

# **Imagine Camelback**



## **Parent Handbook 2024-2025**

# 2023-2024

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The purpose of this handbook is to inform parent(s)/guardian(s) and students of the policies, procedures and regulations of Imagine Camelback (ISCB). Enrollment at ISCB represents a contractual agreement between the school, parent(s)/guardian(s), and students. Inherent in this contract is the agreement by the parent(s)/guardian(s) and students to adhere to the expressed and implied tenets of all ISCB's policies, procedures, regulations, philosophies, and Mission Statement.

**The Parent/Student Agreement Page must be signed by both guardian(s) and student and turned into the classroom teacher.**

# Office Faculty

**Ricardo Cordova, Principal**

**Ilse Roper, Business Manager**

**Derek Heck, Dean of Academics**

**Megan Walls, Dean of Students**

**Lisa Raymond, Office Manager**

**Charity Zarate, Registrar**

**Maritza Corrales, Front Office Receptionist**

**Regina Lopez, Health Aide**

**Adriana Salomon, Director of Marketing**

**Claudia Leon, Student Support Services**

## Purpose Statement - Vision

Imagine Camelback's vision to build a school community where teachers and staff plan and instruct in a learning environment that fosters positive character development and academic growth, while building relationships with each other, our students, parents, and community.

### Admission Policy



Imagine Schools admits students of any race, religion, color, gender, physical handicap, national or ethnic origin to all rights, privileges, programs, and activities made available at our schools. Preference is given to siblings of enrolled students and students of Imagine Schools' employees.\*See more information in appendix.

### Kindergarten Admission Policy

ISCB operates a full day kindergarten program. If your student turns five prior to December 31<sup>st</sup> of the academic school year, the student can be admitted into our kindergarten program.

### Admission for Kindergarten through Eighth Grade

Imagine Camelback requires parent(s)/guardian(s) to submit a certified birth certificate from the vital statistics of the state the student was born in. ISCB staff will make a copy of the birth certificate which will be maintained with the student's school records.

### Immunizations

**These requirements are the minimally acceptable number of immunizations:**

Arizona law requires students to be up to date on their immunizations to attend school. Documented proof of required vaccinations is needed for students entering Imagine Camelback. If an immunization would put your student at risk for medical reasons, you and the student's physician must sign a Request for Exemption form.

Personal or Religious Exemption forms are also available and can be obtained from the school health office. Exempt students will be excluded from school if there is an outbreak for which they have not been immunized.

Immunization	Kindergarten-Fifth
Hepatitis B	3 doses
*DtaP/DTP/DT	5 doses DtaP/DTP
**Polio	4 doses
*** Measles, Mumps, Rubella	2 doses
Chicken Pox (Varicella)	2 doses
Immunization	Sixth-Eighth
Meningococcal (MCV4)	1 dose at age 11
Tdap	1 dose at age 11

## Attendance On Site Learning

Students may be placed on an attendance contract at the administrators' discretion when a student has excessive absences in a nine-week quarter.

- Arizona law requires that a student be absent from school no more than 10% of the days school has been in session. If a student is absent more than (10) ten consecutive days those absences will result in a withdrawal according to the Arizona State Law (A.R.S. 15-901.A.02).

**State law requires that a legal guardian authorize a student's absence from school by notifying the school in advance or at the time of the absence.**

- If your student is absent and we do not hear from you, we will do our best to contact you by phone within two hours after the beginning of the school day. If there is no answer the student will be deemed "Unexcused" absence.
- You will have 24 hours from the time your child returns to school to provide documentation as to the reason for the absence.
- If the school office does not hear from you within 24 hours your student's attendance will remain "Unexcused".
- Please let us know if your student will be out of school for an extended period of time. If your student is absent 3 or more days, a doctor's excuse may be required. If no notice of authorization is received by one day after return, the absence will be considered unexcused.

## Absences

Absence is defined as a student's non-attendance in his/her assigned classroom during an assigned period. Recognized religious holidays are not subject to Arizona state statutes, but do require notification to the administration by the student's legal parent(s)/guardian(s) at least 24 hours in advance.

## Excused Absences

- Parent(s)/guardian(s) must contact the school no later than 8:00am (preferably earlier) on the day of the absence.
- Students will be considered unexcused (truant) if this procedure is not followed. Excused absences are granted for personal illness, doctor or dentist appointments, serious family tragedy, or suspension.

**Call 602.344.4624 and leave a message with the student's name, grade, homeroom teacher, reason for absence, and your name and contact number.**

## **Unexcused Absences**

Unexcused absences could be deemed truancy after administrative review. Unexcused absences include; but are not limited to: oversleeping, lack of a ride to school, working, personal business (includes haircut, interviews, etc.), vacation.

## **Chronic Illness**



We track chronic illnesses when a student is absent three days or more in succession. We require a doctor's note for cases such as these. A doctor's note is also needed with serious health issues which cause frequent absences.

## **Vacations and Trips during School**

We have many breaks scheduled into our school year; we would prefer that vacations be scheduled during these breaks. If necessary, your student may be withdrawn from enrollment. We would then ask you to re-enroll your student.

## **Tardy and Half-Day Absences**



Tardiness is viewed as a disruption to the classroom environment. An A.M. Tardy is given if a student arrives late to school (after 8:00am).

- Parents are required to park, escort their child into the office and sign them in while providing a reason for the late arrival to school. After a certain time, depending on grade level, a student may become half-day absent instead of tardy.
- A P.M. Tardy is given if a student returns after the lunch and recess period has ended for their grade level. Tardiness not only deprives the student of their Opportunity to Learn (as required by federal law), but it also disrupts the education of other students.
- If a student is to learn, he/she must be in his/her classroom prepared to work when class begins, therefore daily tardiness will result in a loss of privileges during recess, specials or lunch in order to make up the time that the student missed during instructional time. All tardy students must report to the front office **before** attending class.
- Students accumulating excessive tardies will have a meeting with the legal guardian(s) and administration to develop a plan to improve punctuality. The above philosophies holds true for students who are picked up early on a regular basis.

