



2018/2019 Student/Parent Handbook

Dear Parents and Guardians:

Welcome to Gilbert Arts Academy!! Thank you for choosing our school. We are very happy to have you as part of our GAA family. We are extremely proud of our rigorous core academic program that is strengthened by our Arts program and extra-curricular offerings to provide our students with an outstanding educational experience.

We hope this handbook will be helpful to you as a reference for the 2018-2019 school year.

We would also like to take this opportunity to remind all parents and guardians about the importance of students being to school on time and remaining here the entire day. When students are late or absent, they miss a tremendous amount of instruction that cannot be duplicated, even if the “work” can be made up. When students are late, they interrupt instruction when entering the class and then have to catch up with the lesson in progress creating a stressful situation for the student. Our goal is 100% attendance every day!! We will have the previous day’s attendance posted in the office. Please help us reach our goal!

We know that parents and teachers are partners in educating children and look forward to getting to know all of you personally. In order to stay up-to-date with current news and events here at GAA, please visit our website regularly at www.gilbertartsacademy.com and “like” our Facebook page www.facebook.com/GilbertArtsAcademy.

Please take the time to read and discuss the information in this handbook with your child(ren) and then sign and return the signature page as indicated.

The GAA staff looks forward to a happy and productive school year!!

Sincerely,
Lauren Arnold
School Leader

lauren.arnold@leonagroup.com

VISION STATEMENT	2
MISSION STATEMENT	2
SCHOOL INFORMATION	2
SCHOOL CALENDAR	3
OPEN ENROLLMENT	3
REGISTRATION	4
ATTENDANCE	6
SUPERVISION OF STUDENTS	7
BEFORE/AFTER SCHOOL PROGRAM	7
DROP OFF/PICK UP PROCEDURES	7
AVAILABILITY OF STAFF AND TEACHERS	8
STUDENT UNIFORM POLICY	8
PARENT INVOLVEMENT/SCHOOL-PARENT COMPACT	9
CELL PHONES AND ELECTRONIC DEVICES	10
HEALTH INFORMATION	10
INSTRUCTION AND LEARNING	12
PARENT’S RIGHT TO KNOW	15
SCHOOL VOLUNTEERS	15
EXCEPTIONAL STUDENT SERVICES	17
FOOD AND NUTRITION	18
POSITIVE BEHAVIOR INTERVENTIONS SYSTEM	19
DISCIPLINE POLICIES & PROCEDURES	19
NOTIFICATIONS	29
2018/2019 PARENT SIGNATURE PAGE	36

VISION STATEMENT

It is the vision of our school through a safe, supportive, and nurturing environment to help each and every child realize his or her full potential, develop a passion for learning, a desire to excel, and the determination to become a productive and responsible citizen.

MISSION STATEMENT

Our mission is to provide the foundation for educational opportunities to enable students to reach their highest potentials through four instituted cornerstones:

Engaging Curriculum: High educational standards focus on personal achievement and rigor in all core subjects. Physical education integrates fine and gross motor movement, teaches the fundamentals of various sports, and promotes overall health and wellness. Critical thinking skills, creative problem solving, and effective and appropriate use of technology are woven throughout the curriculum. A variety of assessments enable supportive evaluations and interventions to occur.

Empowering Character: Positive character traits are taught and modeled by all staff members enabling the development of personal skills leading to responsible citizenship. Our School-Wide Positive Behavior Interventions Systems program reinforces positive behaviors throughout the school day.

Enriching Creativity: A variety of avenues are available including Visual and Performing Arts, Music, and various after school Mustang Clubs to provide an opportunity for creative expression.

Encompassing Community: Families, teachers, administrators and community members working together to create opportunities and provide a positive learning environment to develop healthy habits, attitudes, and confidence that yield success in school and in all other areas of life.

SCHOOL INFORMATION

862 E. Elliot Rd. Gilbert, AZ 85234
Office Phone: 480.325.6100
Fax: 480.632.2077

School Hours

Monday - Thursday - 8:15 a.m. -3:00 p.m.
Friday- 8:15 a.m. - 12:30 p.m.

Early Release days- 8:15 a.m. - 12:30 p.m.

SCHOOL CALENDAR

2018/2019 Calendar						
Gilbert Arts Academy						
862 E. Elliot Rd. Gilbert, AZ 85234 480.325.6100						
July 2018						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
August 2018						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
September 2018						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
October 2018						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
November 2018						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
December 2018						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
January 2019						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
February 2019						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
March 2019						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
April 2019						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
May 2019						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
June 2019						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July	
24	1st Day for Teachers
August	
2	First Day of School for Students
24	PD Day- No School
September	
3	Labor Day- No School
October	
4 & 5	Conferences-Early Dismissal
8-12	Fall Break - No School
November	
12	Veterans Day- No School
21-23	Thanksgiving Vacation
December	
24-4	Christmas Break
January	
7	PD Day- No School
18	100th Day of School
21	MLK, Jr. Day- No School
February	
18	Presidents' Day- No School
March	
7 & 8	Conferences-Early Dismissal
11-15	Spring Break - No School
April	
19	Good Friday- No School
May	
22	Last Day for Students
23	Last Day for Teachers

School Hours

Monday- Thursday
8:15am-3:00pm

Friday & Early Dismissal Days
8:15am-12:30pm

OPEN ENROLLMENT

Gilbert Arts 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.

Gilbert Arts 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), Gilbert Arts 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.

To register for kindergarten for the current school year, children must turn 5 prior to September 1. Gilbert Arts Academy does not make age exceptions for kindergarten enrollment. All kindergarten students must be 5 prior to September 1st of the current school year to be eligible for kindergarten enrollment.

REGISTRATION

Arizona Student Enrollment

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

The following documentation is required for enrollment:

Proof of age and identity (A.R.S. §15-828)

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

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

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

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

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

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

Immunizations (ARS 15-872)

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

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

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

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

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

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

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

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

When Gilbert Arts Academy is the school of origin, the students have the right to remain in the GAA the entire time that they are homeless. All homeless students will be allowed to participate in any programs for which they are eligible, including Title I,

National School Lunch Program, Head Start, Even Start, etc., and remain enrolled until the end of the academic year in which they move into permanent housing.

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

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

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

Lauren Arnold Homeless Liaison 862 E. Elliot Rd. Gilbert, AZ 85234 480.325.6100 Lauren.arnold@leonagroup.com	Alexis Clermont Homeless Education Coordinator Arizona Department of Education 1535 W. Jefferson Street Phoenix, AZ 85007 (602) 542-4963 Alexis.clermont@azed.gov
---	---

EQUAL EDUCATIONAL OPPORTUNITY

Federal and state laws prohibit discrimination on the basis of race, color, national origin, gender, religion, or disability. Gilbert Arts 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 and participation in the education programs of the school. This commitment extends to all school programs and school sponsored events. A full copy of the grievance procedure is available from the school leader.

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

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

Lauren Arnold
862 E. Elliot Rd.
Gilbert, AZ 85234
480.325.6100
Lauren.arnold@leonagroup.com

Procedures for Filing Complaints

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

Procedures for Investigation of the Report/Complaint

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

Investigative Findings

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

ATTENDANCE

Good attendance is important and directly relates to the academic success and achievement of students in school. Gilbert Arts Academy requires parents to work cohesively with the school in ensuring their child(ren) attend school on a regular basis.

