



Liberty Traditional Arizona Online Charter School

**Student/Parent Handbook
2021-2022**

Mission Statement

Liberty Traditional AOCS is committed to providing the highest quality education where children can achieve their full academic potential. This is accomplished through individualized instruction in core curriculum and a qualified teaching staff. We provide a safe, structured environment, which encourages the development of strong family values, where a child becomes not only a well-rounded scholastic student but also a lifelong responsible citizen.

School Phone Number: (520) 305-5002

School Website: <https://arizonaonlinecharterschool.org/>

Superintendent: Jackie Trujillo

Site Administrator: Megan Rodgers

Registrar: Kathy Munoz

Disclaimer

This handbook is not intended to create a contractual relationship with the student and/or parent; rather, it is intended to describe the school, its current practices, procedures, rules, and regulations (or code of conduct). **Rules and regulations in this handbook are in effect until the student receives the handbook for the next school year.**

Student Conduct and Expectations

Time Management

Time management is critical to success in an online course. Most activities can be completed individually, meaning students will need to develop a schedule that allows them to complete the required course work in a timely manner.

Sample Student Schedule

TIME	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM	Math	Math	Math	Math	Math
9:00 AM					
	Break	Break	Break	Break	Break
9:15 AM	ELA	ELA	ELA	ELA	ELA
10:15 AM					
	Break	Break	Break	Break	Break
10:30 AM	Social Studies				
11:30 AM					
	Break	Break	Break	Break	Break
12:00 PM	Science	Science	Science	Science	Science
1:00 PM					
	Break	Break	Break	Break	Break
1:15 PM	REACH	REACH	REACH	REACH	REACH
2:00 PM					
	Break	Break	Break	Break	Break
2:15 PM	Elective	Elective	Elective	Elective	Elective
3:00 PM					
	Close out day				

Communications

Although course work will be delivered entirely through an online format, communication with instructors and other students is key to successful completion of each course. Student/instructor communication will be completed primarily through our G-Suite platform with the use of email, instant messaging and video conferencing.

- **Student to Student-** students may be required to work with peers enrolled in the same course.
- **Student to Instructor-** Students are required to have an open line of communication with their instructor. This can be in the form of email, assignment submittal, instant messaging or video conferencing. The instructor will contact the parent/guardian if the student does not reply to messages in a timely manner. Instructors will respond to emails/voicemail messages within 24 business hours.

Netiquette Top 5

Netiquette is a set of guidelines that govern good manners on the internet. Here are the most important things to keep in mind when interacting with others online:

Cyberspace is Face-to-Face	When communicating online, always ask yourself: "Would I say these things to this person's face?" Don't take advantage of the fact that you're not face-to-face to say things that you wouldn't normally say.
Take Ten, Then Send	If you find yourself ready to hit send on an angry email, save the email in your drafts and do something else for a while. After ten minutes, go back and reread the email. Your words may look and sound much different after you've had a chance to calm down.
Treat others as you would like to be treated	Sometimes it's difficult to remember that another human being is behind the words on your screen. Therefore, before you post anything in a public space or send an email, ask yourself: How would I feel if I received this message? Is this how I would like to be treated?
State facts as facts and opinions as opinions	When talking online remember that people often write about their opinion as if it were fact. Read and contribute to posts and chats understanding that what's being discussed is opinion. Facts can be contradicted, but everyone is entitled to an opinion.
Be Smart- Look Smart	<p>People get to know you online through your writing. You are smart, so make sure your writing reflects your intelligence.</p> <p>Follow these rules to look smart online:</p> <ul style="list-style-type: none"> ● AVOID ALL CAPS AND EXCESSIVE PUNCTUATION!!!!!! IT LOOKS LIKE YOU'RE YELLING!!!!!!!

	<ul style="list-style-type: none"> ● Reread your emails to check for correct punctuation and grammar! Use spell check and grammar check to catch most of the mistakes. ● Keep your audience in mind. An informal writing style (full of abbreviations and slang) works well with your friends, but it's not appropriate when writing to acquaintances or strangers. When in doubt, use more formal writing style. You can switch to a more casual style once you get to know someone.
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District Wide Policies

Bullying Policy

Bullying behavior is prohibited, and may lead to disciplinary action including, but not limited to, meetings between parents and school staff, detentions, suspensions, or expulsion from Arizona Online Charter School.