## **Release/Dismissal (Incorp. J-6511)**



If it is necessary to pick up your student early, the parent/guardian or pre-authorized adult must provide a picture ID and sign out the student in the front office. Please be aware that students can only be signed out by those adults listed on the student's emergency card, or those having a legal right to do so. Legal guardians are responsible for providing the office with court documents describing custody rights.

- ***Students may not wait in the office for parent(s)/guardian(s) unless they are ill. Students will remain in their classroom until they are signed out in the office.***

- *Students will not be released between 3:00pm to 3:30pm due to dismissal procedures taking place in the classrooms.*

## Re-enrollment

To secure your student's enrollment at ISCB for the next school year, you must officially complete the re-enrollment process. In January, re-enrollment forms will be sent home along with the spring deadline for re-enrollment.

## Withdrawals

Legal guardian(s) requesting to withdraw their student are asked to complete an official withdrawal form, an exit interview form, and arrange the return of all school books, materials and outstanding fees before records will be released to the new school.

- **We require at least 24 hours or one business day to determine what items need to be returned and/or what fees are needed to be paid prior to releasing the withdrawal form. Students cannot be withdrawn the same day that they attended school.**
- **Withdrawal form will not be given for summer withdrawals.**

## Student Records

A student's education records are located in the student file, which consists of two major areas: (a) permanent records, such as grade and attendance reports and health records, and (b) discipline records.

- **Authorization for Records Release**- this form gives the school permission to obtain all records pertaining to a given student from his/her previous school.

*Parents may request copies of their student's cumulative file and must put that request in writing and submit it to the office staff. The office reserves the right to charge \$.10/per copy. Please allow five days for processing.*

## CHILD SAFETY



### Custody

In cases where custody/visitation affects ISCB, the school will follow the most recent court order on file with ISCB. It is the responsibility of the custodial parent or of guardians having joint custody to provide ISCB with the most recent court order. If there are not custody papers on file, parents listed on the student's birth certificate have equal access to the student.

### Reporting Student Abuse

State law requires school employees to report reasonably suspected cases of neglect, non-accidental injury or sexual offenses against students to Student Protective Services or local law enforcement agencies.

People who are required to report reasonably suspected abuse are protected by state law from civil or criminal liability. Reports of student abuse are confidential records.

## Interviews Student Protective Services/ Law Enforcement

Interviews by Student Protective Services workers and law enforcement officers may be conducted at Imagine Camelback. Except under certain circumstances related to student abuse allegations, the school administrator may make a reasonable effort to notify the student's parent(s)/guardian(s) of the interview.  
\*more information in appendix

## Fire Drills/Evacuation

The school will have at least one fire drill per month during school hours and will practice one lock down drill per semester to prepare students for possible emergencies. Bus evacuation drills will be practiced twice a year.

- If a parent is on school grounds during a fire drill/evacuation or lockdown, the parent is also expected to participate in the drill. No students may leave campus during any drills.
- Parents will be contacted via phone blast if any of these events actually occur.

## Medical Information

It is imperative that you notify the school nurse if your child has a medical condition such as diabetes, seizure disorder, asthma, heart disease, allergies (food and environmental), or any other type of physical/emotional/mental disability.

## School Health Safety

**Please do not send your child to school if he/she has diarrhea, vomiting, a fever, rash, deep cough, or a communicable disease such as chickenpox, strep throat, pink eye or lice.**

- You will be notified if your child becomes ill enough to be sent home from school, sustains more than a minor injury, or has an emergency. It is the parent's responsibility to make arrangements to pick up an ill or injured child as promptly as possible. Ill or injured students cannot walk home.
- In an emergency situation where Student Health Services cannot locate a legal guardian for notification and disposition; paramedics will be called and the student transported to the nearest emergency facility. A legal guardian's signature on the Emergency Information and Immunization Record Card is consent for this course of action. The cost of these services will be the responsibility of a legal guardian.
- Any student having any of the following will need to be sent home: vomiting, having two bouts of diarrhea, evidence of possible pink eye, a rash or with a temperature of 100.0 degrees. A parent or guardian must pick these students up promptly.

***Children must be fever free (without medication) for 24 hours to return to school. Children must be diarrhea and vomiting free (without medication) 24 hours to return to school also.***

## Medications

A Parental Consent for Medication Assistance at School form must be completed in order for medications to be dispensed during the school day.

- All medications must be checked in with the School Health Aide and must bear a pharmacist's label with the recommended dosage. No medications, including over-the-counter (OTC) medications such as pain relievers, vitamins, and cough syrup, can be dispensed or used at school unless these guidelines are followed.
- The cost of OTC medication is the legal guardian's responsibility. If a student is taking a prescription medication on a regular basis because of a diagnosed medical condition, the legal guardian may be required to provide a patient physical examination record.
- The School Health Aide will contact you if this is required. If you fail to provide the necessary doctor's examination results, the school may no longer be able to administer the medication. Students are not permitted to have prescription or OTC medications in their possession on campus.

## Head Lice

ISCB students must be free of head lice and nits. It is important for parent(s)/guardian(s) to routinely check their student's hair for lice.

- Lice are small insects about the size of sesame seeds. Nits are tiny yellowish-white oval eggs attached to the hair.
- Nits do not come off easily like dandruff or lint. Lice do not jump or fly. They are transmitted via head-to-head contact, and personal articles such as hats, combs and pillows.
- Please remind your students not to share such things with others. When head lice are identified at school, the school health aide notifies parent(s)/guardian(s) of affected students and provides information on treatment of the hair and the household.

***Students must be free of head lice and nits after treatment in order to return to school.***

## Accidents, Reporting of Accidents

In case of any major injury that occurs in the classroom or on the school grounds, the person in charge at the time of the accident will report it to the school office, which will then notify the student's parent(s)/guardian(s) and or emergency contacts. In the event of an emergency, the student will be transported to the nearest hospital. The school is not responsible for reimbursement of medical expenses.

## Health and Accident Insurance

ISCB does not carry accident and health insurance for students' medical or dental costs if they are sick or injured during school activities. Parent(s)/guardian(s) are responsible for their students' or student of guardianship insurance.