Our experience shows that students who have poor attendance frequently have poor grade performance. In these cases, if students change their behavior, their grades will improve. Grade reductions, in this sense, are a natural consequence of attendance.

Tardy

Tardiness is disruptive to the learning process. It has a negative impact on the entire classroom, not just the tardy student, disrupting valuable learning time. **Students should be in their seats and ready to learn at 8:15 a.m.** If students arrive at school after 8:15 a.m., they must report to the school office and be signed in by their parent to receive a tardy pass to class. Tardiness caused by running late, sleeping in, babysitting, accompanying other people to appointments, etc. will not be excused.

Signing Students Out

To ensure the safety of our students, students will only be released to the parent/guardian or persons 18 years or older who have been specifically authorized by the parent in writing on the emergency contacts list. Please be sure that your student's emergency information is up to date and that you make changes to authorized persons with our office. Any changes to emergency information or authorized persons must be made in person and in writing through the school office and will not be accepted over the phone. Please follow this procedure should you or an authorized person need to sign your student in after the beginning of the school day or out prior to the end of the school day:

- For the safety and protection of all children, a student will only be released from the classroom before the regular dismissal time when the parent, or designated adult, comes to the office and signs the child out. Students will not be released on the basis of a telephone call.
- Students will only be released to persons authorized by the parent or guardian and will require specific written authorization.
- **To limit classroom disruption, students will not be released from class during the last 30 minutes of school. If you have an appointment and need to sign your child out early, please plan to sign them out 30 minutes prior to school ending. Exceptions will only be made for emergency situations.**

Reporting an Absence

Parents are required to notify the school before 9:00 a.m. on the day of each absence. If we do not receive a call from the parent the school will attempt to contact the parent to inform them of the absence. We ask that you provide us with a minimum of two contact phone numbers so that we are able to contact you during the school day and in the event of an emergency. If you change your phone numbers, it is essential you notify the school office.

If your child will be absent for an extended period, please notify the office in writing, in advance.

Excused Absences Definition

Excused absences are those that are excused by the parent/guardian and by the school administration. The State of Arizona will only allow the following to be counted as excused absences:

- | | |
|---|--------------------------------|
| o Illness | o Family Emergencies |
| o Doctor/Dentist appointments with Dr. note | o Religious Holiday observance |
| o Bereavement | o Out of school suspensions |

Unexcused Absences Definition

A student has an unexcused absence under the following conditions:

- | | |
|---|---|
| o Out of town travel/vacation | o Parent/legal guardian cannot be contacted |
| o Parent/legal guardian has not notified the school | o Student not in attendance entire day and does not have an acceptable excuse |

Students that accrue 10 consecutive unexcused absences will be withdrawn from school, pursuant to A.R.S.§15-901(A)(2).

Any other reasons other than the above mentioned excused absences are unexcused. Exceptions to the attendance procedure are at the discretion of the Principal.

Homework Requests During Absences

For anticipated/extended absences, homework arrangements will be made on an individual basis depending on the circumstance of the absence. Students have the total number of days missed to complete missing homework. For unexcused absences, students may make up assignments at their teacher's discretion. Student homework can be picked up after the third day absent. Arrangements must be made through the office or the classroom teacher before attempting to pick up.

Truancy

School attendance requirements and truancy consequences are outlined in Arizona state law ARS §15-803.

ARS 15-803. School attendance; exemptions; definitions

A. It is unlawful for any child who is between six and sixteen years of age to fail to attend school during the hours school is in session, unless either:

1. The child is excused pursuant to section 15-802, subsection D or section 15-90, subsection A, paragraph 5, subdivision (c).
2. The child is accompanied by a parent or a person authorized by a parent.
3. The child is provided with instruction in a homeschool.

B. A child who is habitually truant or who has excessive absences may be adjudicated an incorrigible child as defined in section 8-201. Absences may be considered excessive when the number of absent days exceeds ten percent of the number of required attendance days prescribed in section 15-802, subsection B, paragraph 1.

C. For the purposes of this section:

1. "Habitually truant" means a truant child who is truant for at least five school days within a school year.
2. "Truant" means an unexcused absence for at least one class period during the day.
3. "Truant child" means a child who is between six and sixteen years of age and who is not in attendance at a public or private school during the hours that school is in session, unless excused as provided by this section.

SUPERVISION OF STUDENTS

Students will be supervised at all times during the school day.

Staff supervision of students before school is from 7:45 AM-8:15 AM. After school, Mustang Club students are supervised by staff from 3:00-4:00 p.m. Students attending before/after school program will be supervised by from 6:30 a.m.-7:45 a.m. and dismissal to 6:00 p.m. Please ensure that you pick-up your student or have supervision arranged for your child beyond dismissal time.

BEFORE/AFTER SCHOOL PROGRAM

Students requiring regular supervision before 7:45 a.m. or beyond dismissal have the option of participating in "Mustang Corral". Registration information is available in the office.

DROP OFF/PICK UP PROCEDURES

Student drop off begins at 7:45 a.m. A staff member will be at the west gate from 7:45 a.m. - 8:15 a.m. Students must exit vehicle from the passenger side for safety.

Students dropped off after the west gate is locked must be walked into the office to be signed in. Please do not park in front of the office.

Student pick up begins at 3:00 p.m. (12:30 p.m. on Fridays & early dismissal days). The pick up line follows the curb around to the west side of the building. The first car in line should pull all of the way forward. Form 2 lines beginning at the yellow crosswalk. Line will merge. 3rd line is for those driving through to park. Place a sign on the dash with your student's name and grade. Students will be called to a number (1-6). We call the first 2 sets of students to get the line moving off of Elliot road. Pull forward to your student. Students must enter the car on the passenger side for safety.

For those wishing to park and walk up to the gate, please stand north of the gate, along the wall. Do not block the sidewalk. Students need to be able to get to their cars.

Walkers/bike riders cannot be on campus before 7:45 a.m. Students must cross at the crosswalk. Those riding bikes/scooters must walk them on the sidewalk. Students enter the west gate. There is a bike rack available. Riders/walkers will be dismissed at 3:00 p.m. Parents must give written permission for their student/s to ride/walk home.

Students left after dismissal has finished (3:15 p.m.) will be directed to aftercare. Fees may due at time of pick up.

Those picking up for the first time will need to visit the office to make a copy of their ID and verify they are on the pick up list.

AVAILABILITY OF STAFF AND TEACHERS

Staff arrival time is 7:30 a.m., and departure time is 4:00 p.m. Teachers are available to speak to or communicate through email with parents who may have questions or concerns before or after school. Please be aware that teachers and staff are not available during instructional time. If you need to speak to the teacher during the school day, please notify the school office or school leader to make the appropriate arrangements.

Teachers are not available during dismissal or before school while on playground duty.

Teachers communicate through email or the Bloomz app or via email.