Any suspected bullying behavior directed against a student should be reported to the child's teacher immediately.

Mutual conflicts, disagreements, or altercations between peers do not fall into the category of bullying behavior. In instances of bullying, there are clearly defined victims and bullies. A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending themselves. Bullying includes, but is not limited to, physical intimidation, physical abuse, threats, name calling, social isolation, gossiping, and the spreading of rumors insofar as they apply to the definition of bullying stated above.

This interpretation includes three important components:

- Bullying is aggressive behavior that involves unwanted, negative actions.
- Bullying involves a pattern of behavior repeated over time.
- Bullying involves an imbalance of power or strength.

Sexual Harassment

Sexual harassment of students by other students or adults associated with the school shall not be tolerated. A student who feels they are being sexually harassed is encouraged to bring the complaint to the attention of their teacher and the complaint will be investigated. If the student or family is dissatisfied with the findings of the investigation, the matter may be appealed in writing to the Superintendent. If the student or family is dissatisfied with the decision of the Superintendent, the matter may be appealed in writing to the Arizona Online Charter School School Board. If at any point in this process, the alleged offense is substantiated, any necessary and/or appropriate disciplinary action will be pursued.

Statement of Non-Discrimination

Arizona Online Charter School is committed to a policy of nondiscrimination in relation to race, color, religion, gender, age, national origin, or disability. This policy encompasses all matters concerning staff, students, the public, instructional programs, and services. Arizona Online Charter School will comply with all applicable federal, state, and local laws relating to educational programs and personnel management. (ARS 15-184)

Parent Information

Parental Involvement

Parents are invited and encouraged to play an active role in their child's education. This includes:

- attending parent/teacher meetings;
- communicating with teachers
- monitoring grades and homework;
- reading school newsletters/blogs/other means of digital communication;
- encouraging academic and behavioral responsibility.
- reading and following school requirements and policies

Family Portal

Attendance, grades, and assignments are accessible via a secure, real-time Web-based link called Powerschool Family Portal. At the beginning of the school year, all parents will be supplied with detailed information on how to access Family Portal for their student(s). Parents opt-in to receive updates via Google Classroom regarding missing and upcoming assignments. Monitoring of this parent portal is very important for the student's success in online learning.

Enrollment

General Enrollment Overview

Arizona Online Charter School, as a public charter school in Arizona, is subject to open enrollment laws. We shall enroll all eligible students and will not limit admission based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, or athletic ability. Our intent is for our enrollment policies and/or implementation of our enrollment policies to have no disproportionate or unjustified effect on a particular group or class of students.

Arizona Online Charter School will take all students on a first come, first enrolled basis except for siblings and staff children, who receive priority consideration. Should any grade level become full we will immediately create a wait list. If this is the case for any grade level at our schools, students will be called as a seat becomes available in those classrooms.

Enrollment: To complete the enrollment process:

- New students:
 - Complete the online registration process .
 - Provide proof the child meets the minimum age requirement of 5 years old by September 1st. (Exceptions may be made for those students that turn 5 before September 30th. Please see the registrar for more information)

- Provide proof of residency.
- Returning students:
 - Complete the online registration process.

Required immunization records must be submitted before a student can attend school.

Parents are asked to provide and update:

- Current contact information, including email.
- At least two emergency contacts.

Expulsions Arizona Online Charter School honors all other schools disciplinary procedures as well as the Arizona Revised Statutes option of not enrolling a student who was expelled or who was in the process of being expelled. (ARS 15-841) Students who transfer in during the school year will have all prior behavioral records requested to ensure that we honor both the other schools and the current statute.

Behavioral, Academic, and/or Attendance Contracts: Arizona Online Charter School strives to help every student be successful. A behavioral, academic and/or attendance contract between the school and the student may be required at any time for any student to ensure that the student is on the track towards academic success. These contracts are created at the discretion of the administration and are not optional.

Withdrawal: A parent/guardian wishing to withdraw their child/children must obtain a withdrawal form from the School Registrar.

