who meet the high academic, behavioral, and attendance standards described below will be eligible for Perfect Attendance, Honor Roll, and Principal's List recognition.

Perfect Attendance

- Students must have zero absences (excluding School Function absences) and zero tardies for the academic quarter.
- Students may not have any suspensions on their record for the academic quarter.
- *Students who earn the Perfect Attendance Award in the first 3 quarters and are exhibiting Perfect Attendance in the fourth quarter will be taken on a special field toward the end of the school year.*

Honor Roll

- Students must receive a 3.5 GPA or higher for the quarter.
- Students may not have any suspensions on their record for the academic quarter.

Principal's List

- Students must receive a 4.0 GPA or higher for the quarter.
- Students may not have any **unexcused** absences or tardies for the academic quarter.
- Students may not have any suspensions on their record for the academic quarter.

Graduation Awards

Students who graduate and meet the following criteria will be eligible for the following awards:

- Valedictorian
 - Students ranked first overall in their graduating class based on the student's cumulative **Weighted** GPA.
 - Students must have been enrolled and continuously attended NPA for at least 6 academic quarters.
 - In the case of a tie, school administration will determine the Valedictorian based on the following criteria: quality of classes taken (i.e. honors, early college, A.P.), overall number of credits earned, and discipline record.
- Salutatorian
 - Students ranked second overall in their graduating class based on the student's cumulative **Weighted** GPA.
 - Students must have been enrolled and continuously attended NPA for at least 6 academic quarters.
 - In the case of a tie, school administration will determine the Salutatorian based on the following criteria: quality of classes taken (i.e. honors, early college, A.P.), overall number of credits earned, and discipline record.
- Ropes, Pins, and Stoles
 - Honors Rope (Gold): Cumulative **Weighted** GPA is 3.5 or higher.
 - Military Rope (Red, White and Blue): Sworn in with a military branch
 - Blood Drive Rope (Red): Donate or volunteer time at the school's Blood Drive at least 2 times.
 - Raptor Rope (Blue): Completed all their High School years at NPA.
 - AVID Stole: Completed 2 years of AVID program and does not withdraw.
 - NHS Stole: Member of National Honor Society in good standing.
 - Student Council Stole: Member of Student Council for at least two years, graduated with a 3.0 GPA or higher, and completed 40 hours of community service.

Graduation Requirements

- Complete 24 credits of coursework for graduation (see Course of Study below).
- Pass the Civics Exam with a 60% or higher.
- Fill out the FAFSA application.
- CPR Training
- 20 Hours of Community Service (or 5 hours for each year enrolled at NPA)
- Resolve any outstanding balances
- Return school borrowed supplies, Chromebook, charger, and sports uniforms (if applicable).
- Request official transcripts from outside schools to be sent to NPA
- There will be a graduation checkout process at the end of the year. All students (even early graduates) need to complete this form before the ceremony to receive their diploma.

Credit Requirements

Subject	NPA Credits	AZ Credits Required
English	4	4
Math	4	4
Social Studies	3	3
Lab Science	3	3
Fine Arts/CTE	1	1
Foreign Language	2	0
College Prep Electives	1	0
Physical Education Health	1	0
Electives	5	7
Total	24	22

Grading Scale

Letter Grade	GPA	Grading Scale
A	4.0	90%-100%
B	3.0	80%-89%
C	2.0	70%-79%
D	1.0	60%-69%
F	0.0	Below 60%

Technology, Cell Phone, and Acceptable Use Policy

In accordance with Arizona law, students may use the internet and wireless communication devices during the school day only as permitted under this policy. "School day" means from the moment the first bell rings to the last and includes lunch, and passing periods.

Internet Use and Access to Social Media Platforms

NEWS Point Academy has established a closed network for limited educational purposes. The network is not a public access service or public forum, and reasonable restrictions have been placed on what materials students may access or post. This includes restricting student access to social media platforms, unless needed for an educational purpose. A "social media platform" means a website, computer application or other digital platform that is used for social networking and creating or exchanging virtual content.

Students will be issued individual school-managed email accounts and unique login credentials to ensure secure and appropriate access to digital resources. Internet access is provided solely for instructional and school-related purposes. Access to social media platforms is strictly prohibited. The school will implement content-filtering measures to allow only age-appropriate and educational websites while blocking inappropriate, harmful, or non-instructional content. These guidelines are intended to support safe, responsible technology use and reinforce digital citizenship expectations.

Students do not have any expectation of privacy regarding activities conducted on School's network. The School maintains a record of all online activity that occurs on the system. Monitoring of the network may lead to the discovery that a user has misused the system or violated school policies and the law. Unacceptable uses of the network include, but are not limited to:

- Using chat rooms or messaging communications that are not school-related or authorized by teachers or staff members.
- Attempting to gain unauthorized access to the network, or to any other computer system through the network.
- Going beyond authorized access, including attempting to log in through another person's account or accessing another person's files.
- Using the network to engage in any illegal act, such as arranging to sell/purchase drugs or alcohol, threatening the safety of others, etc.

- Downloading anything onto computers through the network without a teacher's express, advance permission.
- Using the network to post obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
- Using the network to engage in personal attacks or harassment.
- Knowingly or recklessly posting false or defamatory information about a person or organization.

Students should also promptly disclose to teachers and staff any messages that are inappropriate or that make them feel uncomfortable. Students engaging in misuse of the School's computer network may be subject to discipline.

Personal Devices (BYOD)

NEWS Point Academy does not permit general student use of personal devices on campus for instructional purposes. The school provides the technology necessary for learning.

- Limited exceptions may be approved on a case-by-case basis for a documented educational or personal need.
- Approved personal devices may be used only for the approved purpose and must connect exclusively to the school's filtered network.
- Students and families are responsible for all personal devices brought to campus. • NPA is not liable for loss, theft, damage, or unauthorized access to personal devices.

Wireless Communication Devices

A "wireless communication device" is any device that can connect to the internet or a cellular network and transmit or receive data. This includes, but is not limited to:

1. Mobile telephones that offer advanced computing and internet accessibility (also known as a smartphone);
2. Cellular telephones;
3. Digital media players;
4. Portable game consoles;
5. Tablets, notebooks, or laptop computers (other than those issued by the School);
6. Digital cameras;
7. Digital video or audio recorders; and
8. Smart watches.

Students are prohibited from using or accessing wireless communication devices during any class period or instructional time. During class periods, all wireless communication devices must be powered off and stored inside students' backpacks. Devices may not be kept on a student's person, on desks, or visible in the classroom unless explicitly permitted under an approved exception. This means students may not have a wireless communication device on their person during class unless one of the following exceptions applies:

1. **Educational exception:** A teacher or staff member has authorized limited use of the wireless communication device for an educational purpose. Students may use the wireless communication device only as explicitly permitted by the teacher or staff member. The use of any wireless communication device beyond the limits set out by the teacher or staff member will be considered a violation of this policy and subject the student to discipline.
2. **Medical or IEP exception:** A student needs access to the wireless communication device for their medical condition or as specified in their IEP. If needed for a medical condition, the student's

parent/guardian must submit documentation from a healthcare provider specifying the medical condition and how frequently the student needs access to the wireless communication device during the school day. Any student found to be using their wireless communication device for any other purpose will be subject to discipline.

3. **Emergency exception:** While the School has adopted procedures to communicate with parents, law enforcement and other necessary parties in case of an emergency or perceived threat of danger, the School recognizes that student access to wireless communication devices may be necessary and beneficial in these situations. Accordingly, students are permitted to access and potentially use their wireless communication devices in any of the following emergency situations: (1) an active shooter; (2) an active fire; (3) a schoolwide lockdown, (4) a schoolwide evacuation; (5) a medical emergency concerning any member of the school community; (6) any natural disaster; or (7) any other emergency situation as declared by School staff.

Students are permitted to access and use their wireless communication device during lunch, and passing periods. The use of wireless communication devices during these times is a privilege, however, and the School retains the right to revoke a student's right to use their wireless communication device during the school day either temporarily or permanently if that use disrupts the educational environment or otherwise constitutes prohibited conduct. Prohibited conduct includes, but is not limited to, using the wireless communication device to: (1) take photographs of other students or school community members without their explicit permission, (2) take any photographs of students or school community members in private or sensitive locations such as bathrooms or locker rooms (whether they are clothed or not), (3) create, send, share, view, receive, or possess indecent photographs of oneself or any other member of the school community, or (4) engage in conduct that the School considers bullying.

If the School receives a credible report of improper use, the wireless communication device will be confiscated for the remainder of the school day, the student's parent/guardian will be contacted, and the device will be returned to the student only after the matter has been investigated. The School may temporarily or permanently ban a particular student from bringing their device to school, which may be in addition to other disciplinary actions specified below.

Students and parents may communicate with one another during the school day through the School's front office. Messages should be urgent, critical, or related to student safety and should not address routine matters. Parents and students may also contact teachers directly via school-issued email accounts for school-related communication. The School retains the right to limit or prohibit a parent's or guardian's use of the School's communication systems if such privileges are misused, as determined at the School's sole discretion.

Violations of Policy and Discipline

Teachers, staff members and administration retain the discretion to provide verbal warnings when they witness improper or prohibited use by students, **but warnings are not required.** Teachers, staff members and administration may revoke access to the network or confiscate the wireless communication device immediately after the first improper use, no matter how minor. In addition, students who violate any portion of this policy may be subject to additional discipline, including a temporary or permanent ban on bringing wireless communication devices to school or any other disciplinary action up to and including expulsion.

Confiscated wireless communication devices will be stored for the remainder of the school day and must be collected by a parent/guardian at the end of the school day. The School is not liable for confiscated wireless communication devices that are lost, stolen, or damaged.

Exceptional Student Services - Special Education Policy

The School abides by the requirements of applicable federal and state laws in serving students with disabilities, including the Individuals with Disabilities Education Act (IDEA), A.R.S. § 15-761, et seq., and A.A.C. § R7-2-401, et seq. Consistent with these requirements, the School has established, implemented, and made available to parents and school-based personnel the special education policies and procedures set forth herein. To the extent applicable to charter schools generally, and to the grade levels served by the School, the School's written special education policies and procedures include those set forth in the most current version of the Arizona Department of Education's Policy & Procedure Checklist ("ADE Checklist"), as updated, which is incorporated herein and is available electronically to school-based personnel and all parents at: www.azed.gov/specialeducation/monitoring under the "Resources" link.¹ The statutory and rule citations included in the policies below reflect the law or regulation on which the policy or procedures are based.

1. Child Find.

Policy: The School will ensure that all children with disabilities enrolled in and in need of special education and related services are identified, located and evaluated. Procedures for child identification and referral shall meet the requirements of the IDEA and its regulations, A.R.S. Title 15, Chapter 7, and the State Board of Education rules R7-2-401.

Procedures:

- *§300.111 Child Find.*
 - 1) The School will identify, locate and evaluate all children with disabilities within the population the School serves (enrolled students) who are in need of special education and related services.
 - 2) Child find must also include children who are suspected of being a child with a disability and in need of special education, even though: (a) they are advancing from grade to grade, or (b) are highly mobile children, including migrant children.
 - 3) The School will maintain a record of children who are receiving special education and related services.
- *AAC R7-2-401.C Public Awareness:* The School shall inform the general public and parents within its boundaries of responsibility of special education services for students aged 3 through 21 years and how to access those services, including information regarding early intervention services for children aged birth through 2 years.
- *AAC R7-2-401.D Child Identification and Referral:*
 - 1) The School shall establish, implement and make available (either in writing or electronically) to its school-based personnel and all parents within the School's boundaries of responsibility, written procedures for the identification and referral of all children with disabilities, birth through 21 years, regardless of the severity of their disability.
 - 2) The School will require the appropriate school-based personnel to review the written procedures related to child identification and referral on an annual basis and maintain documentation of the school-based personnel review.
 - 3) Identification (screening for possible disabilities) shall be completed within 45 calendar days after: a) entry of each preschool or kindergarten student and any student enrolling without appropriate records or screening, evaluation, and progress in school; or b) notification to the School by parents of

¹ To the extent any substantive inconsistency exists between these policies/procedures and the ADE Checklist that would otherwise implicate non-compliance by the School, the substantive provision of the ADE Checklist will control so as to ensure compliance.

concerns regarding the developmental or educational progress by their child (ages 3 years through 21 years).

4) Screening procedures shall include vision and hearing status and consideration of the following areas: a) cognitive or academic; b) communication; c) motor; d) social or behavioral; and e) adaptive development. Screening procedures do not include detailed and comprehensive evaluation procedures.

5) For a student transferring into a school, the School shall review enrollment data and educational performance in the prior school. If there is a history of special education for a student not currently eligible for special education or poor progress, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services.

6) If a concern about a student is identified through screening procedures or review of records, the School shall notify the parents of the student of the concern within 10 school days and inform them of the School's procedures to follow-up on the student's needs.

7) The School shall maintain documentation of the identification procedures utilized, the dates of entry into school, notification by parents of a concern and the dates of screening. The results shall be maintained in the student's permanent records.

8) If the identification process indicates a possible disability, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services. A parent or student who has reached the age of majority may request an evaluation of the student.

9) If, after consultation with the parent, the School determines that a full and individual evaluation is not warranted, the School shall provide prior written notice and procedural safeguards notice to the parent in a timely manner.

2. Evaluation.

Policy: A full and individual initial evaluation will be conducted by the School before the initial provision of special education and related services to a child with a disability in accordance with §§300.300-300.311 of the IDEA regulations. A reevaluation of each child with a disability will be conducted by the School in accordance with §§300.300-300.311 of the IDEA regulations.

Procedures:

- *§300.300 Parental Consent*

1) When the School proposes to conduct an initial evaluation to determine if a child qualifies as a child with a disability, after reviewing existing data with the parents and providing prior written notice, the School will obtain informed consent from the parent of the child before collecting any additional data.

- a) Parental consent for initial evaluation must not be construed as consent for initial provision of special education and related services.
- b) The School must make reasonable efforts to obtain the informed consent from the parent for an initial evaluation.

2) For initial evaluations only, if the child is a ward of the state, is not residing with the child's parent, the School is not required to obtain consent from the parent if: a) Despite reasonable efforts to do so, the School cannot discover the whereabouts of the parents of the child; b) The rights of the parents of the child have been terminated by the court; c) The rights of the parent to make educational

decisions have been subrogated by a judge and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

3) The School may, but is not required to, seek informed consent through due process procedures if the parent of a child who is enrolled or seeking to enroll in the School refuses consent for an initial evaluation, or fails to respond to a request for consent.

4) The School must obtain informed consent from the parent of the child before the initial provision of special education and related services to the child and must make reasonable efforts to obtain that consent.

5) If a parent refuses consent for the initial provision of special education and related services, the School may not seek consent through due process hearing procedures. The School: a) Will not be considered to be in violation to provide FAPE; b) Is not required to convene an IEP Team meeting or develop an IEP for the child.