STUDENT UNIFORM POLICY

The following dress code is designed to help foster a positive learning environment and ensure safety. Students and parents will be notified in advance if the dress code will be altered for a special event. **Students who are out of dress code will not be permitted to attend class & parents will be notified to bring a change of clothing.** All clothing must be clean and in good repair (no holes or frays).

Monday-Thursday Uniform

Shirts: Black, red or light grey polos without logos. Oversized shirts are not acceptable. During colder months, solid black, red, grey or white color long sleeve shirts or turtlenecks are allowed under uniform polos. Shirts that are too small and/or expose the midriff are not permitted. Polo style dresses are permitted in polo colors.

Pants, shorts, skirts, skorts, capris, jumpers: Any of the aforementioned are acceptable in black or khaki, in traditional uniform style/materials. The length of shorts, skirts, skorts and jumpers may not be shorter than 4 inches above the knee (if fingertips touch skin when arms at sides, they are too short.) Jeggings, denim, athletic/sweat bottoms are not acceptable. No holes or frays.

Leggings/Tights: Solid black, light grey or red leggings/tights are permitted provided they are worn underneath skirts, skorts or jumpers. Leggings are not to be worn as pants. No holes or frays.

Socks: Must be solid black, grey, red or white. Socks must match.

Shoes: Tennis shoes are preferred. Shoes must be fully closed. Jelly shoes, Heelies, shoes or boots with heels over 1 inch, flip-flops, sandals and platform shoes are not permitted. Shoes with laces must be tied. Tennis shoes must be worn on PE days.

Jackets & Sweaters: Sweatshirts, sweaters and jackets may be solid red, black or grey with no logos/prints. Hoodies are permitted, however, the hoods should only be worn when the weather is cold and students are outdoors. No hoods that zip around the face are permitted. Students should wear regular uniform clothing under sweaters and jackets, etc. In warm weather months, outerwear is not allowed to be worn outdoors. Students still may bring to keep in their classroom. Heavy jackets of any color are allowed outside during cold months.

Hair: No unnatural hair color or extreme hairstyles (ie: mohawks, spikes, blue, purple, pink, etc.). No distracting accessories.

Extras: No tattoos, henna, drawings etc. on skin. Neck/bow ties are not part of the dress code. No dangle or hoop earrings. Large chains or other extreme jewelry is not permitted. Hats may be worn outdoors only. Hats may not be worn backwards or sideways. May not display inappropriate graphics.

Friday Attire

Shirts: Any GAA issued T-shirt (Mustang Club, PTO, House, etc.) or uniform polo.

Blue Jeans: Shorts, pants or skirts. Solid blue. No embellishments (lace, graphics, patches, etc.). Must not be ripped or frayed and must be worn at the waist area. Jeggings are not permitted. Leggings are not to be worn as pants

Dress Down Days/Passes

- \$1 Dress down days are held a few months of the year as a fundraiser. Notifications will go out.
- Dress down passes are earned by meeting different AR goals.

Students may wear shirt & pants of their choice. Leggings may not be worn as pants. Tank tops and shirts with inappropriate graphics are not allowed. Above rules apply for short/skirt length, shoes, jewelry & hair. No holes or frays.

Field Trip Attire

Red Mustang Shirt with bottoms assigned by teacher.

The ultimate dress code decision lies with the school leader and office staff.

PARENT INVOLVEMENT/SCHOOL-PARENT COMPACT

Gilbert Arts Academy welcomes and encourages parent involvement. We recognize the essential role that meaningful parental involvement plays in creating and maintaining an effective learning environment. Meaningful parental involvement is achieved when parents participate in supporting the instructional program, are involved in school-related decision making, and parents support school-related activities. Gilbert Arts Academy continuously works to achieve this goal in order to meet Federal and State requirements. Gilbert Arts Academy has developed a Parent Involvement Policy in collaboration with parents. This policy includes opportunities for meaningful parent involvement provided through:

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

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

As part of the Parent Involvement Policy, Gilbert Arts 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-Student-School Compact

GILBERT ARTS ACADEMY and the parents of students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards.

This compact is in effect during the 2018/2019 school year.

Parent Responsibilities

The Parent will:

- Contact the school with any concerns over attendance, behavior or academic completion.
- Contact their student during regular class hours only through the school office.
- Reinforce mutual respect for all teachers, staff and other students.
- Reinforce appropriate dress for a learning environment (including clothing and jewelry).
- Promote and monitor their student's attendance for a goal of 100% attendance and punctuality.
- Reinforce positive student behavior and participation involving any and all activities, possessions and actions.
- Support students in their learning and completion of all classes, assignments, homework and class activities.
- Assist their students in seeking and receiving any additional help in order to achieve.
- Have access to all curricular materials and their student's class work in order to monitor his or her progress.
- Provide every opportunity for their student to achieve academic success.

Student Responsibilities

The Student will:

- Accept the responsibility of maintaining a safe, secure learning environment by accepting this code of conduct.
- Not use, sell or participate in any illegal use of drugs, tobacco or alcohol.
- Avoid and refrain from all gang related activities, hand signs, clothing, jewelry, graffiti or any other actions or behaviors.
- Not gamble in any way shape or form.
- Not carry weapons, look-alikes, or replicas of weapons.
- Not carry phones, tablets, pagers, mp3 or other music players or similar electronic devices in class at any time.
- Not fight or participate in any confrontational behavior at any time with anyone.
- Attend classes on time and only leave campus during school hours when signed out by a parent or guardian.
- Show respect to all teachers, all staff and all students at all times. No racism, foul language, obscene gestures, harassment, poor attitude, cheating or inappropriate behavior.
- Use appropriate language at all times. No obscenities, threats, harassment, or any other verbal abuses.
- Show positive behavior at all times. Attendance, participation, respect, positive attitude, gestures and posture.
- Wear school uniform clothes, or dress down appropriate clothing for dress-down days earned (per dress code, handbook).
- Put forth 100% effort in all class activities, and assignments in order to meet the requirements for promotion to middle school.
- Ask for help on any assignments or concepts they do not understand in order to achieve their highest potential.
- Attend tutoring sessions or additional help classes suggested by their teacher in order to help them achieve.

- Complete all classes, assignments and homework honestly and to the best of their ability.
- Take responsibility to learn and achieve in every class and to work cooperatively and positively with their teachers to achieve mastery of the concepts and academic success.

School Responsibilities

The School will:

- Provide a safe, secure environment on a closed campus.
- Employ highly qualified, certified teachers and well-trained support staff.
- Maintain a safe climate with a positive atmosphere suitable for learning for all students.
- Provide students with a foundation for continuous learning.
- Provide a challenging curriculum that is aligned to the Arizona Common Core Standards.
- Promote student achievement and success addressing all learning styles and accommodations.
- Employ highly trained professionals (teachers, administrators and staff), who promote the highest quality in education.
- Provide every opportunity for students to achieve academic success.