Falsification of information on enrollment forms could result in the student's disenrollment.

Homeless Policy (McKinney-Vento)

Arizona Online Charter School enrolls homeless children and youth without barriers such as transportation, immunizations, birth certificates, school records, or other documentation. Staff and faculty are trained regarding removal of barriers to enrollment and appropriate treatment of homeless children and youth (HY&C). Homeless students are not stigmatized or segregated on the basis of their homeless status.

Arizona Online Charter School has a dispute resolution process that contains all the required components. HC&Y are enrolled in their school of choice until the dispute is settled. Our school delivers a decision in writing and parents are notified of their right to appeal.

Arizona Online Charter School provides Title One services to homeless students, transportation if necessary, and referrals to medical, dental, and mental health providers, as well as ensuring that students have the supplies necessary to perform daily academic tasks.

Each district school has a homeless liaison. This liaison ensures that HC&Y are identified, enrolled, and receive educational services. The liaison also informs parents of educational and related opportunities for their children and trains other staff regarding homelessness.

Annual Notification to Parents Regarding Confidentiality of Student Education Records

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

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school within 45 days of a request made to the school administrator. Schools are not required to provide copies of records unless it is impossible for parents or eligible students to review the records without copies. Schools may charge a fee for copies.
- Parents or eligible students have the right to request in writing that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:
 - School officials with legitimate educational interest
 - A school official is a person employed or contracted by the school to serve as an administrator, supervisor, teacher, or support staff member (including health staff, law enforcement personnel, attorney, auditor, or other similar roles); a person serving on the school board; or a parent or student serving on an official committee or assisting another school official in performing his or her tasks;
 - A legitimate educational interest means the review of records is necessary to fulfill a professional responsibility for the school;
 - Other schools to which a student is seeking to enroll;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies;
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, sports participation (including height and weight of athletes) and dates of attendance unless notified by the parents or eligible student that the school is not to disclose the information without consent.

Custody and Equal Access to Information

Both parents (and/or legal guardians) have equal access rights to their child unless the police or court system has severed or limited their parental rights. It is the parent's responsibility to provide the school with any court documents/findings that impact their child at school. The school cannot intervene in parental disputes and will not prevent any biological or legal guardian access to their child unless an order has been received from the courts, DCS, or police department stating otherwise.

Acceptable Use of Digital Resources Agreement for Students

Students at Arizona Online Charter School must develop the research, information fluency, and technology skills that will allow them to be successful in this digital world, as well as the skills necessary to live safely and ethically. Computer access and access to the Internet, digital communication and collaboration tools, and online learning spaces are critical to teaching these skills.

Failure to adhere to these policies, procedures, and guidelines for the use of school domain accounts may result in revocation or restriction of access privileges and / or disciplinary action as defined elsewhere in this handbook. In addition to the standard consequences for misbehavior, any domain misuse or illegal activities may result in contact with the student's parent/guardian, or if a violation of law has occurred, contact with law enforcement authorities.

Students will:

- Follow all school and classroom policies, procedures and guidelines when using their school accounts.
- Use their school account to create files and projects for school related work, research, and college and career planning.
- Keep their user names and passwords private.
- Treat others with respect and use appropriate language in all of their electronic interactions with others.
- Immediately tell a teacher or other adult staff member if they receive an electronic comment or communication that makes them feel uncomfortable, or if they accidentally access inappropriate materials, pictures, video, or websites.
- Respect the work and intellectual property rights of others, and will not intentionally copy, damage, or delete another user's work.
- Properly cite sources when using someone's information, pictures, media, or other work in their own projects and assignments.
- Respect the privacy of others.
- Limit all consumption of photography, video, audio recordings, and all other media to educational use.

Students will not:

- Use their school account to find, create, or send information to spread lies or misinformation; or harass, harm, or bully others.
- Use their account to gain unauthorized or inappropriate access to digital resources.
- Use, retrieve, store, or send improper language, pictures, or other digital content.
- Get from or give others answers to tests; search for and/or copy answers or information on the Internet or other electronic resources, copy and submit someone else's information or assignment as their own; or conduct other similar forms of electronic cheating.
- Access inappropriate resources.
- Share or post any personally identifiable information about any students that could help someone locate or contact students. This includes such things as e-mail address, full name, home or school address, phone number, parent's or guardian's names, and school name.