6) The School must obtain informed consent prior to conducting any reevaluation of a child with a disability. If the parent refuses consent, the School may utilize due process hearing procedures to seek consent but does not violate its obligation if it declines to pursue the evaluation or reevaluation. The informed parental consent for reevaluation need not be obtained if the School can demonstrate that: a) it made reasonable efforts to obtain such consent and has documented those attempts; b) the child's parent has failed to respond.

7) Parental consent is not required before: a) Reviewing existing data as part of an evaluation or reevaluation; or b) Administering a test or other evaluation that is administered to all children unless consent is required of parents of all children prior to administration.

8) A public agency may not use a parent's refusal to consent to one service or activity under this section to deny the parent or child any other service, benefit, or activity of the School, except as required by this part.

- *§300.301 Initial Evaluations*

1) Consistent with consent requirements of §300.300, either a parent of a child or the School may initiate a request for an initial evaluation to determine if a child is a child with a disability.

2) The initial evaluation must: a) Be completed within 60 days of receiving parental consent for the evaluation unless i) the parents and the School agree that it is in the best interest of the child to extend the timeline to complete the evaluation for an additional 30 days; ii) the child enrolls in the School from another public agency after the parent has provided consent and before the determination of eligibility by the other agency. In that event, the School will ensure prompt completion of the evaluation; or iii) the parent of a child with a disability repeatedly fails or refuses to produce the child for the evaluation; b) Consist of procedures to determine if the child is a child with a disability and to determine the educational needs of the child.

- *§300.303 Reevaluations*

1) The School will conduct a reevaluation of a child with a disability if: a) The School determines that the educational or related service needs, including improved academic achievement and functional performance, of the child warrant a reevaluation, or b) If the child's parents or teacher requests a reevaluation, except that the School will not conduct a reevaluation more than once a year unless the parent and agency agree otherwise.

2) The School will conduct a reevaluation team meeting at least once every 3 years, unless the parent and the School agree that reevaluation is unnecessary.

- *§300.304 Evaluation Procedures*

1) The School will provide prior written notice to the parents of a child who has, or who is suspected of having, a disability that describes the evaluation procedures that the School proposes to conduct.

2) In conducting an evaluation or reevaluation, the School will: a) Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent in order to determine i) whether the child is a child with a disability; and ii) if the child is a child with a disability, information related to enabling the Child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities); b) Not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child; and c) Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

3) The School will ensure that evaluation materials and strategies: a) Are selected and administered so as not to be discriminatory on a racial or cultural basis; b) Are administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so; c) Are used for the purposes for which the assessment(s) or measure(s) are valid and reliable; d) Are administered by trained and knowledgeable personnel; e) Are administered in accordance with the instructions provided by the assessment publisher; f) Are selected and administered so as to ensure that if administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure rather than reflecting the child's impairments (unless those skills are the factors being measured); g) Assess the child in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, adaptive behavior, communicative status, and motor abilities; h) Are sufficiently comprehensive to identify all of the child's special education and related service's needs, whether or not those needs are commonly associated with the child's disability; i) Provide relevant information that directly assists in determining the educational needs of the child.

4) Evaluations of children who transfer to or from another public agency in the same school year are coordinated with the prior and subsequent schools, in order to expedite the completion of a full evaluation.

- *§300.305 Additional Evaluation Requirements*

1) As part of an initial evaluation (if appropriate), and as part of any reevaluation, the IEP Team and other qualified professionals, as appropriate, will: a) Review existing evaluation data on the child including i) evaluations and information provided by the parents; ii) current classroom-based, local and state-wide assessments, and classroom-based observations; iii) observations by teachers, and related services providers; b) On the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine whether: i) the child is or continues to be a child with a disability, and, if so, the educational needs of the child; ii) the present levels of academic achievement and related developmental needs of the child; iii) whether the child needs special education and related services to enable the child to meet measurable annual IEP goals and to participate, as appropriate, in the general education curriculum; c) The IEP Team will meet to review the existing data.

2) If additional data are needed, the School will administer the assessments required to obtain the additional data.

3) If additional data are not needed to determine whether the child continues to be a child with a disability, and to determine the child's educational needs, the School will notify the parents of: a) The determination and the reasons for the determination; and b) The right of the parents to request an

assessment to determine whether the child continues to be a child with a disability and to determine the child's educational needs.

4) The School will evaluate a child before determining that the child is no longer a child with a disability except when the termination is due to graduation with a regular high school diploma or the child reaching age 22.

5) When the child's eligibility terminates because of graduation or reaching age 22, the School will provide a summary of the child's academic achievement and functional performance that includes recommendations on how to assist the child in meeting the child's postsecondary goals.

- *§300.306 Determination of Eligibility*

1) Upon completion of the evaluation process, the School will ensure that: a) A group of qualified professionals and the parent of the child determine: i) if the child is a child with a disability under the Individuals with Disabilities Education Act and the Arizona State Statutes; and ii) if so, the educational needs of the child; b) The parents are provided, at no cost, a copy of the evaluation report and eligibility determination.

2) A child will not be determined to be a child with a disability if the primary factor for the determination is: a) Lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in 1208(3) of the ESEA); b) Lack of appropriate instruction in math; or c) Limited English proficiency.

3) The eligibility determination, including education needs, will be based on all of the information sources used in the evaluation process, and if deemed eligible and in need of special education and related services, an IEP will be developed in accordance with §300.320 through 300.324.

- *§300.307 Additional Procedures for Identifying Children with Specific Learning Disabilities*

Option 1: The School will use the state-adopted criteria for determining whether a child has a specific learning disability through a process based on the child's response to scientific, research-based intervention in conformity with IDEA Regulations §300.307-311.

Option 2: The School will establish criteria for determining whether a child has a specific learning disability through the identification of a severe discrepancy between intellectual ability and achievement in conformity with IDEA Regulations §300.307-311.

Option 3: The School will determine, on an individual child basis, the criteria for determining whether a child has a specific learning disability using one of the following criteria in conformity with IDEA Regulations §300.307-311: a) The state-adopted criteria based on a child's response to scientific, research-based intervention; or b) The identification of a severe discrepancy between intellectual ability and achievement.

- *§300.308 Additional Group Members.* The determination of whether a child suspected of having a specific learning disability is a child with a disability must be made by the child's parents and a team of qualified professionals which must include: 1) The child's regular teacher or if the child does not have a regular teacher, then a regular teacher qualified to teach children of that age; 2) For a child of less than school age, an individual qualified by the State to teach children of his/her age; 3) At least one person qualified to conduct individual diagnostic evaluations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher.

- *§300.309 Determining the Existence of a Specific Learning Disability*

1) A child may be determined to have a specific learning disability if: a) The child does not achieve adequately for the child's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age, or meet State-approved grade level standards: i) Oral expression; ii) Listening

comprehension; iii) Written expression; iv) Basic reading skill; v) Reading fluency skills; vi) Reading comprehension; vii) Mathematics calculation; viii) Mathematics problem solving; b) The child does not make sufficient progress to meet age or State–approved grade-level standards in one or more of the areas above when using a process based on the child’s response to scientific, research-based intervention; or c) The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State–approved grade level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments.

2) The findings of this section are not primarily the result of: a) A visual, hearing or motor disability; b) Intellectual Disability; c) Emotional disturbance; d) Cultural factors; e) Environmental or economic disadvantage; or f) Limited English proficiency.

3) The group must ensure that the underachievement is not due to a lack of appropriate instruction in reading or math and consider: a) Data that demonstrate that prior to, or as part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and b) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child’s parents.

4) The School must promptly request parent consent to evaluate if, prior to referral, the child has not made adequate progress after an appropriate period of time when provided instruction described in (3)(a) and (b).

- *§300.310 Observation*

1) The School must ensure that the child is observed in his/her learning environment, including the regular classroom setting, to document the child’s academic performance and behavior in the areas of difficulty.

2) In the case of a child less than school age or out of school, a group member must observe the child in an environment appropriate for a child that age.

- *§300.311 Specific Documentation for the Eligibility Determination*

1) For a child suspected of having a specific learning disability, the eligibility determination must contain a statement of: a) Whether the child has a specific learning disability; b) The basis for making the determination, including an assurance the determination was made in accordance with the Individuals with Disabilities Education Act; c) The relevant behavior, if any, noted during the observation and the relationship of that behavior to the child’s academic functioning; d) The educationally relevant medical findings, if any; e) Whether the child does not achieve adequately for his/her age or to meet State-approved grade level standards consistent with (1)(a); and does not make sufficient progress to meet age or State-approved grade level standards consistent with (1)(b); f) The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State approved grade level standards or intellectual development consistent with (1)(c); or g) The determination of the group concerning the effects of a visual, hearing, or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency of the child’s achievement level.

2) If the child participated in a process that assessed the child’s response to scientific, research-based intervention, the determination must include: a) The instructional strategies used and the student-centered data collected; b) The documentation that the child’s parents were notified about the State’s policies regarding the amount and nature of student performance that would be collected and the general education services that would be provided; c) Strategies for increasing the rate of learning; and d) The parent’s right to request an evaluation.

3) Each group member must certify in writing whether the report reflects the member's conclusion. If it does not, the group member must submit a separate statement presenting the member's conclusions.

- *AAC R7-2-401.E Evaluation/Reevaluation*

1) The School shall establish, implement, and make available to school-based personnel and parents within its boundaries of responsibility written procedures for the initial full and individual evaluation of students suspected of having a disability, and for the reevaluation of students previously identified as being eligible for special education.

2) Procedures for the initial full and individual evaluation of children suspected of having a disability and for the reevaluation of students with disabilities shall meet the requirements of IDEA and its regulations, state statutes, and State Board of Education rules.

3) The initial evaluation of a child being considered for special education, or the reevaluation per a parental request of a student already receiving special education services, shall be conducted within 60 calendar days from the public education agency's receipt of the parent's informed written consent and shall conclude with date of the multidisciplinary evaluation team (MET) determination of eligibility.

4) If the parent requests the evaluation, the School must, within a reasonable amount of time not to exceed 15 school days from the date it receives a parent's written request for an evaluation, either begin the evaluation by reviewing existing data or provide prior written notice refusing to conduct the requested evaluation. The 60-day evaluation period shall commence upon the School's receipt of the parent's informed written consent.

5) The 60-day evaluation period may be extended for an additional 30 days, provided it is in the best interest of the child and the parent and the School agree in writing to such an extension. Neither the 60-day evaluation period nor any extension shall cause a reevaluation to exceed the timelines for a reevaluation within three years of the previous evaluation

6) The School may accept current information about the student from another state, public agency, public education agency, or through an independent educational evaluation. In such instances, the multidisciplinary evaluation team shall be responsible for reviewing and approving or supplementing an evaluation to meet the requirements identified in subsections (E)(1) through (7).

7) For the following disabilities, the full and individual initial evaluation shall include:

a) Emotional disability: verification of a disorder by a qualified professional.

b) Hearing impairment: i) An audiological evaluation by a qualified professional, and ii) An evaluation of communication/language proficiency.

c) Other health impairment: verification of a health impairment by a qualified professional.

d) Specific learning disability: a determination of whether the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development that meets the public education agency criteria through one of the following methods: i) A discrepancy between achievement and ability; ii) The child's response to scientific, research-based interventions; or iii) Other alternative research-based procedures.

e) Orthopedic impairment: verification of the physical disability by a qualified professional.

f) Speech/language impairment: an evaluation by a qualified professional.

g) For students whose speech impairments appear to be limited to articulation, voice, or fluency problems, the written evaluation may be limited to: i) An audiometric screening within the past calendar year, ii) A review of academic history and classroom functioning, iii) An assessment of the speech problem by a speech therapist, or iv) An assessment of the student's functional communication skills.

h) Traumatic brain injury: verification of the injury by a qualified professional.

i) Visual impairment: verification of a visual impairment by a qualified professional.

8) The Department of Education has developed a list, subject to review and approval of the State Board of Education, of qualified professionals eligible to conduct the appropriate evaluations prescribed in subsection 7), above.

9) The multidisciplinary evaluation team shall determine, in accordance with the IDEA and regulations, whether the requirements of subsections 7, above, are required for a student's reevaluation.

3. Free Appropriate Public Education (FAPE).

Policy: A free appropriate public education (FAPE) will be available to all children within the boundaries of responsibility of the School, including children with disabilities who have been suspended or expelled from school as provided for in §300.530(d) of the IDEA regulations.

Procedures:

- *§300.306 Determination of Eligibility (see above)*
- *§300.308 Additional Group Members.* The School will make the determination that a child is eligible for special education and related services on an individual basis by a properly constituted team.
- *§300.101 Free Appropriate Public Education*
 - 1) For preschool children (3 to 5): The School will refer any children who are suspected of having a disability to the appropriate Unified District or Elementary District for evaluation and, if appropriate, for services.
 - 2) For school-aged children (5 to 21): The School will make FAPE available to any child within its boundaries of responsibility who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade.
- *A.R.S. § 15-764 Powers and Duties of the School District Governing Board or County School Superintendent*
 - 1) The School will establish policy and procedures with regard to allowable pupil-teacher ratios and pupil-staff ratios within the School for provision of special education services.
 - 2) The special education programs and services established by the School shall be conducted only in a school facility which houses regular education classes or in other facilities approved by the division of special education.
- *§300.105 Assistive Technology*
 - 1) The School will ensure that assistive technology devices or services or both will be available to a child with a disability, if required, as a part of: a) Special education; b) Related services; c) Supplementary aids and service.
 - 2) On a case-by-case basis, the School will ensure the use of school-purchased assistive technology devices in a child's home or other setting if the child's IEP Team determines that the child needs access to those devices in order to receive FAPE.

- *§300.106 Extended School Year Services (ESY)*

1) The School will make extended school year services available as necessary to provide FAPE to children with disabilities. ESY services will be provided only if a child's IEP team determines, in accordance with §§300.320-300.324, that the services are necessary for the provision of FAPE. Services will not be limited to a particular category of disability or unilaterally limited to the type, amount, or duration of services.

2) The ESY services that are provided to a child with a disability will: a) Be provided beyond the normal school year of the School; b) Be provided in accordance with the child's IEP; c) Be provided at no cost to the parents of the child; and d) Meet the standards of the State.

- *§300.107 Nonacademic Services*

1) The School will afford children with disabilities and equal opportunity for participation in nonacademic and extracurricular services and activities including, as determined appropriate and necessary by the child's IEP team, the provision of supplementary aids and services.

2) Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the School, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the School and assistance in making outside employment available.

- *§300.108 Physical Education*

1) The School will make regular physical education services available to children with disabilities to the same extent that the School provide those services to children without disabilities, unless: a) The child is enrolled full time in a separate facility; or b) The child needs specially designed physical education as prescribed in the child's IEP.

2) If a child is enrolled in a separate facility, the School will ensure that the child receives appropriate physical education services.

3) If special physical education is prescribed in a child's IEP, the School will provide for those services, either directly or through other public or private programs.