## Traffic Guidelines

The following traffic patterns will be observed in the school parking lot:

- The campus speed limit is 5 miles per hour.
- All vehicles must observe all crosswalk markings by allowing pedestrians the right of way.
- No left turns permitted when exiting the parking lot.



## Parking Guidelines

- For the safety of all students, faculty, parent(s) guardian(s) and other visitors, drivers are requested to refrain from using cellular telephones while driving on school property.
- Handicapped designated parking is not for the general public.
- Drivers must exercise special care when backing from parking spaces. Be especially alert for parent(s) guardian(s) and students walking between cars.
- Parent(s) guardian(s) must maintain control of their students when walking to or from their vehicles. Care must be taken when walking between vehicles and across the parking lot without the benefit of crosswalks.

## Imagine camelback Drop-off and Pick- up Driving Route

For the Safety of our students, parents and neighbors, we are asking all parents dropping off to follow this map for entering and exiting the campus during the morning drop. This will be in effect starting the first day of school.

## Imagine Camelback la ruta para dejar y recoger

Para la seguridad de nuestros estudiantes, padres y vecinos, les pedimos a todos los padres que sigan este mapa para entrar y salir del estacionamiento durante la mañana. Esto estará en efecto a partir del primer día de clases.



## STUDENT LIFE



### Hours of Operation

Breakfast is served in the classroom starting at 7:45 am and the school's instructional day begins promptly at 8:00 am and has a staggered dismissal schedule. We offer ICARE beginning at 6:30 am.

### School Hours

#### Regular School Day

Kindergarten (full)	8:00am-3:15pm
1 <sup>st</sup> Grade	8:00am-3:25pm
2 <sup>nd</sup> Grade	8:00am-3:25pm
3 <sup>rd</sup> -5 <sup>th</sup> Grades	8:00am-3:30pm
6 <sup>th</sup> -8 <sup>th</sup> Grades	8:00 am-3:35pm

#### Early Dismissal

Kindergarten	8:00am-12:15pm
1 <sup>st</sup> Grade	8:00am-12:25pm
2 <sup>nd</sup> Grade	8:00am-12:25pm
3 <sup>rd</sup> -5 <sup>th</sup> Grades	8:00am-12:30pm
6 <sup>th</sup> -8 <sup>th</sup> Grades	8:00 am-12:35pm

Early Dismissal Days: Camel Watch is available for students at a cost of \$5.00 per student. A form must be filled out at the front office and the \$5 submitted before 9am of the day Camel Watch

### Media Waiver

People and groups interested in our program may visit the school. If for any reason, you do not wish to have your student photographed, videotaped, or otherwise contacted by the media, please inform the school office in writing or indicate on the student media release form.

### Phone Calls



If you are calling with an emergency we will promptly contact your student.

- If you are calling to talk to a teacher during school hours, your call will be transferred to voice mail and the teacher will contact you within 24 hours.
- If you are calling to say that you will be late for a pick-up, we will let your student's teacher know. If you are arriving after our 15 dismissal pick up window, you will be charged \$5 per child that was left at school late.
- We will only call students to the office for pick-up when you as a parent/guardian are present and have signed your student out in the student sign-out log.

will happen. Students must be picked up by 3:30pm from Camel Watch.

### Parent(s)/Guardian(s)-Teacher Conferences

A parent/guardian may request a meeting with their student's teacher at a mutually agreed upon time.

### Academic Parent Teacher Team (APTT)

During the school year Imagine Camelback will host APPT Program as the Parent Teacher Conferences. Once a semester the teacher will hold a meeting where parents will hear the student's progress, in reference to the goal, and be educated on strategies to use at home to help their student meet the goal. Parent(s)/Guardian(s) participation in this program is crucial to student success.

### Voice Mail

Each teacher has a voice mail box.

Parent(s)/guardian(s) may leave messages.

Parent(s)/guardian(s) can expect a return call from the teacher within 24 hours (excluding holidays and weekends).

## Guest Guidelines

Visitation must be restricted to the class in which your student is a member and limited to 10 minutes. No students, who are not enrolled in ISCB, will be allowed to shadow our students.

We maintain the open door policy at Imagine Camelback. Parent(s)/guardian(s) are encouraged to visit their student's classrooms.

- Between 7:30 a.m. and 3:15 p.m. parent(s)/guardian(s) are required to sign-in and submit a form of identification to the front office staff, and obtain and wear a visitor's badge.
- Arrangements should be made directly with the classroom teacher *prior* to classroom visits.
- Classroom visits are not times for parent/guardian teacher conferences. Please remember to wear school appropriate attire at all time while on campus.



## Volunteers

Volunteers are valuable and greatly appreciated! Volunteers must sign in and out at the front desk and wear a school's visitor badge.

## Birthdays/Classroom Parties

Students are permitted to celebrate their birthday in the classroom. Please notify teachers prior to the celebration. Edible items must be store bought and inspected by the health aid before taken into the class.

## Power School Access

We maintain our records on a student management system called Power School. You will receive an access code and will be able to view your student's grades and lunch balance. If you do not receive a code, you may request the information from the front office at any time.



## Computer Software Access

Each student will receive a computer password which they will use to gain access to all of our software. Students will not be permitted to use any school computer until an Internet Agreement Form is signed.

## Solicitation

Solicitation, of or by any student, parent or staff member on school property for any cause except those authorized by the principal, is strictly prohibited.

## Electronic Mail

In addition to voicemail, administration and faculty may be contacted via e-mail. Refer to individual staff members or visit the school website for e-mail addresses.

## STANDARDIZED TESTING

Imagine Schools at Camelback uses two types of assessments (a) criterion-referenced and (b) norm-referenced. Criterion-referenced tests, such as final exams, Galileo, AIMS Science, or AZMerit tests show us if students have mastered material that should be learned in class. Norm-referenced tests, such as STAR, tell us how one student's academic performance compares to that of other students nationally. These two types of tests allow us to monitor student, class, grade level, and school academic achievement.