I understand:

- Use of school accounts is a privilege, which may be denied, revoked, or restricted at any time for misuse or abusive conduct.
- The school may monitor or restrict a user's account resources; and retrieve, alter, and delete any data created, received, or maintained by any user using school accounts.
- Use of online resources is at the student's own risk.
- The school is not responsible for any loss, damage, or unavailability of data stored on school accounts regardless of the cause.
- Online learning spaces and communication and collaboration tools should be treated as a classroom space, and language and behavior that is not appropriate in a physical classroom is not appropriate in online spaces, no matter what time of day those spaces are accessed.

- Assignments in online learning spaces are just like any other assignment in school, and students are expected to follow all policies and procedures in the *Student/Parent Handbook*, including all policies related to cheating, plagiarism, and acceptable use of resources.
- Personal electronic devices are at an increased risk of being stolen, misplaced, or damaged, and the District is not responsible for any damage or theft of personal property.
- Use of personal electronic devices during the school day should be limited to legitimate educational purposes.
- I may be subject to disciplinary action for using digital resources in violation of district policies, procedures, guidelines, or the *Student/Parent Handbook*.

Home Access and Monitoring

Parents/guardians are partners in providing guidance on Internet use, just as they do with other information sources such as television, radio, movies, and other possibly offensive media. Parents/guardians are responsible for monitoring their child's use of the Internet and access to digital resources, including online learning spaces, collaboration tools, and educational resources while the student is performing school requirements.

Parent and Guardian Rights

Parents/guardians have the right at any time to review the contents of their child's electronic and e-mail files. In the event that a parent/guardian has a serious concern regarding their child's safety and wishes to review their child's electronic files, they must submit their request in writing to the school principal. The request must include the student's name, a list of files or accounts, and the reason for requesting a copy of their child's files. The principal will work with the Information Technology Department to obtain copies of the files.

Curriculum and Academics

Arizona Online Charter School has a core curriculum that is aligned to the Arizona College & Career Readiness Standards. The curriculum stresses that students actively engage in the learning process with a focus on varied opportunities for functional use of the materials covered. An overview of the curriculum, grade by grade, is available on the school website.

Beyond Textbooks

Beyond Textbooks is a curriculum calendar of Arizona standards that chooses objectives based off of two attributes: endurance and readiness. It also has resources created by teachers for teachers. Assessments are provided that match the standards being taught and the rigor of how they are assessed. This system is used by the top schools in the state.

Common Formative Assessments

- **Formative assessments** are five-question quizzes given to students weekly to determine standard mastery.
 - Results are evaluated to determine whether students performed at a level of minimally proficient, partially proficient, proficient, or highly proficient.
 - Students who are determined to be proficient (4/5 correct) or highly proficient (5/5 correct) engage in daily enrichment activities for the following week.
 - Students who scored less than 4/5 go to daily re-teach sessions for the following week.

Grading and Assessments

- **Report cards:** Areas covered on the report card include: grades, character, attendance, and teacher comments.
 - All teachers will maintain a digital folder for each student that contains, at a minimum, a representation of the student's reading, writing, and math work completed throughout the year. This data will be used for both grading and conference purposes.
 - All skills and abilities taught and assessed at Arizona Online Charter School are considered mastered when the student demonstrates at least a 70% proficiency level.
- **AzM2:** Arizona's Measurement of Educational Readiness to Inform Teaching is a test designed specifically to measure each student's (3rd-8th grade) progress in learning the Arizona Academic Standards.
 - The two content areas tested are Mathematics and English Language Arts.
 - The Arizona Academic Standards are clear and concise statements of what ALL students are expected to know and be able to do at various stages of K-12 education.
 - Scores are reported in terms of four performance levels:
 - Highly Proficient;
 - Proficient;
 - Partially Proficient;
 - Minimally Proficient.
 - Any student who is Proficient or Highly Proficient has fulfilled the state requirements.
- **AIMS Science:** Arizona's Instrument to Measure Standards is a test designed specifically to measure each student's (4th and 8th grade) progress in learning the Arizona Academic Standards
 - The content area tested is Science.
 - Scores are reported in terms of four performance levels
 - Exceeds the Standards
 - Meets the Standards
 - Approaches the Standards
 - Falls Far Below the Standards
- **Performance Matters:** Performance Matters Assessments offer innovative, research-based, multi-method, customized assessments and curriculum tools that assist educators in meeting local, state, and federal requirements and be given this year as a pre, mid, and post test for K-8th grade.
- **Reading A-Z:** Reading A-Z is an online resource that provides easily accessible and developmentally appropriate teaching and learning solutions.