- *§300.110 Program Options.* The School will ensure that children with disabilities have available to them the variety of education programs and services that are available to nondisabled children, including art, music, industrial arts, consumer and homemaking education, and vocational education.

- *§300.113 Routine Checking of Hearing Aids and External Components of Surgically Implanted Medical Devices*

1) The School will ensure that the hearing aids worn in school by children with hearing impairments are functioning properly; and

2) The external components of surgically implanted medical devices (e.g., cochlear implants) are functioning properly, except that the School will not be responsible for any post-surgical maintenance, programming or replacement of any component, external or internal, of the medical device.

- *§300.154 Methods of Ensuring Services*

1) The School may use the Medicaid or other public benefits or insurance programs in which a child participates to provide or pay for services required under IDEA, as permitted under the public benefits or insurance program, except that the School: a) May not require parents to sign up for or enroll in public benefits or insurance programs to receive FAPE; b) May not require parents to incur out-of-pocket expenses such as payment of a deductible or co-pay for services required by IDEA, but may

pay the cost that parents otherwise would be required to pay; c) May not use a child's public benefit if that use would i) Decrease lifetime benefits; ii) Result in the family paying for non-school services that would otherwise be paid for by public benefits; iii) Increase premiums or lead to discontinuation of benefits; or iv) Risk loss of eligibility.

2) The School must notify parents that their refusal to allow access to their public benefits does not relieve the school of its responsibility to provide all required IDEA services.

3) The School must obtain a one-time written consent from the parent, after providing written notification and before accessing the child's or the parent's public benefits for the first time. The consent must specify a) The personally identifiable information that may be disclosed; b) The purpose of the disclosure; and c) The agency to which the disclosure may be made.

4) The public education agency must provide a written notification to the child's parents before accessing the child's or parent's public benefits for the first time and prior to obtaining the one-time parental consent and annually thereafter

- *AAC R7-2-401. F Parental Consent*

1) The School shall obtain informed written consent from the parent of the child with a disability before the initial provision of special education and related services to the child.

2) If the parent of a child fails to respond to a request for, or refuses to consent to, the initial provision of special education and related services, the public education agency may not use mediation or due process procedures in order to obtain agreement or a ruling that the services may be provided to the child.

3) If the parent of the child refuses to consent to the initial provision of special education and related services, or the parent fails to respond to a request to provide consent for the initial provision of special education and related services, the School: a) will not be considered to be in violation of the requirement to make available FAPE to the child because of the failure to provide the child with the special education and related services for which the parent refuses to or fails to provide consent, and b) Is not required to convene an IEP team meeting or develop an IEP in accordance with these rules.

4) If, at any time after the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the School: a) May not continue to provide special education and related services to the child, but shall provide prior written notice before ceasing the provision of special education and related services; b) May not use the mediation procedures or the due process procedures in order to obtain agreement or a ruling that the services may be provided to the child; c) Will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and d) Is not required to convene an IEP team meeting or develop an IEP for the child for further provision of special education and related services.

5) If a parent revokes consent in writing for the child's receipt of special education services after the child is initially provided special education and related services, the School is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.

4. Least Restrictive Environment (LRE).

Policy: Children with disabilities, including children in public or private institutions or other care facilities, will be educated to the maximum extent appropriate with children who are not disabled in accordance with §§300.114-300.117 of the IDEA regulations.

Procedures:

- **§300.114 Least Restrictive Environment (LRE) Requirements.** The School will ensure that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

- **§300.115 Continuum of Alternative Placements**

- 1) The School will make available a continuum of alternative placements to meet the needs of children with disabilities for special education and related services.

- 2) The continuum of alternative placements will include: a) Instruction in regular classes, special classes, special schools, home instruction, and instruction in hospital and institutions; b) Supplementary services, such as a resource room or itinerant instruction, to be provided in conjunction with regular class placement.

- **§300.116 Placements**

- 1) The placement decision for each child will be: a) Made by a group that includes the parents and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; b) In conformity with the LRE provisions of the IDEA regulations; c) Determined at least annually; d) Based on the child's IEP; and e) As close as possible to the child's home.

- 2) Unless the IEP of a child requires some other arrangement, the child will be educated in the school that he or she would attend if not disabled.

- 3) In selecting the LRE, consideration will be given to any potential harmful effect on the child or on the quality of services that s/he needs.

- 4) A child with a disability will not be removed from age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

- **§300.117 Nonacademic Settings**

- 1) In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and other nonacademic activities, the School must ensure that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child.

- 2) The School will ensure that the supplementary aides and services determined by the IEP Team to be appropriate and necessary are provided to allow the child to participate in nonacademic settings.

- **AAC R7-2-401.H Least Restrictive Environment**

- 1) The School shall establish, implement, and make available to school-based personnel and parents of students with disabilities written procedures to ensure the delivery of special education services in the least restrictive environment as identified by IDEA and its regulations, the state statutes, and the State Board of Education rules.

- 2) A continuum of services and supports for students with disabilities shall be available through the School.

5. Individualized Education Program (IEP).

Policy: The School shall ensure that an IEP is developed and implemented for each eligible child served by the School and for each eligible child placed in or referred to a private school or facility by the School in accordance with §300.320-325 of the IDEA regulations.

Procedures:

- *§300.320 Contents of the IEP.*

The contents of each IEP will include a statement of:

- a) The child's present levels of academic achievement and functional performance, including
 - i) How the child's disability affects the child's involvement and progress in the general curriculum; or
 - ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
- b) Measurable annual goals, including academic and functional goals designed to:
 - i) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and
 - ii) Meet each of the child's other educational needs that result from the child's disability;
 - iii) For children with disabilities who take alternate assessments (MSAA and AIMS A) aligned to alternate achievement standards, a description of benchmarks or short-term objectives;
- c) How the child's progress toward meeting the IEP goals will be measured and when periodic reports on the child's progress toward the goals will be provided;
- d) The special education and related services to be provided to the child, the supplementary aids and services to be provided to the child or on behalf of the child, the program modifications or supports for school personnel that will be provided to enable the child
 - i) To advance appropriately toward attaining the annual goals;
 - ii) To be involved in and progress in the general education curriculum and to participate in extracurricular and other nonacademic activities with other children with disabilities and nondisabled children;
- e) The extent, if any, to which the child will not participate with nondisabled children in the regular class and in extracurricular and other nonacademic activities;
- f) Any individual accommodations that are needed to measure the academic achievement and functional performance of the child on State and district-wide assessments;
- g) If the IEP team determines that the child must take an alternate assessment instead of a particular regular State or district-wide assessment of student achievement, a statement of why:
 - i) the child cannot participate in the regular assessment; and
 - ii) the particular alternate assessment selected is appropriate for the child;
- h) The projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications;
- i) Transition goals and services, as required by AAC R7-2-401.G(A), and set forth below.
- j) Beginning not later than one year before a student reaches the age of 18, the IEP will include a statement that the parents and the student have been informed of the rights under Part B, if any, that will transfer to the student on reaching the age of 18.

- *§300.321 The IEP Team*

1) The IEP team for each child with a disability will include:

- a) The parents of the child;

- b) Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
- c) Not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child;
- d) A representative of the School who i) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; ii) is knowledgeable about the general education curriculum; and iii) is knowledgeable about the availability of resources of the School; iv) may be a School team member described in (b) through (f) if the above criteria are met;
- e) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in (b) through (f);
- f) At the discretion of the parent or the School, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- g) Whenever appropriate, the child with a disability.

The School must invite a child with a disability of any age to an IEP meeting if the purpose of the meeting is to consider postsecondary goals and transition services needed to assist the child in reaching the IEP goals.

If the student does not attend the transition-related IEP meeting, the School will take other steps to ensure that the student's preferences and interests are considered.

- h) To the extent appropriate and with consent of the parents or the adult child, the School will invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.
- i) For a child who is transitioning from AzEIP, representatives from AzEIP must be invited to the initial IEP if the parent requests.

2) A member of the IEP team described in (1)(a) through (1)(e) is not required to attend the IEP meeting if the parent and the school agree in writing prior to the meeting that attendance is not necessary because the member's area of curriculum or related services is not being modified or discussed in the meeting.

3) A member of the IEP team described in (1)(a) through (1)(e) may be excused from attending the IEP meeting in whole or part when the meeting involves a modification to or discussion of the member's area of the curriculum or related services if the parent, in writing and the School consent to the excusal, and the member submits, in writing to the IEP team, input into the development of the IEP prior to the meeting.

4) In the case of a child previously served by AzEIP, an invitation to the initial IEP Team meeting must, at the request of the parent, be sent to the AzEIP service coordinator to assist with the smooth transition of services.

- ***§300.322 Parent Participation***

1) The School will take steps to ensure parent(s) of a child with a disability are present at each IEP meeting or are afforded the opportunity to participate by: a) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and b) Scheduling the meeting at a mutually agreed on time and place.

2) The meeting notice will: a) Indicate the purpose, time, and location of the meeting and who will be in attendance; and b) Inform the parents of the provisions relating to the participation of other individuals who have knowledge or special expertise about the child and of representatives of the AzEIP (if the meeting is for an initial IEP of a child transitioning from AzEIP).

3) Beginning not later than the first IEP to be in effect when the child turns 16, the notice will also: a) Indicate that a purpose of the meeting will be the consideration of postsecondary goals and transition services; b) Indicate that the School will invite the student; and c) Identify any other agency that will be invited to send a representative.

4) If neither parent can attend, the School will use other methods to ensure parent participation, including individual or conference telephone calls.

5) A meeting may be conducted without a parent in attendance if the School are unable to convince the parents that they should attend. In this case, the School will maintain a record of its attempts to arrange a mutually agreed on time and place, such as: a) Detailed records of telephone calls made or attempted and the results of those calls; b) Copies of correspondence sent to the parents' and any responses received; and c) Detailed records of visits made to the parent's home or place of employment and the results of those visits.

6) The School will take whatever action is necessary to help the parent understand the proceedings at the IEP meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

7) The School will give the parent a copy of the child's IEP at no cost to the parent.

- ***§300.323 When IEPs Must Be in Effect***

1) At the beginning of each school year, the School must have in effect for each child with a disability in its jurisdiction, an IEP as defined in 300.320.

2) The School will ensure that: a) A meeting to develop an IEP for an eligible child is conducted within 30 days of a determination of eligibility for special education and related services; b) As soon as possible following the development of the IEP, the services indicated in the IEP are made available to the child. An IEP will be in effect at the beginning of each school year.

3) For a child aged 2.9-5 years previously served by AzEIP, the IEP team will consider the contents of the child's IFSP. An IFSP may serve as the IEP of the child if: a) The School has provided the parents with a detailed explanation of the differences between an IEP and an IFSP; b) The parent and the School agree in writing to the use of an IFSP; c) The IFSP contains an educational component that promotes school readiness and includes pre-literacy, language and numeric skills; and d) The IFSP is developed in accordance with IEP procedures.

4) The School will ensure that each child's IEP is accessible to each regular education teacher, special education teacher, related service provider and any other service provider who is responsible for implementing the IEP. Each teacher and related service provider will be informed of his or her specific responsibilities in implementing the IEP and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.

5) For a child with an IEP who transfers into the School from another public agency in Arizona, the School, in consultation with the parents, will provide a free appropriate public education (including services comparable to the services described in the existing IEP) until the School: a) Reviews and adopts the child's IEP from the previous public agency, or b) Develops, adopts, and implements a new IEP.

6) For a child with an IEP who transfers into the School from another state, the School, in consultation with the parents, will provide a free appropriate public education (including services

comparable to the services described in the existing IEP) until the School: a) Conducts an evaluation for eligibility for special education in Arizona, or determines that such an evaluation is unnecessary; and b) Develops, adopts, and implements a new IEP, if appropriate.

7) To facilitate the transition of a child enrolling from another public education agency, either from within or from outside of Arizona, the School will take reasonable steps to promptly obtain the child's education records, including all records pertaining to special education, from the previous public agency in which the child was enrolled.

8) When a records request is received from another public agency, from either within or outside of Arizona, the School will promptly respond to the request.

- *§300.324 Development, Review, and Revision of an IEP*

1) In developing each child's IEP, the IEP team will consider: a) The strengths of the child and the concerns of the parents for enhancing the education of their child; b) The results of the initial or most recent evaluation of the child; and c) The academic, developmental, and functional needs of the child.

2) In consideration of special factors, the IEP team must: a) In the case of a child whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies to address that behavior; b) In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP; c) In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille) that instruction in Braille or the use of Braille is not appropriate for the child; d) Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communication with peers and professional personnel in the child's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the child's language and communication mode; e) Consider whether the child requires assistive technology devices and services.

3) The regular education teacher of a child with a disability, as a member of the IEP team, must, to the extent appropriate, participate in the development, review, and revision of the child's IEP, including the determination of: a) Appropriate positive behavioral interventions and strategies for the child; and b) Supplementary aids and services, program modifications, and/or supports for school personnel that will be provided for the child, consistent with §300.320(a)(4).

4) In making changes to the IEP after the annual IEP meeting, the parent and the School may agree to amend the IEP without a meeting for the purpose of making those changes and, instead, develop a written document to amend or modify the child's current IEP. The School must: a) Inform all members of the child's IEP team of those changes, and b) Upon request, provide the parents with the revised copy of the IEP.

5) To the extent possible, the School will encourage the consolidation of evaluation, reevaluation and IEP meetings for a child.

6) The School will ensure that the IEP team reviews the child's IEP periodically, but not less than annually, to determine if goals are being achieved, and revise the IEP, when appropriate, to address: a) any lack of expected progress toward the annual goals and in the general education curriculum, if appropriate; b) the results of any reevaluation; c) information about the child provided to, or by the parents; d) the child's anticipated needs, or other matters.

7) If a participating agency other than the School fails to provide the transition services in an IEP, the School must reconvene the IEP team to identify alternative strategies to meet the child's transition outcomes.

- *§300.325 Private School Placements by the School*

1) Before the School place a child with a disability in a private school or facility, the School must initiate and conduct a meeting to develop an IEP for the child and ensure that a representative of the private school or facility attends the meeting in person or by conference call.

2) Subsequent IEP reviews may be initiated and conducted by the private school at the discretion of the School. However, the School must ensure that: a) The parents and public agency representative are involved in any decisions about the child's IEP; and b) The parents and public agency representative agree to any proposed changes in the IEP before those changes are implemented.

3) The School remains responsible to ensure FAPE to a child placed by the School in a private school or facility.

- *§300.327 Educational Placements.* The School must ensure that the parents of a child with a disability are members of any group that makes decisions on the educational placement of their child.

- *AAC R7-2-401.G Individualized Education Program (IEP)*

1) The School shall establish, implement, and make available to its school-based personnel and parents written procedures for the development, implementation, review, and revision of IEPs.

2) Procedures for IEPs shall meet the requirements of the IDEA and its regulations, the state statutes, and the State Board of Education rules.