CELL PHONES AND ELECTRONIC DEVICES

Cell phones and other electronic devices (including but not limited to CD players, DVD players, cameras, smartwatches, iPods, iPads, MP3 players and electronic games), can be disruptive in an educational environment. We realize that many parents choose to have their child carry a cell phone as a means of before and/or after school communication and for safety purposes. If you, as a parent or guardian, have decided it is necessary for your child to carry a cell phone, we ask that you and your child be aware of the following:

- Gilbert Arts Academy does not assume responsibility for the loss of, or damage to, personal property. If your child has a cell phone on campus or on the bus and it is damaged or stolen, we will not be able to utilize administrative time to investigate the incident, nor will the school be able to take any financial responsibility for the cell phone or cell phone charges.
- Cell phones and/or electronics must be turned off and turned into the school office at the beginning of the day and may be picked up at the office at 3:00 p.m. If this rule is not followed, the phone may be confiscated. If the cell phone is confiscated, the parent will come to the school office after school to pick it up.

Please assist us in keeping our learning environment free from distractions

HEALTH INFORMATION

Immunizations

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

- Diphtheria/Pertussis/Tetanus (DPT, DTaP, Tdap)
- Polio
- MMR #1 and MMR #2
- Haemophilus Influenzae B (HIB)
- Hepatitis A Series
- Hepatitis B Series
- Chickenpox (Varicella) or history of disease
- Meningococcal

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

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

- Medical reasons—permanent or temporary
- Personal beliefs
- Documentation of adequate immunity

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

Medication

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

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

Hearing and Vision Screenings

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

If you do not want your student to participate in screenings a written request must be submitted to the office each school year.

Communicable Disease

For the health and safety of our students and staff, Gilbert Arts Academy excludes students from school if it is suspected that they have a communicable disease. A communicable disease is a disease that can be transmitted from one individual to another.

Common examples are:

- **Flu**—the school will send students home who exhibit a sudden onset of fever, chills, headache, muscle aches, nausea/vomiting, and/or sore throat. Students must be kept home from school until the student has been vomit & fever free for 24 hours without medication
- **Chicken Pox**—students should be kept home from school until all blisters are scabbed over and dry and he/she is fever free for 24 hours without medication.
- **Pink Eye**—pink eye can be caused by bacteria, virus, or allergy. If your student is sent home due to symptoms of pinkeye, you should contact your doctor to report the symptoms. If antibiotic medication is necessary, your child may return to school after using the medication for 24 hours.
- **Hand Foot Mouth (HFMD)**- students should be kept home until fever subsides & open sores have dried.
- **Lice**—students with head lice will be sent home and will be excluded from school until proof of treatment for head lice has been initiated and the student is symptom free.
- **Strep Throat/Scarlet Fever**- students should be kept home until fever subsides & they have been on antibiotic medication for 24 hours.

Notification to Parents of Communicable Disease

If your child has been diagnosed by a physician with a communicable disease, please notify the school office. The school leader will determine when and to whom notification of communicable disease will be sent. If there is a physician-confirmed case of communicable illness in a classroom, a letter will be sent to parents of students in that class. If 10% of the school population has been diagnosed by a physician with a communicable disease, a letter will be sent to all parents notifying them of the illness.

Medical Release to Return to School

If your child is hospitalized, has surgery, suffers a major injury, or is absent from school for medical concerns, please provide the school with a written release from your physician stating the date when your child may return to school, any considerations or accommodations they may require while at school, and any health concerns the school should be aware of while they are at school.

Special Provisions for Students

Please inform the school office if your student has severe allergies, special dietary needs, or asthma upon enrollment. The school leader and staff will ask for information on any necessary medication and proper storage and dosing instructions.

If your student needs to be excused from physical education for a period longer than 3 days, please provide the school with a written excuse from your physician including the date on which your student may resume participation in physical education and any accommodations they may need when resuming physical activities.

Chronic Health Conditions

A chronic health condition is one that is not curable and/or requires continuous treatment. If your student has a chronic illness or health condition that will cause him/her to miss school, please inform the school office. School staff will develop a Chronic Illness Plan to ensure that absences due to the chronic condition are not subject to school attendance policies and to provide ways to furnish missed work or instructional materials during your student’s absences.

INSTRUCTION AND LEARNING

Assessment of Learning

Students at Gilbert Arts 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 his/her 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:
MAP (NWEA)	<ul style="list-style-type: none"> All K-6th students 	<ul style="list-style-type: none"> To identify students in need of targeted reading and math support To assess all student growth, within a teacher’s classroom, to drive whole-class, small-group, and individual instruction.
AZMERIT / AIMS Science	<ul style="list-style-type: none"> 3rd -6th grades take AZMERIT Science AIMS is given in grade 4 	<ul style="list-style-type: none"> To determine student growth and achievement towards state academic standards To determine the promotion of 3rd graders based on their reading readiness in compliance with Move On When Reading
AZELLA	<ul style="list-style-type: none"> All English language learners 	<ul style="list-style-type: none"> To identify students for English language services, measure their academic language proficiency growth, and exit them out of the program

Grading

Parents/guardians have the right to question grades and grading procedures. Parent/guardians should first consult with his or her teacher and attempt to resolve the matter. If a resolution is not reached, the family should address the matter with the school leader.

Report Cards

Report cards will be available at the end of each quarter via ParentVue. Printed copies are available upon request. A final copy will be sent home at the end of 4th quarter. The information on the report card includes grades reflecting student achievement in all subject areas, as well as an evaluation of the student's behavior. Report cards are a legal document.

Gilbert Arts Academy uses a Standards-Based report card in order to appropriately reflect proficiency of the Arizona College & Career Ready Standards. This format enables us to clearly communicate to you the standards your student(s) has been taught, as well as the degree of proficiency.

Indicator marks are as follows:

Indicators:	Performance Levels	What it means:
4	Highly Proficient	The student has mastered and can independently demonstrate knowledge of the standard and can apply in various contexts.
3	Proficient	The student has mastered and can independently demonstrate knowledge of the standard.
2	Partially Proficient	The student is showing progress and understanding, yet has not met the expectation of the standard.

1	Minimally Proficient	The student struggles to understand and/or apply this standard without extra support.
---	-----------------------------	--

Student Support Team (SST)

Parents will be kept apprised of academic performance throughout the year so that all parties are aware of educational or behavioral difficulties in a timely manner. Should concerns arise students will be referred to the Student Support Team. The Student Support Team consists of the School Leader, classroom teacher, SPED teacher, and parent/s. The team will consider the following factors that might be affecting the student’s behavior or ability to show subject mastery: standards-based assessment data, social/emotional growth, attendance, evidence of a disability, ELL status, in addition to other possible mitigating factors. The goal will be to put support services in place to allow the child to master the content. If the team determines that it is in the best interest of the child to repeat the current grade level, then a recommendation of retention will be made.

Parent-Teacher Conferences

It is extremely important to speak personally to all parents regarding their child(ren)'s progress. All teachers are encouraged to have perfect (100%) attendance at parent-teacher conferences. Conferences will be held twice throughout the year. At conferences, all parents must sign-in as this is a legal requirement. Any conferences that cannot be scheduled during regular conference times should be conducted before or after school hours. Instructional or planning time will not be compromised.

Promotion and Retention

Students will generally be promoted annually, unless the student has not achieved District standards and/or state requirements for promotion to the next grade level.