Intervention Services

- **Child Find Procedures:**
 - A free, appropriate, public education (FAPE), with a full continuum of services, is available to each and every student.
 - Child Find is a component of the Individuals with Disabilities Education Act (IDEA), which requires states to identify, locate, and evaluate all children with disabilities, aged birth to 21, who are in need of early intervention or special education services.
 - In compliance with federal legislation, Arizona Online Charter School has established specific Child Find policies and procedures:
 - Screenings will be implemented for all newly enrolled students and those transferring in without sufficient records.
 - The screenings will be completed within 45 calendar days of school entry.
 - The screenings will include consideration of academic or cognitive skills, vision, hearing, and communication, emotional, motor and adaptive development.

- o Review, referral, and follow-up will be done on screenings and documented in the child's cumulative file, with backup data on the Child Find Screening Log.
- o Arizona Online Charter School maintains documentation of and annually reports the number of children with disabilities within each disability category that have been identified, located and evaluated.
- o 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.

- **Title One:**

Title One "is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments."

At Arizona Online Charter School we use our Title 1 funds to ensure that all students have an opportunity to receive the services they need to be successful. Our services include full day Kindergarten, academic interventions in reading at all grade levels, academic interventions in math at all grade levels and small group instruction in classrooms to support instruction in all grades. Our students receive these opportunities through parent concerns, teacher concerns and/or test scores. Students can receive interventions for a limited time or an extended time based on individual needs. Title 1 is a federal program available to students schoolwide. Parents who have concerns about their child academically, should email the child's teacher.

- **Special Education:**

Arizona Online Charter School will make the following services available to all students with disabilities in accordance with the Individuals with Disabilities Education Act (IDEA) Amendments of 1997 and 2004:

- o A free, appropriate public education.
- o A fair, accurate and unbiased evaluation to assist in deciding special education and related services (e.g...Speech, Counseling, Occupational Therapy).
- o An individualized educational program (IEP) based upon student's individual capabilities and needs.
- o An education in the most typical setting in which the student can make academic progress (general education classroom/resource room).
- o The same array of academic, non-academic, physical education and extracurricular activities that are available to students without disabilities.

Arizona Online Charter School abides by the requirements of federal and state laws in serving students with disabilities, including the procedures and requirements applicable to charter schools under Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act (IDEA), A.R.S. § 15-761, et seq., and A.A.C. § R7-2-401, et seq. To the extent applicable to charter schools generally, and to the grade levels served by AOCS, AOCS's written special education policies and procedures are set forth in the most current version of the Arizona Department of Education's Policy & Procedure Checklist, which is incorporated herein and is [available electronically to school-based personnel and all parents here](#).

Inclusive Education Philosophy

Our School embraces the philosophy of full inclusion, believing that all special education students can best be educated in the general classroom. All students are individuals, with their own unique set of physical, intellectual, and psychological characteristics that influence their instructional needs. Our

teachers accept responsibility for meeting the needs of all students in the classroom. Classroom teachers modify, accommodate, and adjust teaching techniques and classroom activities to provide individualized instructional programs for each student. Special education staff support the regular classroom teachers with this process, as well as provide specialized services as determined by a child's Individual Education Plan (IEP).

Basic Beliefs and Expectations

Inclusive education for all students is our philosophy for delivering a Free and Appropriate Public Education for students with disabilities, placement decisions must be individually determined on the basis of each child's IEP.