3) Procedures shall include the incorporation of Arizona academic standards as adopted by the State Board of Education into the development of each IEP and address grade-level expectations and grade-level content instruction.

4) Each IEP of a student with a disability shall be developed in accordance with IDEA and its regulations, state statutes, and State Board of Education rules. If appropriate to meet the needs of a student and to ensure access to the general curriculum, an IEP team may include specially designed instruction in the IEP that may be delivered in a variety of educational settings by a general education teacher or other certificated personnel provided that certificated special education personnel are involved in the planning, progress monitoring, and when appropriate, the delivery of the specially designed instruction.

- A. Transition services: Beginning not later than the first IEP to be in effect when the child completes 9th grade or reaches age 16, whichever is first, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—
 - a. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
 - b. The transition services (including courses of study) needed to assist the child in reaching those goals; and
 - c. The estimated date of graduation for the student, including the course of study that specifically aligns to the student's individual transition plan.
 - i. At least one year before the anticipated high school graduation date of the child with a disability, written notice shall be provided to the child's parent or guardian or to the child with a disability who is at least eighteen years of age.
- B. Transfer of rights at age of majority. Beginning not later than one year before the child reaches the age of majority under State law, the IEP must include a statement that the child

has been informed of the child's rights under Part B of the Act, if any, that will transfer to the child on reaching the age of majority under § 300.520.

5) Each student with a disability who has an IEP shall participate in the state assessment system. Students with disabilities can test with or without accommodations or modifications as indicated in the student's IEP. Students who are determined to have a significant cognitive disability based on the established eligibility criteria will be assessed with the state's alternate assessments as determined by the IEP team.

6) A meeting of the IEP team shall be conducted to review and revise each student's IEP at least annually, or more frequently if the student's progress substantially deviates from what was anticipated. The public education agency shall provide written notice of the meeting to the parents of the student to ensure that parents have the opportunity to participate in the meeting. After the annual review, the public education agency and parent may agree not to convene an IEP team meeting for the purposes of making changes, and instead may develop a written document to amend or modify the student's current IEP.

7) A parent or public education agency may request in writing a review of the IEP and shall identify the basis for requesting review. Such review shall take place within 45 school days of the receipt of the request at a mutually agreed upon date and time.

6. Procedural Safeguards.

Policy: The School will establish, maintain, and implement procedural safeguards that meet the requirements of §300.500 through 300.536 of the IDEA Regulations.

Procedures:

- *§300.501 Opportunity to Examine Records; Parent Participation in Meetings*

1) The School will ensure that the parents of a child with a disability shall be given an opportunity to inspect and review all education records with respect to the identification, evaluation, educational placement, and the provision of FAPE to the child.

2) The School will ensure that the parents of a child with a disability shall: a) Be given an opportunity to participate in meetings with respect to the identification, evaluation, educational placement and the provision of FAPE to the child; b) Be provided notice consistent with §300.322 to ensure they have opportunity to participate in meetings; c) Be members of any group that makes decisions on the educational placement of their child.

3) If neither parent can participate in a meeting in which a decision is to be made relating to the educational placement of their child, the School must use other methods to ensure their participation, including individual or conference telephone calls, or video conferencing.

4) A placement decision may be made by a group without the involvement of the parent, if the School is unable to obtain the parent's participation and has maintained a record of its attempts to ensure their involvement.

- *§300.502 Independent Educational Evaluation*

1) The parents of a child with a disability have the right to obtain an independent educational evaluation of their child. The School must provide to parents, upon request for an independent educational evaluation: a) Information about where an independent educational evaluation may be obtained; and b) The School criteria applicable for independent educational evaluations. The School criteria for the independent educational evaluation must be the same as the criteria the School uses when it conducts an evaluation, to the extent consistent with the parent's right to an evaluation.

2) A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the School. If a parent requests an independent educational evaluation at public expense, the School must, without unnecessary delay, either: a) File for a due process hearing to show that its evaluation is appropriate; or b) Ensure that an independent educational evaluation is provided at public expense, unless the School demonstrates in a hearing that the evaluation obtained by the parent did not meet agency criteria.

3) If a due process hearing decision is that the School's evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense.

4) If a parent requests an independent educational evaluation, the School may ask for the parent's reasons for the objections but may not require the parent to provide an explanation and may not unreasonably delay either providing the independent educational evaluation at public expense or filing a request for due process to defend its evaluation.

5) A parent is entitled to only one independent educational evaluation at public expense each time the School conducts an evaluation with which the parent disagrees.

6) The results of any independent educational evaluation which is obtained by or provided to the School: a) Must be considered by the School, if it meets agency criteria, in any decision with respect to the provision of FAPE to the child; and b) May be presented by any party as evidence in a due process hearing.

7) If a hearing officer requests an independent educational evaluation as part of a due process hearing, the cost of the evaluation must be at public expense.

- *§300.503 Prior Notice by the School; Content of Notice*

1) Written notice must be given to the parents of a child with a disability a reasonable time before the School: a) Proposes to initiate or change the identification, evaluation or educational placement of the child or the provision of FAPE to the child; or b) Refuses to initiate or change the identification, evaluation or educational placement of the child or the provision of FAPE to the child.

2) The notice must include: a) A description of the action proposed or refused by the School; b) An explanation of why the School proposes or refuses to take the action; c) A description of each evaluation procedure, assessment, record or report the School used as a basis for the proposed or refused action; d) A statement that the parents of a child with a disability have protection under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained; e) Sources for parents to contact to obtain assistance in understanding the provisions of this part; f) A description of other options that the IEP Team considered and the reasons why those options were rejected; g) A description of other factors that are relevant to the School proposal or refusal.

3) The notice must be written in language understandable to the general public, provided in the native language or other mode of communication used by the parent.

4) If the native language or other mode of communication used by the parent is not a written language, the School must ensure: a) the notice is translated orally or by other means to the parent in his or her native language or other mode of communication; b) That the parent understands the content of the notice; c) That there is written evidence of these requirements.

- *§300.504 Procedural Safeguards Notice*

1) A copy of the procedural safeguards available to the parent of a child with a disability must be given to the parents only one time a school year, except that a copy also must be given to the parents: a) Upon initial referral or parent request for evaluation; b) Upon receipt of a first complaint to the State

or first request for a due process hearing in a school year; c) When a disciplinary change of placement /removal has been initiated; d) Upon request by a parent.

2) The procedural safeguards notice must include a full explanation of all the procedural safeguards available under §300.148, §§300.151 through 300.153, §300.300, §§300.502 through 300.503, §§300.505 through 300.515, §300.520, §§300.530 through 536, and §§300.610 through 300.625 relating to: a) Independent educational evaluations; b) Prior written notice; c) Parental consent; d) Access to education records; e) Opportunity to present and resolve complaints through the due process hearing and State complaint procedures, including: i) The time period in which to file a complaint; ii) The opportunity for Sonoran Science Academy to resolve the complaint; iii) The difference between due process hearing and State complaint procedures, jurisdictions, issues that may be raised, timelines, and relevant procedures; f) The availability of mediation; g) The child's placement during the due process hearing; h) Procedures for students subject to placement in an interim alternative educational setting; i) Requirements for unilateral placements by parents of children in private schools at public expense; j) Due process hearings including requirements for disclosure of evaluation results and recommendations; k) Civil actions, including timelines and l) attorneys' fees. This notice must meet the same requirements for understandable language as for the written prior notice described in §300.503.

- *§300.505 Electronic Mail.* The parent of a child with a disability may elect to receive required notices by an electronic mail communication if the School makes that option available.

- *§300.506 Mediation*

1) The School offers the procedures available through the Arizona Department of Education's Exceptional Student Services Dispute Resolution to allow parties to disputes, including those matters arising prior to a request for a due process hearing, to resolve disputes through mediation. Procedures will ensure that the mediation process: a) Is voluntary on the part of the parties; b) Is not used to deny or delay a parent's right to a due process hearing or any other right under the IDEA; c) Is conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

2) The School may establish procedures to offer to parents and schools that choose not to use mediation an opportunity to meet, at a time and location convenient to the parties, with a disinterested party: a) Who is under contract with an appropriate alternative dispute resolution entity, or a parent training and information center, or community parent resource center; b) Who would explain the benefits of, and encourage the mediation process to the parents;

- *§300.507 Filing a Due Process Complaint*

1) A parent or the School may file a request for a due process hearing relating to the identification, evaluation or educational placement of a child with a disability.

2) The request for a due process hearing must allege a violation that occurred not more than two years before the date the parent or public agency knew or should have known about the alleged violation.

3) The School must inform the parent of any free or low cost legal and other relevant services available in the area upon parent request.

- *§300.508 Due Process Complaint (Hearing)*

1) The School will have procedures that require either party, or the attorney representing a party, to provide to the other party a confidential due process complaint.

2) The party filing the notice for a hearing must forward a copy of the request to the State.

3) The due process hearing complaint must include the following, in order, for the complaint to be heard: a) The name of the child; b) The residential address of the child; c) The school of attendance; d) A description of the nature of the problem of the child relating to the proposed or refused initiation or change, including facts relating to the problem; and e) A proposed resolution of the problem to the extent known and available to the party at the time.

4) The due process complaint will be deemed sufficient unless the party receiving the complaint notifies the hearing officer and the other party in writing, within 15 days of receipt of the complaint, that it believes the complaint does not meet the content requirements.

5) Within five days of receipt of notice, the hearing officer must determine whether the complaint meets the requirements and notify the parties, in writing, of that determination.

6) A party may amend its due process complaint only if: a) The other party consents in writing and is given an opportunity to resolve the complaint through the resolution process; or b) The hearing officer grants permission, but in no case later than five days before the due process hearing begins.

7) If a party files an amended complaint, the relevant timelines begin again.

8) If the School has not sent a prior written notice to the parent regarding the subject matter contained in the due process complaint, it must do so within 10 days of receiving the complaint.

9) Within 10 days of receiving the complaint, the receiving party will send to the other party a response that specifically addresses the issues raised in the due process complaint.

- *§300.510 Resolution Process*

1) Within 15 days of receiving the notice of the parent's due process complaint, and prior to the initiation of a due process hearing, the School must convene a meeting with the parent and the relevant members of the IEP Team who have specific knowledge of the facts identified in the complaint that: a) Includes a representative of the School who has agency decision-making authority; b) May not include an attorney of the School unless the parent is accompanied by an attorney.

2) The purpose of the meeting is for the parent of the child to discuss the due process complaint, and the factual basis of the complaint, so the School has the opportunity to resolve the dispute.

3) The resolution meeting need not be held if: a) The parent and the School agree in writing to waive the meeting; or b) The parent and the School agree to use the mediation process.

4) The parent and the School determine the relevant IEP Team members to attend the meeting.

5) If the School has not resolved the complaint to the satisfaction of the parent within 30 days of the receipt of the complaint, the due process hearing may occur. The timeline for issuing a final decision begins at the end of this 30-day period.

6) The failure of the parent to participate in the resolution meeting that has not been mutually agreed to be waived, will delay the timelines for the resolution process and due process hearing until the meeting is held.

7) If the School is unable to obtain the participation of the parent after reasonable efforts have been made and documented, the School may, at the conclusion of the 30-day period, request the hearing officer dismiss the parent's due process complaint.

8) If the School fails to hold the resolution meeting within 15 days of receiving the complaint or fails to participate in the meeting, the parent may request that the hearing officer begin the hearing timeline.

9) The 45-day timeline for the due process hearing starts the day after: a) Both parties agree in writing to waive the resolution meeting; or b) After either the mediation or resolution meeting starts but before the end of the 30-day resolution period, the parties agree in writing that no agreement is possible; or c) If both parties agree in writing to continue the mediation at the end of the 30-day resolution period, but later, one party withdraws from the mediation process.

10) If a resolution is reached at the meeting, the parties must execute a legally binding agreement that is: a) Signed by both the parent and public agency representative who has authority to legally bind the School; and b) enforceable in any State court of competent jurisdiction or in a district court of the U.S.

11) Either party may void the agreement within 3 business days of the agreement's execution.

- ***§300.518 Child's Status During Proceedings***

1) The child involved in the due process hearing complaint must remain in his or her current educational placement: a) Unless a discipline appeal has been filed as provided in §300.533; b) During the pendency of any administrative or judicial proceeding regarding a due process complaint notice requesting a due process hearing under §300.507; or c) Unless the School and parents of the child agree otherwise.

2) If the complaint involves an application for initial admission to public school, the child, with the consent of the parents, must be placed in the public school until the completion of all the proceedings.

3) If the complaint involves an application for initial services for a child who has turned three and transitioning from Part C to Part B, the School is not required to provide the Part C services the child had been receiving. If the child is found eligible for special education and related services under Part B, and the parent consents to the initial provision of services under §300.300(b), then the School must provide those services that are not in dispute.

4) If the hearing officer agrees with the child's parents that a change of placement is appropriate, that placement must be treated as an agreement between the State and parent for the purposes of (1)(c) of this section.

- ***§300.519 Surrogate Parents***

1) The School will ensure that the rights of a child are protected by assigning an individual to act as a surrogate for the parents when: a) No parent can be identified; b) After reasonable efforts are made, no parent can be located; c) The child is a ward of the State (with no foster parent); d) The child is an unaccompanied homeless youth as defined by the McKinney-Vento Homeless Assistance Act;

2) The School will have a method for determining when a surrogate parent is needed and for making surrogate parent assignments.

3) The School will ensure that a person selected as a surrogate parent: a) Is not an employee of the State, the School, or any other agency that is involved in the education or care of the child; b) Has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents; and c) Has knowledge and skills that ensure adequate representation of the child.

4) In the case of an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents until a surrogate parent can be appointed that meets all the requirements of this section.

- ***§300.520 Transfer of Parental Rights at Age of Majority***

1) When a child with a disability reaches age 18, unless that child has been determined to be incompetent: a) The School will provide any notice required by the IDEA regulations to both the child and the parents; and b) All rights accorded to parents under Part B of the Act transfer to the child

2) When the rights are transferred, the School will provide notice to the child and parent of the transfer of rights.

- *AAC R7-2-401.1 Procedural Safeguards*

1) The School shall establish, implement, and make available to school-based personnel and parents of students with disabilities written procedures to ensure children with disabilities and their parents are afforded the procedural safeguards required by federal statute and regulation and state statute. These procedures shall include dissemination of information to parents about the School's and the state's dispute resolution options.

2) In accordance with the requirements of IDEA, prior written notice shall be provided to the parents of a child within a reasonable time after the School proposes to initiate or change, or refuses to initiate or change, the identification, evaluation, educational placement or provision of FAPE to the child, but before the decision is implemented.

7. Discipline.

Policy: A child with a disability may be disciplined for a violation of the student code of conduct, including removal from his or her current placement to an appropriate interim alternative educational setting, another setting, suspension, or expulsion in accordance with IDEA Regulations §§300.530 through 300.536.