- Teachers or IEP teams are responsible for determining whether the grade level (K-5) or subject area (Grades 6-8) promotion or retention standards have been met for the particular student.
- Teachers and IEP teams will take particular care in retaining a student more than once at a particular grade level or during the student’s elementary school career.
- With substantiating data, a teacher may recommend that a student be exempted from one or more District standards for grade level promotion. The teacher’s recommendation will be reviewed by the school’s child study team, the IEP team or the school promotion/ retention committee and the school Principal. The specific promotion standard exemption will be recorded in the student’s file.
- Upon parental request, a teacher or IEP team may consider retaining a student who has met District requirements for promotion to the next grade level. The teacher’s recommendation will be reviewed by the school’s child study team, IEP team or the school promotion/retention committee and the school Principal. The parental request will be recorded in the student’s file.
- Teachers will not recommend retention until all other available possibilities for continuous pupil progress have been considered (including, but not limited to, special help and remedial work).
- Teachers may provide parents with written notice and request a conference anytime a student’s classroom performance is deficient.
- Teachers must provide parents with prior written notice regarding the student’s unsatisfactory progress or achievement if the teacher intends to recommend retention.
- Parents will be notified by a classroom teacher no less than ten (10) school days prior to the end of the school calendar year if the teacher is recommending retention.
- If a student is retained, the school will evaluate the appropriateness of the instructional program and consider modifying the program in order to better meet the student’s needs the following year.
- Parents who disagree with the school’s decision regarding promotion/ retention may request that the Governing Board review the decision. The request must be in writing and submitted to the Academic Support Services Department within 10 business days from the final retention/conditional letter from the school principal. The parents will be notified of the date, time and place that the Governing Board will conduct its review and provide the parents with a written copy of the Governing Board’s decision.

Move On When Reading ARS §15-701

Arizona Revised Statute Section 15-701 requires school districts to retain students in third grade if they fall far below the established reading proficiency level for third grade. The AZMERIT Reading Test, or a successor test, that demonstrates that the student’s reading falls far below the third grade level will be used to make this determination. In accordance with Arizona law, a school district governing board MAY be allowed to promote a pupil who earns an AZMERIT score that falls far below the third grade level for either of the following reasons:

1. A good cause exemption if the pupil is an English learner or a limited English proficient student as defined in section 15-751 and has had fewer than two years of English language instruction.
2. A pupil who is in the process of a special education referral or evaluation for placement in special education.
3. A pupil who has been diagnosed as having a significant reading impairment, including dyslexia or a pupil who is a child with a disability as defined in section 15-761 if the pupil's individualized education program team and the pupil's parent or guardian agree that promotion is appropriate based on the pupil's individualized education program.

Every student who falls far below on AZMERIT in third grade and does not qualify for one of the exemptions above will be given the opportunity to attend Move on When Reading (MOWR) summer school.

Technology Use Guidelines

Technology is a wonderful tool to assist our students in learning, researching, and preparing to participate fully in a technology rich society. While the internet and other technology resources provide significant opportunities for teaching and learning, they must be used responsibly. Gilbert Arts Academy provides protection from harmful material through filtering software but the teacher and student have the ultimate responsibility for using the Internet and technology according to school policy and guidelines.

The following assurances are made when the Internet is in use during instruction:

- Supervision will be provided at all times
- Internet safety and etiquette rules will be introduced to students prior to beginning an Internet project
- Activities using the Internet will have a curriculum focus and well-defined purpose
- Teachers will provide instruction necessary for students to use age-appropriate search engines and research ethically
- “Free Surfing” will not be allowed
- Direct electronic communication will be filtered by the school and closely monitored by the teacher

Users are expected to abide by the generally accepted rules of network etiquette. These include the following:

- Being polite. Writing or sending abusive or messages of harassment to others is prohibited and may be considered “cyberbullying”.
- Using only appropriate language. Use of vulgarities, swearing or writing any other inappropriate language is prohibited.
- Attempting to access internet sites other than those instructed to visit or view by the teacher is prohibited.
- Users are required to never reveal personal addresses or phone numbers of students, colleagues or staff.
- Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
- Assume that all communications and information accessible via the network are private property.
- Users are not to use the network for wasteful or frivolous purposes, such as playing network games.
- Users may use the Internet to locate material to meet their educational needs. Teachers have a professional responsibility to work together to help students develop the intellectual skills needed to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use information to meet educational goals.
- Users are advised that infringement of copyrights and plagiarism are serious matters and are expressly prohibited. Users may face prosecution for infringement of those laws.

Consequences of violations include, but are not limited to:

- Parent notification
- Restitution to repair/replace intentionally damaged equipment
- Suspension or revocation of Internet or computer access
- School suspension
- School expulsion
- Legal action and prosecution by the authorities

Gilbert Arts Academy has the right to restrict or terminate information network access. Gilbert Arts Academy has the right to monitor network activity to ensure school policy for acceptable use is followed. If you do not want your child to have access to the Internet, please notify the school office in writing.

Student Activities

Each quarter Gilbert Arts Academy hosts several after-school Mustang Clubs. Each of these clubs has a maximum occupancy; therefore, enrollment is allotted on a first-come, first-serve basis. To register for an activity, permission slips, registration forms and payments must be submitted to your child's teacher or received in the school office.

Students are expected to follow the same behavior guidelines during Mustang Clubs as is required at school. Students may be removed from after-school activities for poor behavior and/or disrespect. No refunds.

Field Trips

Educational field trips are designed to enhance classroom instruction. It is the philosophy of the school that all field trips meet the educational objectives of the school. Prior to each trip, the teacher shall provide parents with information concerning the purpose and destination of the trip, date, and time of departure and estimated time of return. Permission slips must be signed by a parent and turned in to the teacher in order for your child to participate in the trip. Students who are without a permission slip signed by the parent or guardian will be unable to attend the field trip and must remain at the school with an alternative assignment.

Chaperones (over the age of 18) are welcome on most field trips. For liability purposes, siblings will not be allowed to attend. Students must ride the bus with their class to and from field trips. In some cases, we may ask for chaperones to provide their own transportation.

Chaperones will be required to complete an attestation form in the front office or present a valid fingerprint clearance card to attend field trips. Chaperones are asked to wear a red GAA shirt for field trips. They are available for purchase in the front office.

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 480.325.6100 to schedule an appointment with Lauren Arnold, school leader.

SCHOOL VOLUNTEERS

Parent Volunteers

To ensure the safety of our campus, visitors/volunteers are required to sign in at the front office and receive a visitor badge. Visitors will be asked to provide identification prior to receiving a visitor's badge. All visitors are subject to the approval of school administration. Administration may revoke a visitor's access to the campus at any time during a visit.

In order to minimize distraction, parents who wish to observe in a classroom are required to schedule an appointment and gain approval from the school administration in advance. Visitors/volunteers in the classroom or in the school are not allowed to have children accompany them. This policy ensures safety, minimizes classroom interruptions, and promotes full concentration of both students and volunteers/visitors on learning activities.

Because student safety is of utmost concern to us, volunteers are required to complete an attestation form in the front office or present a valid fingerprint clearance card. Administration will determine when a volunteer's amount of time present will require a valid fingerprint clearance card.

Siblings and other children are not allowed. Please dress appropriately while on campus.