The following tests are administered at Imagine Schools at Camelback:

Test	Grades	When Tested
DIBELS*	K – 3 <sup>rd</sup>	Fall, Winter & Spring
Galileo	K-8 <sup>th</sup>	Fall, Winter & Spring
STAR	K– 8 <sup>th</sup>	Fall, Winter & Spring
ASSA	3 <sup>rd</sup> -8 <sup>th</sup>	Spring

\*Required by state of Arizona

Copying another student's answers, stealing tests and other reportable offenses, which would result in test scores not accurately reflecting what a student learned, may lead to a variety of punishments up to and including suspension from ISCB and any additional sanctions imposed by the Arizona Department of Education.

ELL Program Overview

\*See Appendix for more information.

### Sexual Harassment

Sexual harassment by staff or by students is prohibited on campuses and during school related circumstances. Any sexual advances, requests for sexual favors and other unwelcome written, verbal or physical conduct of a sexual nature may, in certain circumstances, constitute sexual harassment.

If a student believes he, or she, or another student, has been subject to sexual harassment, the student should report the behavior to the school administrator within 15 days from when the harassment occurred. A substantiated charge of sexual harassment will lead to disciplinary action.

### National School Lunch Program

#### Food Service

Students are not permitted to leave campus for lunch. Students should bring their own lunch or eat the hot lunch provided by the school.

Please do not send soda/pop as it can explode and ruin textbooks and supplies

Imagine Schools at Camelback participates in the National School Lunch Program. Your student may qualify for free lunch. Our meal service offers your student a variety of nutritious entrees, low-fat milk,, fresh fruits, and vegetables. School meals provide a portion of the recommended daily allowance for calories, protein, calcium, iron, vitamin C and vitamin A. They meet the Dietary Guidelines for Americans, which includes meals that are low in fat.

## **Rights under Title IX**

**\*See Appendix for more information**

## **Parents' Rights and Responsibilities (FERPA)**

### **Destruction of Education Records**

The district holds all psychological and special education records of students in permanent storage after those students have been removed from special education, have been withdrawn from the district, or have graduated.

**\*See appendix for more information**

## **Equal Educational and Employment Opportunity**

It is the policy of Imagine Schools to maintain a nondiscriminatory learning environment and to ensure that students are free from discrimination in any district program or activity based on race, color, ethnicity, national origin, gender, religion or disability.

**\*See appendix for more information**

## **Required Forms**

Every student is required to complete and submit the following forms as part of the registration process to be filed in their cumulative folder. For assistance in completing forms, please contact the school principal or the office manager.

- Proof of the child's age
- Registration and Enrollment Form- this form is used to record all basic information about the student and the family, including home, work and emergency telephone numbers
- Medical Forms- this set of forms must be submitted for all students before student actually starts school

## **Protection of Pupil Rights Amendment**

The Protection of Pupil Rights Amendment gives parents and eligible students (emancipated minors or students who are 18 years of age or older) certain rights regarding protected personal information, instructional materials, physical exams and health screenings. **\*See appendix for more information**

## **Student Education Records**

Parents have the right to inspect and review all education records, and are entitled to all other rights guaranteed by the Family Educational Rights and Privacy Act. **\*See appendix for more information on FERPA**

**The Individuals with Disabilities Education Act (IDEA)** is a federal law that protects the rights of students with disabilities and requires school districts, charter schools and other public education agencies (hereafter referred to as the "school") to provide a free, appropriate public education to eligible children with disabilities.

**\*See Appendix for more information**

# CONFLICT RESOLUTION



**Whenever possible, classroom concerns should be communicated directly with the teacher. Please call to make an appointment with the teacher before the administration is contacted.**

**Teachers are not allowed to be interrupted in their teaching or tutoring to handle impromptu parent(s)/guardian(s) conferences. Please schedule an appointment with the teacher.**

- If the conference does not solve the concern, the next step is to seek resolution with the administration. It may be necessary to hold a meeting with the teacher, parent(s) guardian(s), student, and administration.
- If communication with the teacher and administration does not resolve an issue and parent(s) guardian(s) wish to pursue the matter, then appeals and complaints may be brought to the regional director.
- Parent(s)/guardian(s) also have the right to appeal to the Board in writing. The decisions of the Board may not be appealed. All decisions of the Board are final.

## Character Education and Core Values

The purpose of the Character Education program is to integrate positive character core values in the whole school environment. Developing positive character core values among youth is vital in today's society.

The values focus on the attitudes and personal qualities that we all expect of each other as positive, productive citizens. Successfully instilling quality character core values lays a foundation for later success in life. The Character Education program is embedded within the curriculum and is a daily focus of both students and staff members. Check school newsletters for the character values practiced each month.

We have looked to staff, families and our students to determine what our students at Camelback will practice in our character education program and what our 5 core values will be for our campus. We have voted as a school community on 5 core values, Respect, Caring, Trustworthiness, Responsibility, and Determination. On campus we show commitment to practicing each core value, daily. Each month we will focus on a new trait as a community and become better citizens, together!

### **The Six Core Values of Character make us Terrific!**

- ★ Respect- Treating others the way you want to be treated.
- ★ Caring- The idea of being kind, thoughtful, sharing with others, helping those around you.
- ★ Trustworthiness- The ability to be honest, dependable and reliable.
- ★ Responsibility- Being dependable, making good choices and taking accountability for your actions.
- ★ Commitment: An agreement or pledge to do something. A promise to do a task or act in a particular way.
- ★ Determination: The inner strength to pursue a goal or a task.

# 21<sup>st</sup> CCLC – Extended Day Program

An exciting, extended day program is happening in the Imagine School Camelback District. It is called the **21<sup>st</sup> Century Community Learning Centers**. 21<sup>st</sup> CCLC will offer many opportunities for students to improve their academic skills while participating in fun, positive and enriching after school activities!

## What is the 21<sup>st</sup> CCLC Program?

### **Academic Achievement ~ Enrichment Opportunities ~ Family Literacy Services**

21<sup>st</sup> CCLC is a state funded program, under No Child Left Behind, designed to provide extended learning and enrichment opportunities to students and parents. Activities and classes are provided at each school in Imagine Schools. Each 21<sup>st</sup> CCLC will be open 2 to 3 hours after school for planned activities, Monday through Thursday and in some cases, Fridays. 21<sup>st</sup> CCLC activities will be held throughout the school year and in the summer.