Procedures:

- *§300.530 Authority of School Personnel*

1) On a case-by-case basis and in consideration of any unique circumstances, school personnel may remove a child with a disability who violates a student code of conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement under §300.536.

2) After a child with a disability has been removed from his or her current placement for 10 school days in the same school year, during any subsequent days of removal the School must provide services to the extent required to: a) Enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting his/her IEP goals; and b) Receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

3) The School is only required to provide services during periods of removal to a child with a disability who has been removed from his or her current placement for 10 days or less in that school year, if it provides services to non-disabled children similarly removed.

4) After a child with a disability has been removed from his or her current placement for 10 school days, and the current removal is for not more than 10 consecutive school days and not a change of placement, school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed, so as to enable the child to continue to participate in the general education curriculum and to progress toward meeting the IEP goals.

5) If the removal is a change in placement, the child's IEP Team determines the appropriate services.

6) Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the School, parent, and relevant members of the IEP Team must review all relevant information in the student's file, the IEP, teacher observations, and any relevant information to determine: a) if the conduct was caused by, or had a direct and substantial relationship to, the child's disability; or b) if the conduct in question was the direct result of the School's failure to implement the IEP.

7) The conduct must be determined to be a manifestation of the disability if either (6) (a) or (b) occurred, and, if the IEP was not implemented, the School must take immediate steps to remedy that deficiency.

8) If the School, parent, and relevant members of the IEP team determine that the conduct was a manifestation of the child's disability, the child must be returned to the placement from which the child was removed, unless the parent and the School agree to a change of placement. The IEP Team must either: a) Conduct a functional behavioral assessment, unless already done, and implement a behavioral intervention plan; or b) If a behavioral intervention plan has already been developed, review the plan and modify it, as necessary, to address the behavior.

9) School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to manifestation of disability if the child: a) Carries a weapon to or possesses a weapon at school, on school premises, to or at a school function under the jurisdiction of a state or public education agency; b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a state or public education agency; or c) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a state or public education agency.

10) The School will notify parents and provide notice of procedural safeguard on the day the School determines the student has violated the code of conduct, and the violation constitutes and change in placement (i.e., interim alternative education setting).

- *AAC R7-2-401.P Suspension and Expulsion:*

1) The School shall establish, implement and make available to personnel and parents written procedures for the suspension and expulsion of students with disabilities. Such procedures consist of the disciplinary procedures applicable to all School students, as modified by these Special Education policies.

2) The School shall require all school-based staff involved in the disciplinary process to review the policies and procedures related to suspension and expulsion on an annual basis. The School shall maintain documentation of staff review.

3) Procedures for such suspensions and expulsions shall meet the requirements of the Individuals with Disabilities Education Act (IDEA) and its regulations, and state statutes.

- *§300.531 Determination of Setting.* When a disciplinary removal constitutes a change in placement, the child's IEP Team determines the interim alternative educational setting for services.

- *§300.532 Appeal*

1) The parent of a child with a disability who disagrees with any decision regarding placement under §§300.530 and 300.531 or the manifestation determination may appeal the decision by requesting an expedited due process hearing in conformance with §§300.310 through 300.314 and AAC R7-2-405.I.

2) When the School believes that maintaining the current placement of the child is substantially likely to cause injury to the child or others, the School may appeal the decision by requesting an expedited due process hearing in conformance with §§300.310 through 300.314 and AAC R7-2-405.I.

- *§300.533 Placement During Appeals.* The student must remain in the interim alternative educational setting pending the decision of the hearing officer or expiration of the interim setting, whichever comes first, unless the parent and public agency agree otherwise.
- *§300.534 Protections for Children Not Determined Eligible for Special Education and Related Services*

1) A non-eligible student who engaged in a behavior that violated a code of student conduct may assert protections if the School had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred. The School must be deemed to have such knowledge if: a) The parent of the child expressed concern in writing to supervisory or administrative personnel of the School, or a teacher of the child, that the child is in need of special education and related services; b) The parent of the child requested an evaluation of the child pursuant to §§300.300 through 300.311; or c) The teacher of the child, or other personnel of the School, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education or to other supervisory personnel of the School.

2) The School would not be deemed to have knowledge if the parent of the child: a) Has not allowed an IDEA evaluation of the child; b) Has refused special education services for the child; or c) The child has been evaluated and determined to not be a child with a disability under IDEA.

3) If the School does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be disciplined as other children without disabilities who engage in comparable behaviors.

4) If an evaluation is requested during the time in which a child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner. Until the evaluation is completed, the child remains in the educational placement determined by the School, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, the School must provide special education and related services in accordance with this part, including the requirements of §§300.530 through 300.536.

- *§300.535 Referral to and Action by Law Enforcement and Judicial Authorities*

1) The School may report a crime committed by a child with a disability to appropriate authorities to enable them to exercise their responsibilities.

2) An agency reporting a crime committed by a child with a disability will ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the School reports the crime, but only to the extent permitted by FERPA.

- *§300.536 Change of Placement Because of Disciplinary Removals*

1) A change of placement occurs if: a) The removal is for more than 10 consecutive school days; or b) The child has been subjected to a series of removals that constitute a pattern i) because the series of removals total more than 10 school days in a school year; ii) because the child's behavior is substantially similar to the behavior in previous incidents that resulted in a series of removals; and iii) because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

2) The School will determine on a case-by-case basis whether a pattern of removals constitutes a change of placement, and such determinations are subject to review through due process and judicial proceedings.

8. Confidentiality.

Policy: The School will ensure that protection of the confidentiality of any personally identifiable data, information, and records collected or maintained by the School will be in accordance with §§300.611 through 300.627.

Procedures:

- **§300.613 Access Rights.**

1) The School must permit parents to inspect and review any education records relating to their children that are collected, maintained or used by the School under IDEA. The School must comply with a request without unnecessary delay and in no case more than 45 days after the request has been made, and before: a) Any IEP meeting; b) Any hearing involving a due process complaint or disciplinary hearing; or c) Any resolution session.

2) The right to inspect and review education records includes: a) The right to a response from the School to reasonable requests for explanations and interpretations of the records; b) The right to request that the School provide copies of the records if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and c) The right to have a representative of the parent inspect and review the records.

3) The School may presume that the parent has authority to inspect and review records relating to his or her child unless the School has been advised to the contrary by legal proceeding involving guardianship, separation and divorce.

- **§300.614 Record of Access.** The School will keep a record of parties obtaining access to education records collected, maintained or used under IDEA (except access by parents and authorized employees of The School, including: a) The name of the party; b) The date access was given; and c) The purpose for which the party is authorized to use the records.

- **§300.615 Records on More Than One Child.** If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child.

- **§300.616 Lists of Types and Locations of Information.** The School must provide parents on request a list of the types and locations of education records collected, maintained or used by the School.

- **§300.617 Fees**

1) The School may charge a fee for copies of records that are made for parents if the fee does not effectively prevent the parents from exercising their right to inspect and review records.

2) The School may not charge a fee to search for or to retrieve information.

- **§300.618 Amendment of Records at Parent's Request.**

1) A parent who believes that information in the education records collected, maintained or used by the School is inaccurate or misleading or violates the privacy or other rights of the child, may request the School to amend the information.

2) The School must decide whether to amend the information in accordance with the request in a reasonable period of time of receipt of the request.

3) If the School refuses to amend the information in accordance with the request, it must inform the parent of the refusal and advise the parent of the right to a hearing under §300.619.

- **§300.619 Opportunity for a Hearing.** The School must, on request, provide an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child.

- **§300.620 Result of Hearing**

1) If, as a result of a hearing, the School decides to amend information determined inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must do so accordingly and so inform the parent in writing.

2) If, as a result of a hearing, the School decides that the information is not inaccurate, is misleading, or otherwise in violation of the privacy or other rights of the child, it must inform the parent of the parent's right to place in the maintained records a statement commenting on the information or setting forth any reasons for disagreeing with the School's decision.

- **§300.622 Consent**

1) Parental consent must be obtained before personally identifiable information is disclosed to parties other than participating agencies, unless the information is contained in education records and the disclosure is authorized without parent consent under FERPA.

2) Parental consent must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services in accordance with §300.321.

3) If a child is enrolled, or is going to enroll, in a private school that is not located in the boundaries of the district of the parent's residence, parental consent must be obtained before any personally identifiable information about the child is released between officials in the district where the private school is located and officials in the district of the parent's residence.

- **AAC R7-2-401.J(4) Confidentiality:** Upon receiving a written request, the School shall forward special education records to any other public education agency in which a student has enrolled or is seeking to enroll. Records shall be forwarded within the time-frame specified in A.R.S 15-828(F). The public education agency shall also forward records to any other person or agency for which the parents have given signed consent.

- **§300.623 Safeguards**

1) The School must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

2) One official at the School must assume responsibility for ensuring the confidentiality of any personally identifiable information.

3) All persons collecting or using personally identifiable information must receive training or instruction regarding the State's policies and procedures under 300.123 and FERPA (34 CFR part 99).

4) The School must maintain, for public inspection, a current listing of the names and positions of its employees who may have access to personally identifiable information.

- **AAC R7-2-401.J(1) Confidentiality:** The School shall establish, implement, and make available to its personnel and parents written policies and procedures to ensure the confidentiality of records and information in accordance with the Individuals with Disabilities Education Act (IDEA) and its regulations, the Family Educational Rights and Privacy Act (FERPA) and its regulations, and state statutes.

- **§300.624 Destruction of Information**

1) The School must inform parents when personally identifiable information collected, maintained, or used for IDEA purposes is no longer needed to provide educational services to the child.

2) The information must be destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

- *AAC R7-2-401.J(2) Confidentiality:* Parents shall be fully informed about the requirements of the IDEA and regulations, including an annual notice of the policies and procedures that the School shall follow regarding storage, disclosure to a third party, retention, and destruction of personally identifiable information.

- *§300.625 Children's Rights*

1) The rights of the parents regarding educational records are transferred to the student at age 18 under FERPA.

2) If the rights of the parents regarding educational records are transferred to the student at age 18 under the IDEA, the School must provide any notice required under the procedural safeguards provisions.

- *AAC R7-2-401.J(3) Confidentiality:* The rights of parents regarding education records are transferred to the student at age 18, unless the student has been adjudicated incapacitated, or the student has executed a delegation of rights to make educational decisions pursuant to A.R.S. §15-773.

9. Graduation.

Policy: The School shall provide a FAPE to all eligible students until termination of eligibility due to graduation from secondary school with a regular diploma or due to exceeding 21 years of age, in accordance with §300.305 and A.R.S. § 15-701.01(A)(3) and (B).

Procedures:

- *A.R.S. § 15-701.01(B) and AAC R7-2-301(D)(1)*

1) The School shall prescribe graduation criteria for students with disabilities from its high schools, which shall include accomplishment of the academic standards in at least reading, writing, mathematics, science, and social studies, as determined by district assessment.

2) The School shall develop a course of study and graduation and promotion requirements for all students placed in special education programs in accordance with R7-2-401 et seq.

- *§300.102 Limitation-Exception to FAPE for Certain Ages*

1) The School will not be obligated to provide FAPE to students with disabilities who have graduated from high school with a regular high school diploma.

2) The exception does not apply to children who have graduated from high school but have not been awarded a regular high school diploma.

3) Graduation from high school with a regular high school diploma constitutes a change of placement requiring prior written notice in accordance with §300.503.

- *§300.305 Additional Requirements for Evaluations and Reevaluations*

1) An evaluation is not required before the termination of a child's eligibility due to graduation from secondary school with a regular diploma or due to exceeding 21 years of age.

2) For a child no longer eligible due to graduation or exceeding the age of eligibility, a public agency must provide the child with a summary of the child's academic achievement and functional

performance, which shall include recommendations on how to assist the child in meeting the child's post-secondary goals.

- *A.R.S. § 15-701.01(3) High School Graduation; Requirements*

Pupils with disabilities as defined in A.R.S. § 15-761 or children who receive special education as defined in 15-763 shall not be required to achieve passing scores on the statewide assessment or test that is identical to the civics portion of the naturalization test under section 15-701.01 in order to graduate from high school unless the pupil is learning at a level appropriate for the pupil's grade level in a specific academic area and unless a passing score on the statewide assessment or test that is identical to the civics portion of the naturalization test under section 15-701.01 is specifically required in a specific academic area by the pupil's IEP as mutually agreed on by the pupil's parents (or 18 year old student) and IEP Team. The pupil's IEP shall include any necessary testing accommodations. Special education services shall be provided at no cost to the parents of children with disabilities.

Section 504

It is the School's policy that no otherwise qualified individual with a disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under the School's educational programs and activities, solely by reason of her or his disability. Questions regarding the School's Section 504 policies may be referred to the School's Section 504 Coordinator.

10. Disability under Section 504. For the purposes of this policy, a student who has a qualifying disability within the intent of Section 504 is one who: has a physical or mental impairment that substantially limits one or more major life activities, including but not limited to, learning; or has a record of such impairment; or is regarded as having such impairment.

Students may be eligible for services under the provisions of Section 504 even though they do not require services pursuant to the IDEA. Students may be technically eligible for the protections of Section 504 even if they do not require a 504 accommodation plan.

11. Identification and Referral Procedures. The School has an affirmative obligation to identify and evaluate students with suspected disabilities under Section 504. Any student who needs or is believed to need accommodations under Section 504 may be referred by a parent, teacher, or other school employee to be considered for evaluation. The School must obtain parental consent before conducting an evaluation.

12. Evaluations/Re-evaluations. The decision to qualify a student for Section 504 services is made by a multidisciplinary team, including individuals knowledgeable about the student, the meaning of the evaluation data, and the potential placement options. 34 C.F.R. § 104.35(c). This team may include parents, guardians, teachers, school psychologists, administrators, and others as determined by the referral for eligibility consideration.

In addition to the information provided by the parents, information from a variety of sources may be considered in the evaluation process, including for example:

- Standardized achievement tests
- Medical information including hearing, vision, medications, and any relevant developmental history
- Academic grades and transcripts
- Primary language (home and student)
- Discipline records
- Attendance

- School history
- Teacher reports/observations

Evaluations under Section 504 are not limited to formal evaluation instruments. Because the disabilities that may fall under Section 504 are broader than the specific disabilities listed in IDEA, evaluative information for a student may come from a number of sources, including aptitude and achievement tests, teacher recommendations, the student's physical condition, the student's social or cultural background, or the student's adaptive behavior.

After reviewing the relevant information, the team will determine whether the student is a student with a disability, as defined in Section 6.10. In order to be eligible for protections under Section 504, the student's ability to perform a major life activity must be substantially limited. The definition of "substantially limited" is broadly construed, as the purpose of Section 504 is to provide "broad coverage of individuals under this Act, to the maximum extent permitted by the terms of this Act." Relevant factors may include: (1) the nature and severity of the impairment; (2) the duration or expected duration of the impairment; and (3) the permanent, long-term impact of the impairment.