Community Volunteers

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

CONDUCT OF VISITORS/GENERAL PUBLIC ON SCHOOL PROPERTY

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

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

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

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

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

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

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

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

EXCEPTIONAL STUDENT SERVICES

Child Find

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

The following child find activities are conducted by Gilbert Arts Academy to locate enrolled students with disabilities:

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

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

A free appropriate public education with a full continuum of services is available for eligible students with disabilities. If you suspect that your child has a disability and is eligible for services under ADA Section 504 or IDEA or have questions about child find activities,

please contact the school's exceptional student services coordinator or the school leader. You may also contact the Heidi Sinkovic, Director of Exceptional Student Services at 602-953-2933.

ADA Section 504

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

Grievance Procedure under ADA Section 504

Any person who believes she or he has been subjected to discrimination on the basis of disability by a student, staff member, or third party may file a grievance under the grievance procedure outlined in this handbook. Examples of disability discrimination can include, but are not limited to, disability-based harassment; limiting or denying a qualified individual with a disability in the enjoyment of any right, privilege, advantage, or opportunity enjoyed by others receiving an aid, benefit or service; and failing to make non-fundamental, reasonable modifications of "policies, practices or procedures" when such modification is necessary to accommodate individuals with disabilities.

Gilbert Arts 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 audio material for the blind, providing a scribe for submission of the complaint, or assuring a barrier-free location for the proceedings. The school leader will be responsible for such arrangements.

Special Education Services

Gilbert Arts Academy makes available special education and related services to all students.

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

Special Education Records Retention Notice

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

Procedural Safeguards

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

Referral and Evaluation

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

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

English Language Acquisition Services

Gilbert Arts 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 Stacy Hoffman, Director of ELAS at 602-953-2933.

FOOD AND NUTRITION

National School Lunch Program

Gilbert Arts Academy participates in the National School Lunch Program (NSLP). The NSLP is a Federal Program which provides nutritious meals at Free and Reduced cost to children that qualify. Families may apply for the programs by submitting a Household Income Application which is provided by the school. For assistance please contact the front office for further assistance.

Lunches must be pre-ordered & pre-paid monthly. Due to the fact that our lunches are catered, daily payment cannot be accepted. Student lunch cost \$3.00 for full priced or \$0.40 for reduced priced meals. Meals may be paid by cash or check. It is very important that you fill out a menu each month for each student, even if they qualify for free or reduced meals.

→ Students who are part of the free/reduced program who order and decide to bring a lunch instead, are responsible for the full cost of the meal ordered.

Lunch is served between 10:40 a.m. - 12:20 p.m. daily.

Non-discrimination Statement: This explains what to do if you believe you have been treated unfairly. In accordance with Federal Law and U.S. Department Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age or disability. To file a complaint of discrimination write USDA, Director, Office of Adjudication, 1400 Independence Avenue, SW Washington, D.C. 20250-9410 or call toll free (866) 632-3339 (Voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339 or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

Snacks

Students will have a daily snack time. Snacks are to be provided from home. We strictly enforce a “no sharing” rule. Healthy snacks are encouraged. GAA is a candy/soda free campus. Candies sent as snack or lunch will be returned home. Any snacks provided to classrooms for parties or special events must be store bought with a list of ingredients.

Birthdays

Treats must be store bought with a list of ingredients. We have many students on campus with allergies and/or restrictive diets; please contact your child’s teacher ahead of time so something may be planned for those students. Healthy treats welcome. Please do not bring whole cakes. Cupcakes or donuts are preferred.

Treats will be distributed during the last 15 minutes of the day. Siblings are not allowed in the classrooms.

Birthdays invitations are to be given to the teacher to be distributed at the end of the school day.

POSITIVE BEHAVIOR INTERVENTIONS SYSTEM

Proper behavior is very important to creating a successful and safe learning environment. GAA implements a school-wide Positive Behavior Intervention and Support (PBIS) System. PBIS is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining school-wide, classroom, and individual systems of support that improve behavior for all students.

The following are the school-wide expectations for all students at GAA:

GILBERT ARTS ACADEMY		Teachers will track student behavior in the following ways:
P Purpose	STAY FOCUSED COMPLETE YOUR WORK	<ul style="list-style-type: none">• Positive behaviors will be rewarded with "Mustang Bucks" which can be redeemed weekly for various privileges within the classroom. These will vary between classes.• Unwanted behaviors will be recorded on the Classroom Behavior Tracking Sheet.
R Respect	ALWAYS BE KIND USE YOUR MANNERS	When engaging in unwanted behaviors, students will: <ul style="list-style-type: none">o Receive a warning and a reminder of the correct/appropriate behavioro Take time away from activity and complete a Think Sheet to reflect on their behavior and how it is affecting their learning and/or that of their classmates,o Receive another warning and phone call home to parent will be made later in the dayo Be referred to the office for consequences.
I Integrity	BE HONEST DO THE RIGHT THING	
D Daring	TRY SOMETHING NEW BE SUPPORTIVE	PRIDE Parties will occur at the end of each quarter as a reward for students who consistently meet behavioral expectations. For Q1 & Q2 parties students may attend having received 10 or fewer checks. For Q3 & Q4 parties only students who have 6 or fewer checks may attend.
E Excellence	ALWAYS DO YOUR BEST WORK TO IMPROVE	Playground Rules

Please go over the playground rules with your student/s.

- **Play Safe.** Rough play could result in injuries.
 - Always walk on the sidewalks.
 - 2 finger tagging games only.
 - Stay in designated areas. Students should be able to see the teacher at all times.
 - Students are only allowed in classrooms when the teacher is present.
- **Share equipment and play fair.**
 - Swings- Count to 100 then it is the next student's turn.
- **Use equipment properly.**
 - Hanging by hands only on the monkey bars.
 - Feet first down the slide only. One at a time.
 - Keep the gravel, rocks and wood chips on the ground.
 - Swings should come to a complete stop before getting off.
 - Football, kickball, 4 square & soccer are the only "ball games" allowed.
- When a teacher blows the whistle, all games must stop and everyone lines up at their designated area.

DISCIPLINE POLICIES & PROCEDURES

Consequences of Misconduct on the Bus*

GAA does not offer transportation. The following rules apply for Field Trip purposes

The safety of students is a priority to Gilbert Arts Academy. Students must adhere to bus rules for all field trips. Students not adhering to bus rules will be disciplined and may have their bus privileges suspended or revoked for the remainder of the year. Any behavior which distracts the driver is considered a serious hazard to the safe operation of the bus, and as such, jeopardizes the safety of all passengers, the driver, and others. Please remember that riding the bus is a privilege, not a right, and as such the consequences of misconduct could result in your child being denied transportation. Please review the bus rules with your student.