## **COST**

- ☆ The Program is offered to all students **free** of cost. There may be a small materials and supply fee for certain activities and/or field trips.

## **SNACKS**

- ☆ A free after school snack will be provided for all registered participants in accordance with USDA guidelines. Our campus partners with Saint Mary's Food Bank and receives hot meals for all of our students.

## **TRANSPORTATION**

- ☆ Our program is parent or guardian pick up only

## **HOLIDAYS / EARLY RELEASE / HALF DAYS**

- ☆ There will be **no** programming on school holidays/Early release/ Half Days

## **REGISTRATION**

- ☆ ***Students may not begin the program until all of their registration materials are received.***

## **GENERAL RULES FOR PARTICIPANTS**

- ☆ All school rules will be enforced. Respect all staff, other participants and property.
- ☆ No inappropriate language, fighting, or stealing.
- ☆ Follow all directions from staff.
- ☆ Ask permission when leaving program areas.
- ☆ Once a participant signs out, they will not be allowed back on campus unless a parent accompanies them.

**Imagine Camelback**



**Student Handbook**



# 2024-2025

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## Character Education and Core Values

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- ★ Responsibility- Being dependable, making good choices and taking accountability for your actions.
- ★ Commitment: An agreement or pledge to do something. A promise to do a task or act in a particular way.
- ★ Determination: The inner strength to pursue a goal or a task.



# STUDENT CODE OF CONDUCT

## Conduct Skills Grading Scale

### Conduct Grading Scale for Report Cards (1<sup>st</sup>- 8<sup>th</sup> Grade)

#### **A=Excellent**

The letter “A” indicates that in the teacher’s judgment the student’s conduct has exceeded conduct standards. The student consistently performs at a level above that which is expected.

#### **B=Satisfactory**

The letter “B” indicates that in the teacher’s judgment the student’s conduct has met conduct standards. The student is performing at a level commensurate with expectations.

#### **C=Needs Improvement**

The letter “C” indicates that in the teacher’s judgment the student’s conduct approaches conduct standards. The student is not performing at a level commensurate with expectations.

#### **D=Unsatisfactory**

The letter “D” indicates that in the teacher’s judgment the student’s conduct falls far below conduct standards. The student is not performing at a level commensurate with expectations.

## Conduct Grading Scale for Kindergarten

#### **E=Excellent**

The letter “E” indicates that in the teacher’s judgment the student’s conduct has exceeded conduct standards. The student consistently performs at a level above that which is expected.

#### **S=Satisfactory**

The letter “S” indicates that in the teacher’s judgment the student’s conduct has met conduct standards. The student is performing at a level commensurate with expectations.

#### **N=Needs Improvement**

The letter “N” indicates that in the teacher’s judgment the student’s conduct approaches conduct standards. The student is not performing at a level commensurate with expectations.

#### **U=Unsatisfactory**

The letter “U” indicates that in the teacher’s judgment the student’s conduct falls far below conduct standards. The student is not performing at a level commensurate with expectations.

ISCB places a great deal of emphasis on the character development of each student. Progress is most often recognized by outward actions toward others. With this in mind, students are expected to demonstrate an attitude of respect for their peers as well as adults. In addition, respect for the property of another is expected. This includes school property and the personal effects of others.

*ISCB students will not engage in or exhibit any activity that:*

- ☐ Adversely affects the educational activities of other students.
- ☐ Adversely affects the teacher’s ability to teach.
- ☐ Adversely affects the orderly operation of the school.
- ☐ Places themselves, fellow students, or staff in danger.

The following character qualities are expected of all students in adherence to our Mission Statement.

<input type="checkbox"/> <i>Responsibility</i> for learning, class work and personal behaviors.	<input type="checkbox"/> <i>Compassion</i> towards others.
<input type="checkbox"/> <i>Virtue</i> in speech and actions.	<input type="checkbox"/> <i>Orderliness</i> in property and person.

<input type="checkbox"/> <i>Punctuality</i> in assignments and attendance.	<input type="checkbox"/> <i>Self Control</i> in speech, actions and emotions.
<input type="checkbox"/> <i>Obedience</i> of rules and authority.	

## Imagine Camelback Conduct Rubric

Category	A	B	C	D
<b>RESPECT FOR ALL</b>	I always go above and beyond to treat others, materials and myself with respect. I always speak politely. I always use good manners. I don't hit, or threaten others. I am considerate and helpful. I always deal peacefully with disagreements.	I usually use respect by speaking politely to others and use actions to treat others, materials and myself with respect. I frequently use good manners, and I am usually considerate. And solve disagreements peacefully.	I sometimes have an attitude, and use mean language. Sometimes it is difficult for me to keep my hands to myself. I do not always make good choices with my actions towards other people or objects.	I frequently use mean words. I have trouble treating objects with respect. I do not use good manners. I use bad language.
<b>CARING FOR OTHERS, ADULTS, AND MATERIALS</b>	I am always kind, inclusive, and polite to all peers and adults in both my actions and word choices. I always am compassionate, and show others that I care. I always express gratitude and forgiveness towards others. I always help others in need.	I usually am kind, inclusive, and polite to all peers and adults in both my actions and word choices. I am usually compassionate, and show others that I care. I usually express gratitude and forgiveness towards others. I usually help others in need.	Sometimes I am kind, inclusive, and polite to all peers and adults in both my actions and word choices. Sometimes I am compassionate, and show others that I care. Sometimes I express gratitude and forgiveness towards others. I sometimes help others in need.	I frequently choose to be unkind and impolite to all peers and adults in both my actions and word choices. I seldom am uncompassionate, and do not show others that I care. I seldom express gratitude and forgiveness towards others. I seldom help others in need.
<b>CITIZENSHIP IN THE CLASSROOM</b>	I am always cooperative. I always show respect for, and follow rules. I speak only when appropriate and stay in seat unless given permission to get up. I do what I can to help my teacher and classmates. I always participate in class and school affairs.	I usually cooperate. I usually show respect and follows classroom rules. I sometimes help the teacher and classmates. I usually participate in class and school affairs.	I sometimes follow most classroom rules. I only participate in class sometimes and I don't really participate in class and/or school affairs.	I frequently choose to disobey or ignore class rules. I do not really help my fellow classmates or teacher. I seldom participate in class and/or school affairs.
<b>FAIRNESS IN PARTICIPATION</b>	I always participate in class appropriately. I always raise my hand and wait to be called on before asking questions. I always follow along and know what is happening in class. I always participate with my partner, in small groups, and whole groups with my own thoughts and ideas. I always take turns, share ideas and listen to others.	I usually participate in class appropriately. I always raise my hand and wait to be called on before asking questions. I always follow along and know what is happening in class. I always participate with my partner, in small groups, and whole groups with my own thoughts and ideas. I always take turns, share ideas and listen to others.	I sometimes participate in class. I raise my hand, but sometimes answer out of turn. Sometimes I interrupt others. I sometimes do not follow along so I don't know what is happening in class.	I frequently speak without raising my hand. Most of the time I do not pay attention in class. I do not listen to others.
<b>TRUSTWORTHINESS WITH CLASS WORK</b>	I always turn in my own ideas when I complete class work. I participate with my partner, in small group, and whole group with my own	I usually turn in my own ideas when I complete class work. I participate with my partner, in small group, and whole group with my own thoughts	I sometimes turn in my own ideas when I complete class work. I have difficulty working with my partner, small group or whole group during activities.	I frequently choose not to work with my partner, in a small group, or during whole group. I do not turn in my assignments when they are due.