Although the definition of "substantially limited" is broad, the fact that a student has a diagnosed physical or mental impairment does not automatically mean the student will qualify under Section 504, or that a qualified student needs an accommodation plan.

A final decision will be made by the School in writing, and the parents or guardian of the student shall be notified of the Section 504 procedural safeguards available to them, including the right to an impartial hearing and review.

Students who are determined to be eligible under Section 504 will be reevaluated periodically, including before any significant change in placement.

13. Section 504 Accommodation Plans. If the team determines that the student is eligible for Section 504 protections, the team will develop a Section 504 Accommodation Plan, if needed.

The Section 504 team determines what accommodations are needed to achieve equality/comparability of access to educational activities for the student with a disability in the least restrictive environment. In addition to the normal and usual academic and school activities, students must also be given an equal opportunity to participate in non-academic and extracurricular services and activities, such as recreational and athletic activities, and school-sponsored clubs, events and activities. Participation in such non-academic activities may require accommodations. 34 C.F.R. § 104.34(b).

The accommodations for the student should be documented in the Section 504 Accommodation Plan.

14. Implementation of Section 504 Accommodation Plans. All of the professional and paraprofessional staff who work with the student will be apprised of and have access to a copy of the student's Section 504 Accommodation Plan. Staff shall implement the Section 504 Accommodation Plan fully and in a timely manner in alignment with the plan's initiation date.

15. Review of Accommodation Plans. On a periodic basis, the team will reconvene to review the plan. At the meeting, the following questions will be asked:

- Is the student still eligible for under Section 504?
- Does the student still need a Section 504 Accommodation Plan?
- Is there new information that needs to be considered?
- Are the current accommodations working?
- Do any changes need to be made to the plan?

Based on the answers to the above questions, the team may decide to continue the same accommodation plan, make changes to the plan, or discontinue the plan because the student is no longer eligible.

16. Discipline. Discipline of students qualifying under Section 504 only shall generally be offered the discipline-related protections comparable to those offered to students with a qualifying disability under IDEA, except that such students:

- May be disciplined in the same manner and to the same as any student without a disability if the conduct involves a student who currently is engaging in the illegal use of drugs or in the use of alcohol.
- May be long-term suspended or expelled without any services for misconduct that is not a manifestation of their disability.

17. Procedural Safeguards. Procedural safeguards include notice, an opportunity to examine the student's relevant records, an impartial due process hearing with the opportunity for participation by the student's parents or guardian and representation of counsel, and a review procedure.

18. Due Process Hearings. Parents who disagree with decisions concerning the identification, evaluation, or educational placement of their child under Section 504 shall have the right to an impartial hearing ("Section 504 due process hearing"), with opportunity for participation by the parents and their counsel.

Parents requesting a hearing should submit a written request to the School's Section 504 Coordinator and include the following information:

- The name of the child and the person making the request;
- The address of the residence of the child;
- The name of the school that the child is attending;
- In the case of a homeless child or youth (within the meaning of section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))) available contact information for the child, and the name of the school that the child is attending;
- A description of the nature of the problem relating to alleged discrimination under §504, including facts relating to the problem;
- A proposed resolution of the problem to the extent known and available to the party at the time;
- At least two proposed dates for the hearing; and
- Indication of whether the hearing will be closed or open to the public.

The proceedings will be presided over and decided by an impartial hearing officer. Impartial hearing officer means an individual who has no knowledge or involvement in the decision being challenged, and who is selected to preside at a due process hearing to assure that proper procedures are followed and to assure the prompt and equitable resolution of the complaint.

19. Section 504 Due-Process Hearing Procedures.

A notice of hearing shall be provided to the parents at least 10 days prior to the date set for the hearing. The notice shall contain a statement of time, place, and nature of the hearing. The hearing notice will also indicate that parents may be represented by legal counsel and that the student may be present at the hearing. All written correspondence shall be provided in English and/or interpreted in the parent's primary language.

The impartial hearing officer shall preside at the hearing and shall conduct the proceedings in an impartial manner so that all parties involved have an opportunity to present their evidence and question and cross-examine witnesses who know about the student's disability. In cases where there are language differences, an interpreter shall be provided.

The impartial hearing officer will determine whether a violation of Section 504 requirements has occurred and will render a decision in writing in a timely manner. The impartial hearing officer may grant a continuance at the request of one of the parties, if both parties agree. The decision or a separate notification from the School will inform the parties that either may appeal the decision to the appropriate state or federal court.

The decision made by the impartial hearing officer is final, and the parties shall abide by the decision of impartial hearing officer unless the decision is appealed to a federal court of competent jurisdiction and the decision is stayed by the court.

A written or audio recording of the Section 504 due process hearing shall be on file at the School office and will be available for review upon request to the parents and/or any of the involved parties at no cost.

20. Additional Procedures. The School, in consultation with the School's 504 Coordinator, shall develop any additional procedures that are needed to implement these policies and ensure the rights of parents and students under Section 504 are secured.

English Language Acquisition Services

NEWS Point Academy 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 Director of ELAS at 602-953-2933.

Foster Youth High School Transfer, Credit, and Graduation Policy

This policy applies to students in foster care who are in grades 9-12 and transfer to or from the School pursuant to a best interest educational placement determination.

Transfers to the School. The transcript of a student who is in foster care and who transfers to the School pursuant to a best interest educational placement determination and who is in grades 9-12 at the time of the transfer will be reviewed by the school's Principal to determine what amount of full or partial academic credits the student earned at their school of origin. The credit determination will be based on a review of the student's transcript, information related to the content of courses taken by the student, the learning outcomes that the student has mastered, and the competency requirements that the student has demonstrated, with a goal of accepting as core credits all academic credits earned by the student. The student will receive a list of the credits that have been accepted as core credits and those that have been accepted as elective credits.

In connection with the determination of core and elective credits, the School may request the student to take a competency assessment. In addition, within 10 days of receipt of the credit list, the student can request to take a test in any course in which core credit has been denied. If the student passes the test with a passing score of at least 70%, the School will accept the credit as a core credit in the subject.

If the Arizona State Board of Education develops guidelines regarding the calculation of academic credits, including partial credits, for transferring foster students, the School will consider whether to incorporate any of such guidelines into a new version of this policy.

The School's Principal will promptly meet with the student to review and update the student's graduation plan, including whether the student should participate in a credit recovery program, and provide a copy of the plan to the student and their parent, guardian, custodian, caregiver or foster parent, as appropriate and applicable. Such meeting will take place no later than 10 school days after the school receives the student's educational records from their previous school.

Transfers from the School. If a foster care student in grades 9-12 transfers from the School pursuant to a best interest educational placement determination, the School will transfer the student's educational records to the

new school within 2 days as required by Arizona law. The school will include the following in the foster care student's educational records:

1. all academic credits, including partial credits, earned by the foster care student; and
2. if the foster care student did not receive partial credit in a course in which the student was enrolled, documentation of the competencies achieved by the student.

School Nutrition

Children need healthy meals to learn. This NEWS Point Academy school will be participating in the **National School Lunch Program and the School Breakfast Program**. As part of this program, NEWS Point Academy will offer healthy meals.

If you have other questions or need help, call 480-986-4321, or see the school [website](#).

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

This institution is an equal opportunity provider.

Below are some common questions and answers to help you with the application process.

1. WHO CAN GET FREE MEALS?
 - a. All children in households receiving benefits from SNAP, FDPIR (Food Distribution Program on Indian Reservations) or TANF, can get free meals regardless of your income.
 - b. Foster children that are under the legal responsibility of a foster care agency or court are eligible for free meals.
 - c. Children participating in their school's Head Start Program are eligible for free meals.
 - d. Children who meet the definition of homeless, runaway, or migrant are eligible for free meals.
 - e. Children can get free or reduced-price meals if your household's gross income is within the limits on the Federal Income Eligibility Guidelines.
2. HOW DO I KNOW IF MY CHILDREN QUALIFY AS HOMELESS, MIGRANT, OR RUNAWAY?

Do the members of your household lack a permanent address? Are you staying together in a shelter, hotel, or other temporary housing arrangement? Does your family relocate on a seasonal basis? Are any children living with you who have chosen to leave their prior family or household? If you believe children in your household meet these descriptions and haven't been told your children will get free meals, please call or e-mail Homeless Liaison Contact Information.
3. DO I NEED TO FILL OUT AN APPLICATION FOR EACH CHILD? No. Use one Free and Reduced-Price School Meals Application for all students in your household. We cannot approve an application that is not complete, so be sure to fill out all required information. Return the completed application to: NEWS Point Academy, 6321 S Ellsworth Rd, Mesa, Az 85212, 480-986-4321.

4. SHOULD I FILL OUT AN APPLICATION IF I RECEIVED A LETTER THIS SCHOOL YEAR SAYING MY CHILDREN ARE APPROVED FOR FREE MEALS? No, but please read the letter you got carefully. If any children in your household were missing from your eligibility notification, contact the school office 480-555-1212 immediately.
5. CAN I APPLY ONLINE? Yes! You are encouraged to complete an online application instead of a paper application if you are able. The online application has the same requirements and will ask you for the same information as the paper application. Visit this [link](#) to begin OR pick up a paper application from the front office.
6. MY CHILD'S APPLICATION WAS APPROVED LAST YEAR. DO I NEED TO FILL OUT ANOTHER ONE? Yes. Your child's application is only good for that school year and for the first few days of this school year through first 30 school days. You must send in a new application unless the school told you that your child is eligible for the new school year. If you do not send in a new application that is approved by the school or you have not been notified that your child is eligible for free meals, your child will be charged the full price for meals.
7. I GET WIC. CAN MY CHILD(REN) GET FREE MEALS? Children in households participating in WIC may be eligible for free or reduced-price meals. Please fill out an application.
8. WILL THE INFORMATION I GIVE BE CHECKED? Yes. We may also ask you to send written proof of the household income you report.
9. IF I DON'T QUALIFY NOW, MAY I APPLY LATER? Yes, you may apply at any time during the school year. For example, children with a parent or guardian who becomes unemployed may become eligible for free and reduced-price meals if the household income drops below the income limit.
10. WHAT IF I DISAGREE WITH THE SCHOOL'S DECISION ABOUT MY APPLICATION? You should talk to school officials. You also may ask for a hearing by calling or writing to:
Director of School Nutrition
6321 S Ellsworth Rd
Mesa AZ 85212
480-986-4321
Email
11. MAY I APPLY IF SOMEONE IN MY HOUSEHOLD IS NOT A U.S. CITIZEN? Yes. You, your children, or other household members do not have to be U.S. citizens to apply for free or reduced-price meals. Our organization does not release information for immigration-related purposes in the usual course of operating the School Nutrition Programs.
12. WHAT IF MY INCOME IS NOT ALWAYS THE SAME? List the amount that you normally receive. For example, if you normally make \$1000 each month, but you missed some work last month and only made \$900, put down that you made \$1000 per month. If you normally get overtime, include it, but do not include it if you only work overtime sometimes. If you have lost a job or had your hours or wages reduced, use your current income.
13. WHAT IF SOME HOUSEHOLD MEMBERS HAVE NO INCOME TO REPORT? Household members may not receive some types of income we ask you to report on the application or may not receive income at all. Whenever this happens, please write a 0 in the field. However, if any income fields are left empty or blank, those will also be counted as zeroes. Please be careful when leaving income fields blank, as we will assume you meant to do so.

14. WE ARE IN THE MILITARY. DO WE REPORT OUR INCOME DIFFERENTLY? Your basic pay and cash bonuses must be reported as income. If you get any cash value allowances for off-base housing, food, or clothing, it must also be included as income. However, if your housing is part of the Military Housing Privatization Initiative, do not include your housing allowance as income. Any additional combat pay resulting from deployment is also excluded from income.
15. WHAT IF THERE ISN'T ENOUGH SPACE ON THE APPLICATION FOR MY FAMILY? List any additional household members on a separate piece of paper and attach it to your application. Contact NEWS Point Academy, 6321 S Ellsworth Rd, Mesa, AZ 85212 480-986-4321 to receive a second application.
16. MY FAMILY NEEDS MORE HELP. ARE THERE OTHER PROGRAMS WE MIGHT APPLY FOR? To find out how to apply for SNAP or other assistance benefits, contact your local assistance office or call 1-800-352-8401. If you have other questions or need help, contact the school office at 480-986-4321.

Student Code of Conduct and Expectations

Discipline Philosophy

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.

NPA'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 NPA 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, and when participating in school activities.

Student Dress Code:

NEWS Point Academy recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. NEWS Point Academy takes pride in the appearance of its students. Dress reflects personal integrity and implies attitudes toward self, school, and conduct. Therefore, we expect students to dress and groom neatly in apparel suitable for school activities. NEWS Point Academy will not interfere with the right of students and their parents to make decisions regarding their appearance except when their choices affect the educational program of the school or the health and safety of others.

When in doubt, parents and students should select more conservative clothing. We will direct inappropriately dressed students to the administration office to obtain acceptable clothing, and it may result in further disciplinary action. We will notify parents about repeat offenses.

Students who volunteer for extracurricular activities, such as athletics, and clubs, etc must adhere to the standards of dress as defined by the sponsors of such activities.

School administrators will make the final decision regarding the appropriateness of any student's appearance. We prohibit apparel that the administration determines to be unacceptable in light of community standards. This includes, but is not limited to clothing that offends or disrupts the educational process.

We adhere to the disciplinary code for dress code violations.

We consider the following items inappropriate for the school settings:

- Any attire such as, but not limited to: exposing chest, cleavage, abdomen, genital area, or buttocks
- Any attire deemed to be gang related or affiliated with a negative group—including any altered clothing such as, but not limited to, bandannas, memory shirts, and headgear (including do-rags and hairnets)
- Any attire deemed as vulgar, profane, racially or sexually suggestive, obscene, or promoting violence, threats, or intimidation
- Attire that presents a risk to the health, safety, or general welfare of the student population
- Attire that creates a threat, intimidation, or undue pressure
- Jewelry that presents a safety hazard to self and/or others, including spiked jewelry, chains, or other potentially dangerous accessories
- Clothing or patches that advertise, display, or encourage the use of alcohol, tobacco (in any form), drug paraphernalia, weapons, violence, and/or illegal substances of any type
- Low-cut shirts, see-through shirts, bare-midriff shirts, backless clothing, or revealing razor-back shirts (spaghetti straps should not show)
- Pajamas and/or slippers
- Hats worn in any building
- Tank tops with shoulder widths less than 1 1/2 inches
- Muscle shirts, undergarments worn as outer garments, tube tops, short skirts, or short shorts (minimum hemline of shorts and skirts is to the end of fingertips), excessively baggy and/or sagging pants or shorts, trench coats, any clothing that allows your underwear to show
- Inappropriate, visible tattoos

Fighting, Threats, and Intimidation: NEWS Point Academy strictly enforces a discipline program on any fighting, threats, or intimidation. Students who participate will face suspension or expulsion.