Bus Rules

1. Obey the driver at all times.
2. All students must ride the assigned bus to and from the assigned stop.
3. Remain properly seated (facing forward, feet towards the floor and out of the aisle, back against the seat back) until the bus or vehicle has completely stopped and the door has been opened.
4. Keep the aisles clear: no feet, bags are allowed in the aisles. Backpacks or other items must be held in laps.
5. Keep hands, arms, feet, legs and head inside the vehicle.
6. Keep windows up at all times unless instructed otherwise by the driver.
7. Do not throw anything at the bus, inside the bus or from the bus.
8. No eating, drinking (other than water) allowed on school buses.
9. Maintain orderly conduct at bus stops or other designated loading/unloading spots.
10. Weapons, tobacco, alcohol, drugs, laser pointers, balloons of any kind are prohibited.
11. Glass items, large items or sharp objects are not to be transported on school buses.
12. No verbal or visual profanity or screaming while on the bus.
13. No perfumes, hairsprays, colognes, fragrances or other aerosols may be sprayed on the bus due to potential for serious respiratory reaction by others.
14. All athletic-type balls and equipment should remain in backpacks or bags at all times
15. All other school rules are enforced on the school bus.

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."

Gilbert Arts 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.

Bullying, Harassment, and Intimidation Policy

Gilbert Arts Academy is committed to providing all students with a safe learning environment where everyone is treated with respect. Gilbert Arts Academy expressly prohibits any acts of bullying, harassment, or intimidation. Additionally, soliciting others to engage in bullying, harassment, or intimidation is also expressly prohibited by Gilbert Arts Academy.

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

Definitions

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

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

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

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

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

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

Confidential Reporting

Students and parents/guardians have the right to confidentially report in writing to school administrators, teachers, or other staff members instances of bullying, harassment, and intimidation (A.R.S. § 15- 341(A)(37)). These reports will be shared with appropriate

school officials so that appropriate steps can be taken to ensure that all students have a learning environment that is safe emotionally, mentally, and physically. Reports must be made within thirty (30) calendar days of the last incident.

Reporting Incidents of Bullying or Hazing

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

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

Procedures for Investigation of the Report/Complaint

A school administrator shall investigate the incident or the activity within ten (10) instructional school days. Extension of the timeline may only be by necessity as determined by the Vice President of Academic Support. A school administrator shall check to see if an outside agency needs to be contacted (i.e., Department of Child Safety or local law enforcement authorities). A school administrator shall complete a Student Discipline Referral form if the student is found to have violated the bullying policy. Any student who has committed the act of bullying/harassment/intimidation, intentionally files a false report or has retaliated against another who has participated in any manner in an investigation, proceedings or hearing conducted in response to an investigation of bullying, will be subject to consequences in accordance with the school's code of conduct and ARS 15-341(37). All violations of this policy shall be treated in accordance with the appropriate procedures and penalties provided for in school policies related to the conduct and discipline of students, staff, and others. A complaint may be withdrawn at any time. If the person chooses to re-file the complaint, it must be re-filed within 30 calendar days of the original incident

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
Bomb Threats Threatening to cause harm using a bomb, dynamite, explosive, or arson-causing device -could be considered as a Threat to an Educational Institution	Minimum: Short-Term Suspension Maximum: Expulsion
Bullying Bullying is a real or perceived imbalance of power with the more powerful child or group showing either passive or direct aggression toward those who are less powerful. Bullying can be physical in form (e.g., pushing, hitting, kicking, spitting, stealing); verbal (e.g., making threats, taunting, teasing, name calling); psychological (e.g., social exclusion, spreading rumors, manipulating social relationships); or through the use of electronic devices or other social media communication.	Minimum: Personal Conference Maximum: Expulsion
Burglary The act of entering a building or other premises with the intent to commit theft	Minimum: Long-Term Suspension Maximum: Expulsion
Cell Phone Disturbance Any use of cellular phone during the school day (e.g. incoming/outgoing phone calls, text messaging, taking photos, music, etc.)	Minimum: Personal Conference/Confiscation of Item Maximum: Long-Term Suspension
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	Minimum: Personal Conference/Loss of Privileges

Any act which disrupts the normal educational process or violates any rules or procedures of a classroom	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
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 principal or principal designee	Minimum: Personal Conference Maximum: Short-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: <ul style="list-style-type: none"> • Involve themselves in other's problems • Confront authority as a group when one member has been disciplined • Act in an uncooperative and/or hostile manner as a group 	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 Contact District Compliance Officer. 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 Taking property, items, or services from another person or from the school without permission, copying of copyrighted material	Minimum: Personal Conference/Restitution Maximum: Expulsion/Restitution
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-alike, 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	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 (ARSS 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). Could be considered as a Threat to an Educational Institution	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	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.
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 - could be considered as a Threat to an Educational Institution	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 - could be considered as a Threat to an Educational Institution	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 - could be considered as a Threat to an Educational Institution	Minimum: Short-Term Suspension Maximum: Expulsion
Threatening or Intimidating Threatening or intimidating another person with a deadly weapon, dangerous instrument or simulated weapon - could be considered as a Threat to an Educational Institution	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 propulsion, such as a BB/pellet gun, slingshot, bow, or crossbow - could be considered as a Threat to an Educational Institution	Minimum: Long-Term Suspension Maximum: Expulsion
Other Weapon The possession, sale, use or distribution of other weapons such as a Billy Club, Brass Knuckles, knife, or Nunchucks, etc. - could be considered as a Threat to an Educational Institution	Minimum: Short-Term Suspension Maximum: Expulsion

STUDENT DISCIPLINE AND DUE PROCESS

Short-term Suspension

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

Informal Due Process

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

Decision Regarding Discipline:

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

Long-Term Suspension

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

Notice of Intent to Impose Long-Term Suspension:

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

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

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

6. The hearing may be rescheduled: (1) upon request of the parent(s)/guardian(s) or the administration, if good cause is shown; (2) upon written agreement of the parties; or (3) as deemed necessary by the hearing officer.

Decision

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

Appeal for Long-Term Suspension Decisions

1. The decision of long-term suspension may be appealed to the Governing Board. The appeal must be in writing and submitted to Mr. Ted Frederick, Governing Board President, 7878 N. 16th Street, Suite #150, Phoenix, AZ 85020 within five (5) working days after the decision has been hand-delivered or within (10) working days of the date the decision was mailed to the parent(s).
2. The notice of appeal shall indicate the specific factual and/or legal basis for the appeal.
3. The Governing Board shall review the appeal in executive session at its next regularly scheduled board meeting or within 14 working days, whichever is more appropriate.
4. The parent(s)/guardian(s) shall be provided notice of the date, time, and place of the executive session at which the appeal is to be considered by the Board; notice of their right to attend; and notice of their right to the minutes and testimony or to record the session at their own expense. The parent(s)/guardian(s) may object to having the review of the appeal considered in executive session. Such objections must be made in writing to the Board at least thirty-six (36) hours prior to the Governing Board meeting. Upon receipt of the objection, the review will be held in an open meeting once it is appropriately noticed on the Board agenda, but in no event later than the next regularly scheduled Board meeting after the objection is received.

Governing Board Decision:

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

Expulsion

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

The following procedures will be followed for all expulsions:

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

- g. The hearing officer may ask questions of the witnesses.
 - h. The administration will bear the burden of proof for the offenses alleged.
 - i. The hearing will be recorded either on tape or other appropriate manner. The student may tape-record the meeting at his/her own expense.
 - j. The student shall be allowed to remain in school pending the outcome of the hearing, unless the student's presence in school constitutes a danger to the student or others or unless a suspension has been imposed and is in effect.
8. The hearing may be rescheduled: (1) upon request of the parent(s)/guardian(s) or the administration, if good cause is shown; (2) upon written agreement of the parties; or (3) as deemed necessary by the governing board.