	thoughts and ideas. I always turn in my assignments on time and always do my best.	and ideas. I usually turn in my assignments on time and try to do my best.	Sometimes I do not turn in my assignments when they are due.	
<b>RESPONSIBILITY WITH HOMEWORK</b>	I always have my homework. It is always neat and completed accurately. The teacher does not need to remind me to turn in my homework. I am self-motivated to learn and ask questions when I don't understand a concept.	I usually have my homework. It is usually neat and usually completed. On occasion the teacher needs to remind me to turn in my homework. I usually am self-motivated to learn and will periodically ask questions when I don't understand a concept.	Sometimes I have my homework. It is not as neat as it should be and may not be thoroughly completed. My teacher needs to frequently remind me to turn in my homework. I sometimes am self-motivated to learn and on occasion I will ask questions when I don't understand a concept.	I frequently do not have my homework. It is rarely neat and completed. When my teacher reminds me to turn in my homework I rarely have it completed. I do not take it upon myself to learn the concepts that the teacher is trying to help me learn, therefore I rarely ask questions when I don't understand a concept.

## Standards of Dress Code



All students are expected to adhere to the following standard of dress guidelines while on campus or while attending an off campus, school sponsored activity. All final decisions regarding appropriateness of uniform, headwear, shoes, hairstyle, or appearance in general, is left to the decision of the administrative team.

### GIRLS

- Polo shirts (long or short sleeve) *Hunter Green, Navy Blue, Burgundy or White*
- Skorts, skirts, or shorts (no more than three inches above the knee) *Navy Blue or Khaki*
- Pants (all shorts/pants with belt loops require a belt) *Navy or Khaki*
- Close-toed shoes

### BOYS

- Polo shirts (long or short sleeve) *Hunter Green, Navy Blue, Burgundy or White*
- Shorts (length not to be below the knee) *Navy Blue or Khaki*
- Pants (all shorts/pants with belt loops require a belt) *Navy Blue or Khaki*
- Close-toed shoes

### OPTIONAL

- Sweatshirts (solid colors only, no writing or logos) *Hunter Green, Navy Blue, Burgundy or White (No other sweatshirt will be worn while on campus or on the bus)*
- Cardigan Sweaters, *Hunter Green, Navy Blue, Burgundy or White*
- Undershirts *Hunter Green, Navy Blue, Burgundy or White*

## More Uniform Descriptions

### Shirt Requirements:

- No logos of any kind shall be on the shirt.
- All shirts must be tucked in at all times
- No sleeveless shirts are allowed.
- Only Imagine Camelback logo shirts will be allowed to be worn on Fridays.
- No handwriting of any kind is allowed on the shirt.
- No printed tee shirts or colored tee shirt, are to be worn under the uniform shirt; only white is acceptable.
- Button down, turtleneck, and mock turtleneck shirts are acceptable.
- Shirts/tops/blouses must be tucked in at all times.
- Shirts/tops/blouses must be long enough to stay tucked in with your arms raised.
- Shirts that are oversized or too tight are not allowed.

- School athletics issued jerseys/uniforms are allowed on game days only and should be worn over the appropriate collared shirt.
- No undergarments may show.

#### Pants/Shorts Requirements:

- No athletic wear is allowed. This includes fleece, spandex, and nylon (windbreaker material).
- All bottoms must be hemmed with thread. They cannot be cuffed up or stapled up.
- The length of the pants may not cover shoes or be dragging on the floor.
- No logos of any kind including athletic and/or professional sports logos.
- Shorts may cover the knee but may not go past the knee.
- Shorts and skirts must be as long as the end of the fingers when arms are at the side.
- Slits in skirts, dresses, or pants are not allowed.
- No oversized/baggy/loose fit pants or shorts will be allowed.

#### Unacceptable Attire:

- Levi's/denim material
- Overalls
- Corduroy material
- Velour or Velvet material
- Fleece, spandex, nylon material
- Capri style pants/shorts with large side pockets
- Slits/cuts on sides of leg seams
- Cargo pants/shorts

No undergarments may show. Girls may wear shorts under their skirts provided they do not show.

Belts are required. No initials/designs/printing on buckles or hanging belts are allowed.

No caps, hats, or any type of headwear is allowed. If headwear is required for religious purpose it must be schools colors

Students must wear covered footwear only.



- No slippers, thongs, open-toed/open heeled sandals/shoes, or high heels may be worn.
- Platform shoes of any kind are not allowed.
- Socks are recommended at all times.
- Any footwear apparel such as shoelaces or emblems cannot be altered from original manufacture's design. No colored shoelaces.