Gang Association and Gang Activity: Gangs are determined by the school administration. This includes hand gestures/signs, language, clothing, tattoos, belt buckles, writing, numbers, and color combinations. 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.

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.

Respect must be shown to teachers, staff members, other adults and students at all times: Respect is required at all times by everyone at NPA. 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, 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.

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.”

NEWS Point Academy 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.

Use & possession of tobacco on campus: Possession of tobacco products on campus, parking lots, playing fields, vehicles, and at off campus school sponsored events are petty criminal offenses. Tobacco products’ include: smoking tobacco (e.g. cigarettes, cigars, vapors/e-cigarettes), smokeless tobacco (e.g. snuff, twist), cigarette papers, e cigarettes, vaping devices, and pipes. Violations are subject to City of Mesa citations.

- The purpose of this school safety policy is to generally set forth the principles by which the School responds to threats against the School and its students, employees, and volunteers. Given the sensitivity of the subject matter contemplated by this policy, this is intentionally a non-exhaustive consideration of the School’s safety protocols; therefore, this policy supplements but does not replace any other safety protocols or applicable state or federal laws governing the School’s obligations to maintain a safe learning environment.
- **Reporting of Suspected Criminal Conduct.** In order to comply with A.R.S. § 15-153, the School’s Principal or their designee, will report to local law enforcement any suspected crime against a person or property that (i) is a Serious Offense or involves a Deadly Weapon or Dangerous Instrument or Serious Physical Injury; or (ii) any conduct that poses a threat of death or Serious Physical Injury to a School employee, student, or other person on the School’s property (collectively, “Suspected Criminal Conduct”). All capitalized terms in this paragraph have the meaning set forth in Arizona law.

- In accordance with applicable state and federal law, including FERPA, the School's Principal or their designee, will notify the parent or guardian of each student who is involved in Suspected Criminal Conduct. School employees are expected to report and document any Suspected Criminal Conduct by immediately notifying any member of the School administration of the incident and promptly preparing a written report of the incident and providing the report to a member of the School Administration. The School may, in its discretion, discipline any School employee who the School believes failed to properly report and document Suspected Criminal Conduct, and the School will maintain a record of such disciplinary action. In accordance with applicable law, the School will, upon reasonable request, make such a disciplinary record available to a public school considering hiring that employee.
- **Parental Notification of Threatening or Intimidating Behavior or Harassment.** In accordance with A.R.S. § 15-186.01, if the School determines a student has been harassed, threatened, or intimidated on School grounds or in a manner that substantially disrupts the School's learning environment, the School's Principal or their designee, will notify the parent or guardian of that affected student. Threatening or intimidating behavior and harassment have the meanings set forth in A.R.S. § 15-186.01.
- **Prohibition on Threatening or Intimidating Behavior, Discrimination, Harassment and Bullying.** Students may not engage in threatening or intimidating behavior, discrimination, bullying, or harassment of any kind, including sex discrimination that is prohibited under Title IX. The School has a zero-tolerance policy regarding these behaviors. Students engaging in such behavior will be subject to disciplinary action, and potential sex discrimination and/or sexual harassment will be subject to the provisions of the School's Title IX Policy.
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- **Prohibition on Hazing.** Students may not engage in hazing, as defined in A.R.S. § 15-2301, or solicit other students to engage in hazing. Aiding and abetting another person who is engaged in hazing is also prohibited. All students, teachers and staff must take reasonable measures within the scope of their authority to prevent hazing and violations of this policy. Students engaging in prohibited hazing behavior will be subject to disciplinary action. In such disciplinary proceedings, a student may not rely on the defense that the victim consented to or acquiesced in the prohibited hazing behavior.
- **Parent Behavioral Expectations.** During all interactions with School staff, including while parents are on campus or at School-sponsored events, parents are expected and required to comport themselves at all times with appropriate decorum and in a manner that is respectful and conducive to an environment in which the educational objectives of the School can be effectively administered. Consistent with this expectation, any parental behavior that constitutes harassment, bullying, or verbal or physical abuse of staff or students, or that otherwise disrupts the educational environment is expressly prohibited. These behavioral expectations apply to any communications with School staff in any manner, including in person, via email, via telephone, via social media, or any other means of communication.
- Parents who disregard these behavioral expectations will be subject to consequences to limit the impact of their interference with the educational environment, including potential limitations

and/or prohibitions on further communications with School staff, limitations on future campus visits or attendance at School-sponsored events, and other appropriate consequences as may be determined by the School.

POLICY ON SOCIAL MEDIA

NEWS Point Academy reserves to itself the right to investigate allegations of bullying, harassment, intimidation, and threats that occur on social media venues and are directed at or which disrupt the learning environment of the school. Not everything said or done by students online is the school's business, but actions and words directed against fellow students, parents/guardians, or school employees will be considered as such. The school will also notify law enforcement when credible threats of violence are detected.

Reporting Procedures

Confidential Reporting

Students and parents or guardians may confidentially report incidents of bullying, harassment, intimidation, or hazing to any school administrator, teacher, or staff member. Reports should be submitted within thirty (30) calendar days of the last incident whenever possible.

Staff Reporting Obligations

All school employees who receive a report or witness conduct prohibited under this policy must report the incident in writing to the school administration no later than the next school day.

Investigation Procedures

Upon receipt of a report:

1. School administration will determine whether notification to law enforcement or the Department of Child Safety is required.
2. The complainant will complete a written complaint form, with assistance if needed.
3. The school will conduct a prompt, thorough, and impartial investigation.
4. Findings will be documented, and appropriate corrective action will be taken.

Parent Notification

In accordance with A.R.S. § 15-186.01, the school will notify the parent or guardian of a student who has been subjected to harassing, threatening, or intimidating conduct as soon as practicable after the school becomes aware of the incident.

Disciplinary Consequences

Violations of this policy may result in:

- Restorative interventions
- Behavioral supports
- Disciplinary action consistent with the Student Code of Conduct
- Referral to law enforcement when required by law

Staff members who knowingly allow, authorize, or condone hazing or prohibited conduct are subject to disciplinary action.

Protection from Retaliation

Retaliation against any individual who reports or participates in an investigation of prohibited conduct is strictly prohibited and will result in disciplinary action.

Publication and Access

This policy shall be:

- Adopted by the Governing Board in a public meeting
- Posted on the school's website
- Included in every student handbook distributed to parents and students, as required by A.R.S. § 15-2301

The “Good Neighbor Policy” – Student conduct within the school community: School rules and other reasonable expectations for student behavior are extended to include student conduct while going to and from school. This includes the responsibility to observe traffic and pedestrian laws and the responsibility to act as a good neighbor, respecting the safety, welfare, and property of others while going to and from school. Failure to act as a good neighbor within the school community may result in disciplinary action. (ARS 13-201). Please review the Code of Conduct for Arizona Athletic Grounds [\(LINK\)](#). All students, parents and guests must adhere to the Code of Conduct while at Arizona Athletic Grounds. All students, parents and guests also must adhere to the General Property Rules [\(LINK\)](#) while at Arizona Athletic Grounds.

Categories of Misconduct and Range of Possible Consequences

Misconduct or Violation /Definition	Consequence
Assault Intentionally, knowingly or recklessly causing any physical injury to another person; intentionally 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	Minimum: Personal Conference Maximum: Expulsion
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
Automobile/Vehicle Misuse Students who drive and or park on or around school property are expected to exhibit courteous and safe driving practices. Students should not be playing their music at high volumes.	Minimum: Lunch Detention Maximum: Long Term Suspension
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 using 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
Bus or Transportation Misconduct Any offense committed by a student on transportation provided by or through NPA shall be punished in the same manner as if the offense had been committed on campus. In addition, transportation privileges may be suspended or revoked.	Minimum: Lunch Detention Maximum: Saturday School
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
Cheating Wrongfully securing and/or using information or assisting another to do so	Minimum: Personal Conference/Parental Involvement Maximum: Short-Term Suspension
Chemical or Biological Threat Threatening to cause harm using dangerous chemicals or biological agents – could be considered as a Threat to an Educational Institution	Minimum: Short-Term Suspension Maximum: Expulsion
Classroom Disturbance Any act which disrupts the normal educational process or violates any rules or procedures of a classroom	Minimum: Personal Conference/Loss of Privileges Maximum: Long-Term Suspension
Combustible Items Possession of substance or object that is readily capable of causing bodily harm or property damage, i.e., matches, lighters, firecrackers, gasoline, and lighter fluid	Minimum: Personal Conference Maximum: Expulsion
Contraband/Inappropriate Items Items which may disrupt the learning environment	Minimum: Personal Conference/Confiscation of Item Maximum: Long-Term Suspension

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	Minimum: Personal Conference Maximum: Expulsion
Dangerous Situation, Failure to Report Failure to report any knowledge or suspicion of a potentially dangerous situation	Minimum: Personal Conference Maximum: Long-Term Suspension
Defiance/Disrespect Towards Authority, or Non-Compliance Student engages in refusal to follow directions, talks back, or delivers socially rude interactions	Minimum: Personal Conference Maximum: Long-Term Suspension
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	Minimum: Personal Conference Maximum: Expulsion
Dress Code Violations Failure to comply with school's dress and grooming guidelines	Minimum: Personal Conference Maximum: Short-Term Suspension
Endangerment Recklessly endangering another person with a substantial risk of imminent physical injury	Minimum: Personal Conference Maximum: Long-Term Suspension
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	Minimum: Personal Conference Maximum: Long-Term Suspension
Extortion Demanding money or something of value in return for protection or in connection with a threat to inflict harm	Minimum: Personal Conference Maximum: Expulsion
Fighting Mutual participation in an incident involving physical violence, where there is no major injury	Minimum: Personal Conference Maximum: Expulsion
Fire Alarm, Dialing 911 Setting off the fire alarm or dialing 911 when no indication of emergency	Minimum: Short-Term Suspension Maximum: Expulsion
Forgery Falsely and fraudulently making or altering a document, writing or using the signature or initials of another person	Minimum: Parental Involvement/Restitution Maximum: Long-Term Suspension/Restitution
Gambling To play games of chance for money or to exchange money or property	Minimum: Personal Conference/ Confiscation of Items Maximum: Long-Term Suspension
Gang Activities or Associations Gang-related dress, verbal or written language, or behavior	Minimum: Personal Conference Maximum: Long-Term Suspension
"Good Neighbor" Policy School rules and other reasonable expectations for student behavior are extended to include student conduct while going to and from school. This includes the responsibility to observe traffic and pedestrian laws and the responsibility to act as a good neighbor, respecting	Minimum: Lunch Detention Maximum: Expulsion

the safety, welfare, and property of others while going to and from school. Failure to act as a good neighbor within the school community may result in disciplinary action (A.R.S. 13-201).	
Graffiti or Tagging Writing on walls, drawing or words that are written scratched, painted, or sprayed on walls or other surfaces	Minimum: Personal Conference/Restitution Maximum: Expulsion/Restitution
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	Minimum: Personal Conference Maximum: Expulsion
Inappropriate Language Verbal or written messages or physical gestures that include swearing, name calling, or use of words in an inappropriate manner	Minimum: Personal Conference Maximum: Long-Term Suspension
Indecent Exposure or Public Sexual Indecency The intentional exposure of one's private body parts to others	Minimum: Short-Term Suspension Maximum: Expulsion
Hazing/Initiation Any activities that can be considered any type of initiation of another student	Minimum: Personal Conference Maximum: Expulsion
Incitement Transmission of information with the intent to inflame a situation	Minimum: Personal Conference Maximum: Long-Term Suspension
Interference with the Peaceful Conduct of an Educational Institution Disrupting the lawful use of any school property, including uninvited student presence on campus	Minimum: Personal Conference Maximum: Long-Term Suspension
Leaving School Grounds without Permission Leaving school grounds or being in an unauthorized area during regular school hours without permission of the school leader or school leader's designee	Minimum: Personal Conference Maximum: Short-Term Suspension
Loitering: During class time, if a student uses a hall pass, they should take care of their business directly without any side-trips and should not interrupt other classes. During 4th period, students who do not have a class may remain on campus, but must still follow all school rules (for example: using their passport or other pass to be in the hall and remaining in school uniform) and must be supervised by a staff member. Students should not be hanging out in the hallways, Multi-Purpose Room (MPR), outside in the courtyard, on the basketball court, or in the parking lot. After 4th period, students are allowed to remain on campus as long as they are being supervised by a staff member.	Minimum: Lunch Detention Maximum: Long Term Suspension
Lying To make an untrue statement with the intent to deceive, to create a false or misleading impression	Minimum: Personal Conference Maximum: Long-Term Suspension

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	Minimum: Personal Conference Maximum: Long-Term Suspension
Misconduct Failure to comply with any school rules	Minimum: Maximum: Short-Term Suspension
Negative Group Affiliation Specific attitudes and actions of a student affiliated with a negative group typically include some of the following: • 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	Minimum: Personal Conference/Loss of Privileges Maximum: Short-Term Suspension
Plagiarism To steal and pass off the ideas or words of another as one's own	Minimum: Personal Conference/Parental Involvement Maximum: Personal Conference
Pornography Possession, distribution, or sale of any pornographic materials	Minimum: Personal Conference Maximum: Long-Term Suspension
Public Display of Affection Holding hands, kissing, sexual touching or other displays of affection	Minimum: Personal Conference Maximum: Short-Term Suspension
Recklessness Unintentional, careless behavior that may pose a safety or health risk for others	Minimum: Personal Conference Maximum: Short-Term Suspension
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.)	Minimum: Personal Conference / Confiscation of Items and/or Money Maximum: Short-Term Suspension/ Confiscation of Items and/or Money
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	Minimum: Short-Term Suspension Maximum: Expulsion
Sexual Conduct Engaging in sexual conduct	Minimum: Short-Term Suspension Maximum: Expulsion
Solicitation/Facilitation/Conspiracy Encouraging, requesting, commanding or assisting another person in the violation of a school rule or in the commission of a criminal act	Minimum: Personal Conference Maximum: Expulsion
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	Minimum: Personal Conference/Restitution

Taking property, items, or services from another person or from the school without permission, copying of copyrighted material	Maximum: Expulsion/Restitution
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
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
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
Drug Violation – Possession 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	Minimum: Short-Term Suspension Maximum: Expulsion
Drug Violation – Distribution The unlawful cultivation, manufacture, distribution, sale, transportation or importation of any controlled drug or narcotic substance	Minimum: Long-Term Suspension Maximum: Expulsion
Tobacco The possession, use, distribution, or sale of tobacco products, including Inhalants, e-cigarettes, and vapor-releasing substances.	Minimum: Personal Conference Maximum: Long-Term Suspension
Vape The possession, use, distribution, or sale of any vape products or substances.	Minimum: Personal Conference Maximum: Long-Term Suspension
THREATS	
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>	Minimum: Short-Term Suspension Maximum: Expulsion

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	Minimum: Personal Conference Maximum: Long-Term Suspension
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 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 4. Refusing to obey a lawful order to leave the property of an educational institution	<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 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>
WEAPONS	
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>	Minimum: Long-Term Suspension Maximum: Expulsion
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>	Minimum: Short-Term Suspension Maximum: Expulsion
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>	Minimum: Short-Term Suspension Maximum: Expulsion
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>	Minimum: Long-Term Suspension Maximum: Expulsion
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	Minimum: Long-Term Suspension Maximum: Expulsion

propulsion, such as a BB/pellet gun, slingshot, bow, or crossbow – <i>could be considered as a Threat to an 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

Student Discipline and Due Process

Disciplinary Removal from Classroom

It is the policy of NPA to maintain classrooms in which student behavior does not interfere with the ability of the teacher to teach effectively or the ability of other students to participate in classroom learning activities.