Decision

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

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

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

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

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

Student Rights

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

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

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 technique were used and an analysis of how future incidents may be avoided, including whether the student requires a functional behavioral assessment (FBA).

Law Enforcement

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

School Safety or Crisis Intervention Plans

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

NOTIFICATIONS

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.

Gilbert Arts 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. Gilbert Arts 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 Gilbert Arts Academy.

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

Title II, Title IV, Title IX:
Mary Berg, Vice President of Academic Support
7878 N. 16th St., Ste. 150
Phoenix, AZ 85020
602.953.2933
mary.berg@leonagroup.com

Section 504:
Heidi Sinkovic, Director of Exceptional Student Services
7878 N. 16th St., Ste. 150
Phoenix, AZ 85020
602.953.2933
heidi.sinkovic@leonagroup.com

National School Lunch Program:
Heather Williams, NSLP Administrator
7878 N. 16th St., Ste. 150
Phoenix, AZ 85020
602.953.2933
heather.williams@leonagroup.com

GRIEVANCE PROCEDURE

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

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

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

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

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

Gilbert Arts 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.

STUDENT RECORDS AND CONFIDENTIALITY

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

Gilbert Arts 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

Parent 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 specifying 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 procedure 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 disclosure 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

NOTICE FOR RELEASE OF STUDENT DIRECTORY INFORMATION

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

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

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

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

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

NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT

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

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

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

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

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

Inspect, upon request and before administration or use -

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

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

Gilbert Arts 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. Gilbert Arts Academy will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Gilbert Arts 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. Gilbert Arts 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 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

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 animal does not include other species of animals, whether wild or domestic or trained or untrained.

Gilbert Arts 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 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) bordetella, rabies. Miniature horse requests must provide proof of the following vaccinations: Equine Infectious Anemia (Coggins Test), rabies, tetanus, encephalomyelitis, rhinopneumonitis, 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.

SEXUAL HARASSMENT

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

Students engaging in sexual harassment of a staff member and/or another student are subject to discipline under the student code of conduct. Any student seeking relief under this policy should make a timely oral 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.

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)

Gilbert Arts Academy is proud to be managed by The Leona Group. The Leona Group is a private company that owns and manages schools throughout Arizona. The Leona Group was developed and is run by educators and business people with decades of experience in both fields and a commitment to all children. The group believes more opportunities should be available to parents

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

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

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

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

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

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

School	Grades	Location	Phone	Website
Advance U Elementary	Pre K - 4	449 E Southern Ave, Phoenix, AZ 85040	(602) 243-8531	www.advance-u.com
Alta Vista High School	9 - 12	5040 S Campbell Ave, Tucson, AZ 85706	(520) 294-4922	www.altavistahs.com
Apache Trail High School	9 - 12	945 Apache Trail, Apache Junction, AZ 85220	(480) 288-0337	www.apachetrailhs.com
Colegio Petite Elementary	K - 5	850 N Morley Ave, Nogales, AZ 85621	(520) 222-9213	www.colegioaz.com
Crestview Preparatory School	7 - 12	2616 E Greenway Rd , Phoenix, AZ 85032	(602) 765-9555	www.crestviewpreparatory.com
Desert Hills High School	9 - 12	1515 S Val Vista Dr, Gilbert, AZ 85296	(480) 813-1151	www.deserthillshs.com
Discover U Elementary	Pre K - 6	13226 N 113th Ave, Youngtown, AZ 85363	(623) 974-4827	www.discoverulearning.com
El Dorado High School	9 - 12	2200 N Arizona Ave # 17, Chandler, AZ 85225	(480) 726-9536	www.edhswolverines.com
Estrella High School	9 - 12	510 N Central Ave, Avondale, AZ 85323	(623) 932-6562	www.estrellahs.com
Gilbert Arts Academy	Pre K - 6	862 E Elliot Rd, Gilbert, AZ 85234	(480) 325-6100	www.gilbertartsacademy.com
Glenview College Preparatory HS	9 - 12	4730 W. Campbell Ave, Phoenix, AZ 85301	(602) 841-1221	www.glenviewcollegeprep.com
Havasuprepele Preparatory Academy	K - 8	3155 Maricopa Ave, Lake Havasu City, AZ 86406	(928) 854-4011	www.havasuprepele.com
Liberty Arts Academy	Pre K - 8	3015 S Power Rd, Mesa, AZ 85212	(480) 830-3444	www.libertyartsacademy.com
Maya High School	9 - 12	3660 W Glendale Ave, Phoenix, AZ 85051	(602) 242-3442	www.mayahs.com
Mission Heights Preparatory HS	9 - 12	1376 E Cottonwood Ln, Casa Grande, AZ 85122	(520) 836-9383	www.mhprep.com
Peoria Accelerated High School	9 - 12	8885 W Peoria Ave, Peoria, AZ 85345	(623) 979-0031	www.peoriabulldogs.com
Quest High School	9 - 12	217 E Olympic Dr, Phoenix, AZ 85042	(602) 243-8496	www.questhighschool.com
Skyview High School	9 - 12	4290 S Miller Rd, Buckeye, AZ 85326	(623) 386-6799	www.skyviewhs.com
South Pointe Elementary School	K - 5	2033 E Southern Ave, Phoenix, AZ 85040	(602) 276-1943	www.southpointelem.com
South Pointe High School	9 - 12	8325 S Central Ave, Phoenix, AZ 85042	(602) 243-0600	www.southpointehs.com
South Pointe Junior High School	6 - 8	217 E Olympic Dr, Phoenix, AZ 85042	(602) 243-8496	www.southpointejh.com
South Ridge High School	9 - 12	1122 S 67th Ave , Phoenix, AZ 85043	(623) 247-0106	www.southridgeprep.com
Summit High School	9 - 12	728 E McDowell Rd, Phoenix, AZ 85006	(602) 258-8959	www.summiths.com
Sun Valley High School	9 - 12	1143 S Lindsay Rd, Mesa, AZ 85204	(480) 497-4800	www.sunvalleymesa.com
Vista Grove Preparatory Academy	K - 8	2929 E Mckellips Rd, Mesa, AZ 85213	(480) 924-1500	www.vistagroveprep.com
West Phoenix High School	9 - 12	3835 W Thomas Rd, Phoenix, AZ 85019	(602) 269-1110	www.westphoenixhs.com



Gilbert Arts Academy is a member of The Kaizen Education Foundation (KEF) which was organized in 2008 as an Arizona nonprofit corporation. KEF operates as a nonprofit 501(c)(3) corporation.

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

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

- Apply for charter school applications
- 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

You may choose to print & fill out this page or fill out the Google form on the school's website.

Please read the following information carefully.

I understand and consent to the responsibilities outlined in the Gilbert Arts Academy Parent/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.

Student/s (Printed Name/s)

_____ Grade _____
_____ Grade _____
_____ Grade _____
_____ Grade _____

Parent/Guardian (Printed Name)

Parent/Guardian (Signature)

_____ Date _____