Sunglasses are not allowed at school.

Stockings and socks are recommended at all times.

- Socks and nylons/stockings can be no longer than mid-calf.
- Socks and nylons/stockings must be plain, with no designs.
- Socks and nylons/stockings may only be burgundy, navy, white, or hunter green. No other colors are allowed to be worn.

Winter Wear Policy –



During the winter months, students will only be allowed to wear all white, hunter green, burgundy, or navy blue jackets, sweaters, or sweatshirts.

- No logos of any kind.
- No stripes or decorations of any kind.
- No writing/printing of any kind.
- School issued sweatshirts will be allowed.
- Collars of the uniform shirt must be exposed over all sweatshirts at all times.

Any buttons, jewelry, and other accessories which contain vulgar, lewd, obscene or other messages which may lead to substantial interference with school activities, including those which advocate the use of alcohol, drugs, and those, which make reference to, or identify gangs, are not allowed. This includes backpacks and notebooks that are written on inappropriately.

Facial piercings are not allowed. No gauge earrings of any kind are permitted. No body piercings of any kind are allowed. No visible tattoos of any kind are allowed.

Dress and grooming shall not interfere with or disrupt the educational environment or process; this will be up to the discretion of the staff and administration.

- Hair must be a natural color
- No designs or logos shaved into the hair
- No spiked hair styles of any kind over 2 in.

Shirts must be tucked in at all times.

Blue jeans may only be worn on days approved by the administration.

- When wearing jean ONLY BLUE jean are excepted
- no slits, cuts or designs may be in your jeans

Student must fulfill the requirements in order to qualify for the jeans day

## Student Life

### Financial Responsibility

If equipment issued to a student is not accounted for in a satisfactory manner, participation, awards and clearance to participate in other activities will be withheld until satisfactory resolution or restitution is achieved.



### Before and After Care Program (ICARE)

Imagine Camelback offers a Before & After School Program where your student will have the opportunity to make new friends and participate in daily activities in the area of arts & crafts, technology, social recreation, sports & fitness, and education

### **Hours of Operation For Before School and After School ICARE**

Before School:

Monday-Friday 6:30 a.m. - 7:30 a.m.

After School:

Monday-Thursday 3:30p.m. - 5:30 p.m.

**Non-School Days:** Closed

**Half Days:** Closed

Fall, Winter, and Spring Break: Closed

## Telephones



Students are not permitted to use the school phones and will not be called to the telephone except in emergencies. Student use of cell phones is not permitted at school. On the occasion that a cell phone is being used by the student during the school day, the cell phone will be confiscated and secured in the office.



## Personal Property

Students should not bring large amounts of money and other valuables to school. The school assumes no responsibility for personal property.

## Lost and Found

The lost and found will be located in the school cafeteria. Items not claimed after 30 days may be donated. Please put your child's name on everything. This helps us find the owners before donations are made.

## Supplies

Supplies brought to school such as paper, pencils, notebooks, markers, glue, tissue, etc may be used as "community supplies." Teachers reserve the right to use their discretion in the classroom to use supplies accordingly and maintain supplies in their classroom once they are brought to school even if the student is withdrawn.

## Student Desks and Cubbies

School officials may inspect desks or cubbies for cleanliness and order without notice and without consent whenever reasonable suspicion exists that the student has violated a school rule and/or the law or that the health, safety or welfare of students or staff may be in danger.

## Library Books



All library books are the property of ISCB and are willingly loaned to your student. In the event that a borrowed library book is ruined or lost, parents are responsible for replacing the book or paying the amount to replace the book. The fee must be paid before your student may check out another library book. Parents maintain the responsibility of overseeing the types of literature their child is reading. Imagine Camelback does not censor student reading materials.



## Items Not Allowed At School

The following items, and others like them, generally cause injury or create distracting or dangerous situations and are, therefore, not allowed at school. Teachers and administrators have the authority to confiscate all items and more.

- Skateboards, scooters, or roller blades
- Heely Shoes
- Knives (real or toy)
- Caps, Cap guns, fireworks, matches
- Darts
- Animals/Pets



- Razor Blades
- Toys and other novelty items, i.e. virtual reality toys, action figures
- Radios, tape or cassette records, I-Pods and MP3 players, walkmans, portable cd players, game boys, or any Electronic devices
- Guns (any variety)
- Laser pens
- Electronic Cigarettes
- Cigarettes
- Matches or lighters
- Alcohol or illegal substances
- Pacifiers (PK-8<sup>th</sup> grade student)

\*The above list is not exhaustive or comprehensive

Students who do bring the above mentioned items to school will be subject to disciplinary action ranging from a teacher reprimand to suspension from school. These items may be confiscated and kept for parent/guardian pick-up.

### PE Excuses and Recess

All students are expected to participate in physical education activities to the extent they are able during PE and recess. If your student is to be excused from PE and/or Recess, a note from home and doctor is required for each day your student is not participating in PE or recess activities.

### ELECTRONIC DEVICES (ARS 13-3019)

Laser pointers, cameras, PDAs, camera phones, camcorders, and other recording or electronic devices are banned at Imagine Schools. \*More information in appendix.



### Computer Policy for Middle School Students

Students MUST log in as themselves not as student. The consequence for not logging in as themselves will be the loss of computer privileges for a length of time to be determined by the middle school team and administration.

## Academic Grading Scale Kindergarten

Grade	Description
<b>E</b>	Exceeds the Standard
<b>M</b>	Meets the Standard
<b>D</b>	Developing Standard Mastery
<b>B</b>	Beginning Standard Mastery
<b>I</b>	Standard Introduced, No Progress Shown
<b>N</b>	Standard Not Yet Introduced

## 1<sup>st</sup> through 8<sup>th</sup> Grade Academic Grading (FAME) Scale

Grade	Percentage
<b>A – Exceeds The Standard</b>	≥ 90%
<b>B – Meets The Standard</b>	≥ 80%

<b>C – Meets The Standard</b>	≥ 70%
<b>D – Approaches The Standard</b>	≥ 60%
<b>F – Falls Far Below The Standard</b>	≤ 59%

- A grade of “A+” (101% or Greater) indicates that the student has demonstrated outstanding achievement in the subject and/or the skill area.
- A grade of “A” (90-100%) indicates that the student has demonstrated excellent achievement in the subject and/or the skill area.
- A grade of “B” (80-89%) indicates that the student has demonstrated good but not outstanding achievement in the subject and/or the skill area.
- A grade of “C” (70-79%) indicates that the student has demonstrated satisfactory academic achievement in the subject and/or the skill area.
- A grade of “D” (60-69%) indicates that the student has demonstrated minimal acceptable achievement and indicates that improvement is needed to achieve a satisfactory level of academic performance.
- A grade of “F” (0-59%) indicates a level of academic performance that is unsatisfactory.