Students shall be expected to abide by the code of conduct adopted by NPA and any other appropriate classroom rules of behavior established by the classroom teacher for the purpose of maintaining order and a favorable academic atmosphere. Any student who violates the code of conduct or other classroom rules may be subject to removal from class and/or disciplinary action.

Student removal from class is a serious measure and should not be imposed in an arbitrary, casual, or inconsistent manner. Behavioral expectations are always more constructive and more likely to be followed when they are communicated as clearly as possible to students. However, it is neither possible nor necessary to specify every type of improper or inappropriate behavior, or every circumstance that would justify removal from class under this policy. Teachers are expected to exercise their best professional judgment in deciding whether it is appropriate to remove a student from class in any particular circumstance. All instances of formal removal from class shall be documented. A teacher is authorized to immediately remove a student from the teacher's classroom if the student's behavior:

1. Violates the code of conduct adopted by NPA
2. Is dangerous, unruly, or disruptive
3. Seriously interferes with the teacher's ability to teach the class or students to learn.

Removal from class under the policy does not prohibit the administration from pursuing or implementing additional disciplinary measures, including but not limited to detentions, suspensions, or expulsions for the conduct or behavior for which the student was removed. Parents/guardians shall be notified of the student's removal from class in accordance with established procedures.

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.

Students who are subject to short-term suspension are entitled to the following 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 Principal will make reasonable efforts to verify facts and statements prior to making a decision regarding the discipline.
3. 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 disciplinary alternative; or

- d. Exonerate the student.
4. The Principal may immediately suspend a student whose presence creates a danger to self or others.
5. A written record of the decision will be kept in the student's discipline file.
6. The parent/guardian will be notified of the decision to impose the short-term suspension including the terms of and reasons for the suspension.
7. No appeal is available from the imposition of a short-term suspension.

Long-Term Suspension or Expulsion[LA1]

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. Expulsion is the permanent exclusion of a student from school. While a school leader may recommend a long-term suspension or expulsion, the authority to impose a long-term suspension or expulsion rests with the board-appointed hearing officer[LA2] .

Students who are subject to long-term suspension or expulsion are entitled to the following due process:

1. The governing board will designate an individual to serve as the hearing officer, which may include an administrator from NEWS Point Academy as designated by the governing board[LA3] .
2. A written Notice of Intent to Impose a Long-Term Suspension or Expulsion will be emailed to the student's parent's email address on file with the school or hand-delivered to the parent(s)[LA4]), at the school's sole discretion, in advance of the date of the proposed due process hearing[LA5] .
3. The Notice of Hearing will contain the following information:
 1. The violation(s) of student code of conduct, including applicable alleged facts.
 2. The disciplinary consequence to be considered.
 3. The date, time, and place of the formal hearing.
 4. That the student and parent(s) may attend and participate in the hearing.
 5. That the student and parent(s) may present evidence and witnesses, if properly disclosed to the school in advance of the hearing, and may cross-examine the school's witnesses.
 6. That the student may be represented by counsel, at his/her own expense.
 7. That the student and parent(s) may make a recording of the hearing or obtain a copy of any recording of the hearing that the school may create.
 8. The name of the hearing officer.
4. The hearing may be rescheduled: (1) upon request of the parent(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. The hearing officer shall have the final decision-making authority regarding requests to reschedule the hearing.
5. Prior to the disciplinary hearing, the parties will exchange lists of witnesses and copies of any documents that they will use at the hearing. The hearing officer will set the exchange deadline and inform the parties of that deadline.
6. [LA6] At the disciplinary hearing, both the school and the student may present testimony and documentary evidence and may cross-examine the other party's witnesses. The hearing officer may ask questions of any witnesses, and the rules of evidence in civil or criminal matters will not apply. The school bears the burden of proof for the offenses alleged.
7. The student shall be allowed to remain in school pending the outcome of the hearing, unless in the school administration's sole discretion, 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.
8. The Hearing Officer shall prepare a written decision as soon as practicable after the hearing. Copies of the decision shall be provided to the parent(s) and School Leader.

9. If a long-term suspension or an expulsion is imposed by the Hearing Officer, the disciplinary consequence shall be effective immediately.
10. No appeal is available from the imposition of a long-term suspension or expulsion.

Discipline of Students under ADA §504 and/or IDEA

For behavioral infractions involving students with disabilities, additional procedures and requirements apply under the Individuals with Disabilities Education Act (IDEA) and federal regulations issued pursuant to the IDEA or under Section 504 of the Americans with Disabilities Act when the contemplated discipline: (a) would exceed 10 cumulative school days in the current school year or (b) may result in a disciplinary change of placement.

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.

Interviews with Law Enforcement Officers

In cases where students are interviewed for criminal investigations by law enforcement officers, school staff shall make reasonable efforts to notify the student's parent of the interview, unless the law enforcement officer deems that notification would interfere with a criminal investigation. If the law enforcement officer refuses to allow notification prior to the student interview, either the officer or a school representative will notify the student's parent within a reasonable amount of time after the interview. If a student is arrested or taken into temporary custody on school property during the school day, the school no longer has jurisdiction over the student. A school representative will make reasonable efforts to notify the parent when a student is arrested or taken into temporary custody.

Student Investigation, Searches, and Arrests

NPA seeks to maintain a climate in the school which is conducive to learning and protective of the safety and welfare of staff and students. To achieve this goal, it may be necessary for the administration to search the person and/or the personal property of the student and to seize any property deemed injurious or detrimental to the safety and welfare of students and staff.

Searches may be conducted by a school official who has reasonable grounds for suspecting that a search will turn up evidence that the student has violated either the law or school policy. When reasonable grounds for a search exist, administration may search a student and/or the student's property while on school premises or during a school activity under the circumstances outlined in this policy and may seize any illegal, unauthorized, or contraband materials.

Any search conducted by a school official shall respect the privacy of the student and not be any more intrusive than necessary, considering the age and sex of the student of the suspected infraction.

Whenever possible, the student shall be informed of the reason(s) for conducting the search and the student's permission to perform the search shall be requested. A student's failure to cooperate with school administrator conducting a search shall be considered grounds for disciplinary action.

An administrative report shall be prepared by the school official conducting a search explaining the reasons for the search, the results, and the names of any witnesses. If the search produces evidence to be used as the basis for disciplinary action, the report shall be filed in the student's cumulative folder.

Definitions:

1. "Reasonable suspicion" is the standard for a search on school property or at school activities carried out by school authorities. Reasonable suspicion should be based on facts provided by a reliable informant or personal observation which cause the school official to believe, based on his own personal experience, that search of a particular person, place, or thing would lead to the discovery of evidence of a violation of school policy or state laws. Reasonable suspicion requires more than a mere hunch.
2. "Contraband" consists of all substances or materials prohibited by school policy or state law, including but not limited to drugs, alcoholic beverages, guns, knives, other weapons, and incendiary devices.

Search of Student's Person

The principal or designee may search the person of a student if the school official has reasonable grounds to believe that the student is in possession of contraband. Search of the person shall be limited to the student's pockets, any object in the student's possession such as a purse or backpack, and/or a "pat down" of the exterior of the student's clothing. Searches of the person shall be conducted out of the presence of other students and as privately as possible. At least one but not more than three additional persons of the same sex as the student being searched shall witness but not participate in the search. The parent/guardian of any student searched shall be notified of the search as soon as reasonably possible.

Law Enforcement Officers' Involvement

The principal or designee may request that a search on school premises be conducted by a law enforcement officer. When law enforcement authorities are involved in the search, the search will be conducted under criminal law standard rather than under the provision of this policy. When law enforcement officers respond to such a request, no school employee shall assist or otherwise participate in the search unless under the direct order of the law enforcement officer.

If law enforcement personnel seek permission from school authorities to search a student, the student's personal property, or school property to obtain evidence related to criminal activities, school officials shall require the police to produce a valid search warrant before the search is conducted, unless:

- There is uncoerced consent by the student.
- There are probable cause and circumstances such that taking the time to obtain a search warrant would frustrate the purpose of the search.

The search is incident to an arrest and is limited to the person and immediate surrounding. When law enforcement officials request permission to question students when they are in school or participating in school activities, the principal or designee shall be present. If the student is under 18, the student's parent/guardian also shall be present, unless the juvenile is emancipated as that term is defined in state law.

Every effort shall be made not to draw any attention to the student being questioned by conducting the interrogation in private and with as little disruption to the schedule as possible. When custody and/or arrest by the police are involved, the principal shall request that procedural safeguards as prescribed by law be observed by the law enforcement officers. This includes all due process procedures, including but not limited to obtaining proper arrest warrants where required.

Seizure of Items

Anything found in the course of a search conducted by school officials which is evidence of a violation of law or school policy or school rules or which by its presence presents an immediate danger of physical harm may be:

6. Seized and offered as evidence in any suspension or expulsion proceeding if it is tagged for identification at the time it is seized. Such material shall be kept in a secure place by the School Leader until it is presented at the hearing.
7. Returned to the student or the parent/guardian.
8. Turned over to any law enforcement officer in accordance with this policy.

Use of Physical Intervention

In dealing with disruptive students, any person employed by the school may, within the scope of his or her employment, use reasonable and appropriate physical intervention or force as necessary:

1. To quell a disturbance threatening physical injury to others.
2. To obtain possession of weapons or other dangerous objects upon a student or within the control of a student.
3. For the purpose of self-defense.
4. For the protection of persons or property.

Any such acts are not in conflict with the legal definition of child abuse and shall not be construed to constitute corporal punishment within the meaning and intention of this policy. No corporal punishment shall be administered to students by anyone at NEWS Point Academy.

Legal Authority

This policy is adopted pursuant to A.R.S. § 15-153, which requires each charter school governing body to prescribe and enforce policies and procedures for school personnel to report and document certain suspected crimes and to notify parents or guardians of students involved.

Purpose

NEWS Point Academy ("NPA") is committed to maintaining a safe school environment. This policy establishes clear requirements for school personnel to report, document, and respond to suspected criminal conduct, while ensuring timely notification to parents or guardians and compliance with Arizona law.

Scope

This policy applies to all school personnel, including administrators, teachers, instructional aides, support staff, and volunteers acting within the scope of their duties.

Reportable Conduct

School personnel must report any suspected conduct occurring on school property or during school activities that includes:

1. Any suspected crime against a person or property that is:
 - A serious offense as defined in A.R.S. § 13-706, or
 - Involves a deadly weapon, dangerous instrument, or serious physical injury; or
2. Any conduct that poses a threat of death or serious physical injury to an employee, student, or other person on school property.

Conduct that constitutes bullying, harassment, or intimidation shall be addressed under the school's separate Bullying, Harassment, Intimidation, and Hazing Policy, as required by law.

Reporting and Documentation Procedures

A. Employee Reporting Obligations

Any school employee who:

- Observes reportable conduct, or
- Receives information suggesting reportable conduct has occurred

must promptly document the conduct and report it to the school administration in accordance with this policy.

B. Documentation Requirements

At a minimum, documentation shall include:

- Names of individuals involved (if known)
- Date, time, and location of the incident
- Description of the suspected conduct
- Names of witnesses (if applicable)

Documentation must be submitted to the school administration as soon as practicable.

C. Law Enforcement Notification

The School Leader or designee shall be responsible for determining whether the suspected conduct must be reported to local law enforcement, in accordance with A.R.S. § 15-153 and A.R.S. § 15-341(A)(30).

Parent or Guardian Notification

In accordance with A.R.S. § 15-153(B) and subject to federal law, NPA shall notify the parent or guardian of each student involved in:

- A suspected crime, or
- Any conduct described in this policy

Notification shall occur as soon as reasonably practicable after the school becomes aware of the incident.

Recordkeeping and Employee Discipline

Any school employee who fails to comply with the reporting requirements of this policy may be subject to disciplinary action, up to and including dismissal, consistent with applicable law.

NPA shall:

- Maintain a record of any disciplinary action taken for violations of this policy, and
- Make such records available upon request to another public school or charter school governing body considering the individual for employment, as required by law.

Publication and Access

This policy shall be:

- Adopted by the Governing Board in a public meeting, and
- Posted on NEWS Point Academy's website, or linked within the school's online policy manual, in compliance with A.R.S. § 15-153(C).

School Safety or Crisis Intervention Plans

The principal 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.

NEWS Point Academy 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. NEWS Point Academy 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 NEWS Point Academy.

The following individuals have been designated as NEWS Point Academy'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:

Dr. Melanie Larson, Dean of Schools
6321 S Ellsworth Rd, Mesa, AZ 85212
480.986.4321
mlarson@rushededucation.org

Section 504:

Dr. Melanie Larson, Dean of Schools
6321 S Ellsworth Rd, Mesa, AZ 85212
480.986.4321
mlarson@rushededucation.org

National School Lunch Program:

Dr. Melanie Larson, Dean of Schools
6321 S Ellsworth Rd, Mesa, AZ 85212
480.986.4321
mlarson@rushededucation.org

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

NEWS Point Academy 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, NEWS Point Academy shall provide reasonable accommodations to assist the Complainant with submission of his/her complaint. Although we encourage individuals to submit complaints in writing, NEWS Point Academy 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 NEWS Point Academy 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, NEWS Point Academy shall take the appropriate steps to prevent the recurrence of discrimination and correct the discriminatory effects on the complainant and others.
- NEWS Point Academy 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.

NEWS Point Academy 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 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

[LINK](#)

AZ Rush Education Sports Academies

AZ Rush Education Sports Academies was organized in 2025 as an Arizona non-profit corporation. AZ Rush Education Sports Academies operates as a non-profit 501(c)(3) corporation.

The mission of the AZ Rush Education Sports Academies 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, AZ Rush Education Sports Academies 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

OPT OUT of Directory Information Release

Please Return this form ONLY if you DO NOT consent to release of Directory information.

I do not want any or all directory information about my student to be released to any person or organization (including School groups) without my prior signed and dated written consent. Please return this form to the front office, 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 this form within the prescribed time, the School will assume that your permission is given to use the directory information as described above.

Print Parent/Guardian/Adult Student Name Date

Parent/Guardian/Adult Student Signature Date

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 the NEWS Point Academy 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