- All students are educated within their general education classroom.
- All students learn and develop individually, and the curriculum is modified or adapted to allow students to progress at their individual level and pace. Students are not penalized for the inability to progress at their grade level
- General education teachers assume responsibility to teach and meet the cognitive, affective, and social needs of all students, with special education teachers and staff providing support.
- Teaching strategies that facilitate the education of multi-level abilities in each class are used by all teachers (e.g. cooperative learning, project learning, mastery learning, curriculum compacting, independent projects, flexible groupings, learning centers, and teaching to learning styles (e.g., visual, auditory, and kinesthetic learning))

Arizona Online Charter School will protect the rights of students and their parents throughout the special education process. Parents must approve the initial evaluation and placement of their child, will participate in developing the IEP, and will have advanced notice of proposed changes in their child's educational program.

Remediation/Incentives: The following policies have been enacted to focus attention on the value of academic achievement and to increase student accountability:

- **Rewards:**
 - Students who are proficient in either content area of the AzMERIT will receive a ribbon for that content area;
 - Students who are highly proficient in either content area of the AzMERIT will receive a medal for that content area;
 - Students who are proficient in one content area of the AzMERIT and highly proficient in the other will receive an LPA scholar jacket;
 - Students who are highly proficient in both content areas of the AzMERIT will also receive a trophy.
- **Interventions:**
 - No cost tutoring opportunities for all students struggling to maintain academic proficiency in core subjects.

Promotion Criteria

Promotion considerations will include the following:

- Attendance
- Grades
- Test scores
- Age
- Current achievement
- Social maturity
- Teacher and parent evaluation and judgment

Third Grade Retention: Arizona's Move on When Reading

Arizona's Move on When Reading policy is designed to provide students with evidence-based, effective reading instruction in kindergarten through third grade in order to position them for success as they progress through school, college, and career. The legislation in A.R.S §15-701, A.R.S §15-704, and A.R.S §15-211 explains the requirements for pupil promotion, early literacy instruction, and accountability for student achievement in reading.

ARS 15-701 requires that an Arizona student not be promoted from the third grade if the student scores far below the third grade level on the AzMERIT statewide assessment. A third grader who does not demonstrate sufficient reading skills may be promoted to fourth grade if the student:

1. Is an English Language Learner (ELL) who has received less than two year of English instruction.
2. Has a disability and the IEP team agrees promotion is appropriate or the student is in the process of being evaluated for an IEP.
3. Has been diagnosed with a significant reading impairment (including dyslexia).
4. Demonstrates sufficient reading skills or adequate progress toward sufficient reading skills through a collection of assessments approved by the State Board of Education.

Discipline

Character Counts/Family Values

Discipline is structured around the 6 Pillars of Character. The six pillars are: **Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.**

Students are expected to respect others by demonstrating the following behaviors: appropriate language and actions, listening and following directions, working and playing safely, working quietly, and being prepared to learn.

Positive Behavioral Interventions & Supports (PBIS)

- PBIS focuses on proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment.
- Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within AOCS has been implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms).
- Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results for students by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

Classroom Discipline Procedures

The first week of school, classroom teachers will introduce, define, and discuss individual classroom rules with their students. From one classroom to another, rules may vary depending on the individual teacher. Every teacher utilizes a progression of consequences for negative behavior, and emphasizes positive reinforcement for desirable behavior demonstrating specific character qualities (ARS 15-154.01).

No single strategy of discipline solves all behavior, attitude, and schoolwork related problems. A student who is sent to the principal's office may be subject to a parent phone call, lunch detention, after school

detention, in-school suspension or out-of-school suspension (short or long term), and/or expulsion, following the state guidelines. (ARS 15-841) For all long-term suspensions and expulsions, the student is entitled to due process and can appeal to the School Board. The administration will enforce disciplinary measures as deemed appropriate.

Behavior Modification Contracts

Cases of repetitive, unwanted behavior may warrant the implementation of a "behavior contract". A behavior contract will specifically outline undesired behaviors. It will also include a plan for positive modification and the number of probationary days. If the student is found in violation of this contract, the student may be called to speak with the School Board and may be expelled from AOCS.

Counseling Services

Counselors are available to all students, parents and teachers on a full-time basis. This service is available to help individuals with personal, social, school, or family concerns. Group counseling concerning a particular problem will be available as the need arises. *Counseling referrals may be made by the individual, teacher, principal, or parent.*

Health Services

Immunizations

Students can be enrolled without current or immediate proof of immunizations. However, **the student will not be able to come onto campus for sports or brick-and-mortar events or unless the parent submits documentary proof and they are not exempted from immunization pursuant to ARS 15-873.**

- Exemption forms are available on request.

A student may be allowed to attend if the student has received at least one dose of each of the required immunizations prescribed pursuant to ARS 36-672 and has established a schedule for the completion of required immunizations.

Homeless students have until the fifth calendar day after enrollment to provide proof of immunizations.

Documentary proof is not required for a student to be admitted to school if one of the following occurs:

- The parent or guardian of the pupil submits a signed statement to the school administrator stating that the parent or guardian has received information about immunizations provided by the Department of Health Services and understands the risks and benefits of immunization and the potential risks of non-immunization and that due to personal beliefs, the parent or guardian does not consent to the immunization of the pupil.
- The school administrator receives written certification which is signed by the parent or guardian and by a physician or a registered nurse practitioner that states that one or more of the required immunizations may be detrimental to the student's health and that indicates the specific nature and probable duration of the medical condition or circumstance which precludes immunization.

Arizona Department of Health Services requires that all incoming 6th graders (11 years old) are required to get the Tdap and Meningococcal immunizations.

- o These immunizations are also recommended for 5th graders as they turn 11 years old.

Screenings

Hearing screenings will be administered on-site to all students in Kindergarten, 1st, 2nd, 6th, all resource students, and to all incoming students.

Vision screenings are only conducted on resource students.

- If you do not want your child to have their hearing or vision screened, please notify us in writing within 10 days of registration.
- If your child does not pass any of the screenings, they will be rescreened within 30-45 days.
- If your student does not pass the second screening, you will be sent a referral in the mail. If you receive a referral, please follow up with your doctor as soon as possible and provide us with written information from the doctor regarding the results of the visit.

Chronic Illness

It is imperative the school is notified if your child has any significant conditions such as asthma, diabetes, allergies, heart disease, epilepsy, physical/mental disabilities and/or if there is a change in the status of any condition that would preclude them from participating in their academic plan.

The parent/guardian of a student with illnesses or conditions that may require accommodations must:

- Obtain a request for "Medical Certification of Student with Chronic Health Condition" form from the school.
 - Form must be completed by treating medical provider;
 - The medical provider will be asked to assess the following considerations:
 - The specific way in which the child's medical/mental condition may impact their ability to learn;
 - The nature of the health condition relevant to the student's anticipated activity level during absences;
 - Whether the condition is intermittent, temporary, or permanent in nature.
 - Completed form **must** be faxed to the school from the medical provider's office;
- Sign a FERPA release to facilitate communication between school staff and the student's medical provider(s), if requested.
- Submit a request for certification each school year.

Students with Disabilities

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

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

For additional information or to file a complaint, you may call the federal government at (202) 260-3887 (voice) or 1-800-8778339 (TDD) OR the Arizona Department of Education (ADE/ESS) at (602) 542-4013. Or you may contact:

Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202-5901	Arizona Department of Education Exceptional Student Services 1535 W. Jefferson, BIN 24 Phoenix, AZ 85007
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This notice is available in English and Spanish on the ADE website at www.ade.az.gov/ess/resources under forms. For assistance in obtaining this notice in other languages, contact the ADE/ESS at the above phone/address.

School Safety

Child Abuse/Neglect

According to ARS 13-3620, it is the legal obligation of Arizona Online Charter School staff to report situations of suspected child abuse and neglect. If an employee suspects child abuse or neglect, the employee will first notify school administration (including, but not limited to, school counselor, principal, assistant principal) and/or lead teacher prior to contacting authorities. After reviewing the situation with administration and/or a lead teacher, the employee with first-hand information about the situation will contact the Department of Child Services and/or law enforcement. Arizona Online Charter School employees will maintain strict confidentiality and speak with no individual beyond the designated school officials (i.e. nurse, counselor, principal) involved.

If any student or employee feels they are the victim of sexual abuse of any kind, they may directly contact Jackie Trujillo – Superintendent, jtprincipal@hotmail.com.