## REPORT CARDS/PROGRESS REPORTS

### Academic Grading System

Teachers use a variety of ongoing, developmentally appropriate methods to measure student progress such as tests, exams, quizzes, projects, reports, homework, class participation and other assignments. Regular formative assessments and summative assessments are conducted to assess the ongoing academic progress of each student at Imagine Schools at Camelback.

Teachers will contact parent(s) guardian(s) as necessary regarding problems/concerns that arise in the classroom. A progress report is sent home with all students midway through each of the four quarters. Progress reports must be signed and returned to the classroom teacher. If there is a concern, please notify the teacher and schedule a conference. Do not let too much time lapse before discussing a concern.

Report cards are issued at the end of each quarter (four times a year). Report card envelopes must be signed by the parent(s) guardian(s) and returned to the teacher.



## HOMEWORK

ISCB believes that homework will contribute to the academic success of students. While recognizing the usefulness of homework, ISCB's faculty also strives to minimize homework loads, realizing the need to maintain a balance in students' lives.. Time Guidelines (minimum average student per night ):

GRADE LEVEL	AVERAGE TIME
K	90 minutes
2 <sup>nd</sup> -5 <sup>th</sup>	2 hours
6-8	3 hours

## RESPONSIBILITIES

<u>Students:</u>	
· Complete homework assignments neatly and on time	· Attend school regularly and come prepared
· Schedule time wisely to meet assignment deadlines	· Get assignments when absent
<u>Teachers:</u>	
· <b>Empower students</b>	· <b>Encourage students</b>
· <b>Motivate</b>	· <b>Set High Expectations</b>
<u>Parent(s)/guardian(s):</u>	
· Provide an appropriate place and atmosphere for homework	· Contact teacher if time spent on homework is excessive
· Set aside consistent homework/reading time nightly	

### Make-up Assignments

It is the responsibility of the student to complete any missed assignments or tests as follows:

1. Make-up work – a student has one day for each day they have missed to make up assignments.
2. Missed test or quiz – Scheduled tests will be administered on the day the student returns to class.
3. Truancy – Assignments missed by truant students are due at the originally assigned time. No extra time will be granted truant students to complete assignments.

### Missed Assignments

Students are expected to turn in work on time (when called for by the teacher). Late work will affect your student's academic progress and the grade that is assigned. If an emergency situation arises, the teacher has the discretion to accept the assignment late. Parental/guardian involvement is required for this.

### Retention Policy

There are instances where student retention may be necessary to provide the pupil with additional time to master objectives and competencies required for success in the next higher grade. If the teacher thinks your child will benefit by staying in his or her current grade, you will be involved in meetings with the teacher, the principal and other staff members involved with your child's education. If you choose not to accept the teacher's decision, you may request in writing that the Governing Board review the decision.

\*See more retention guidelines in appendix

### Promotion Requirements



Prior to promotion to the next grade level all books and fees must be paid and current.

**Before students will be awarded a standard Eighth Grade Certificate of Promotion they must demonstrate competency on all school level proficiency examinations, tests, daily work, projects as directed by their classroom teachers.**

## **Academic Awards**

Students who meet high academic standards will be eligible for recognition. In order to be recognized on the Principal's List and/or Honor Roll, a student must earn satisfactory conduct grades.

### **First through eighth grade requirements:**

- Principal's List: All A's and an A in Conduct
- Honor Roll: A's & B's only and an A or B in Conduct

### **Kindergarten requirements:**

- Certificates of Excellence - Student must have all E's, D's and M's with at least 10 M's.

**Perfect Attendance for All Grades:** no tardies, no absences, never left early



## **Guidelines for Student Behavior**

### **School Wide Management**

Students at Imagine Camelback are held to high expectations for their behavior. Imagine Camelback has implemented a School Wide Discipline Policy that promotes positive behavior in all the students, while building character, and holding the students accountable.

- The goal at Imagine Camelback is to redirect poor behavior, change negative habits, and work closely with families, students, and teachers to put strategies in place. Our goal is to guide all students in developing and exhibiting positive behavior character traits of Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship
- Our Schoolwide expectations are:
  - Be Responsible
  - Be Respectful
  - Be Safe

### **Inappropriate Behavior (i.e. bullying, harassment and hazing)**

To protect all of our children and provide them with an environment where they feel both comfortable and respected, we strictly prohibit any inappropriate behaviors such as bullying, harassment, hazing, or disrespect. We also view bullying as a repeated, targeted behavior. Incidents that happen to be a one-time event are considered specific incidents. Administration will determine whether or not repeated events have occurred and if it is a bullying situation.

## **Bullying and Harassing**

Bullying or harassing other students is defined as physical or psychological abuse of another student using:

- Verbal Threats
- Physical Threats
- Intimidation
- Insults
- Abuse
- Any of the above based upon race, ethnicity, gender, religion, or disability

## **Hazing**

Hazing is defined as any behavior that forces a student to risk or suffer physical or mental harm or degradation to join or remain in a school-affiliated organization.

## **Inappropriate Behavior/Behavior Expectations**

At our school, we have high behavior expectations. Inappropriate behavior toward others need not rise to the level of bullying, harassment, or hazing. Inappropriate behaviors include, but are in no way limited, to:

- Disrupting the learning process of others
- Utilizing disrespectful language or gestures
- Using other Students' property without permission
- Invading other Students' personal space
- Being inconsiderate by use of put downs, gossiping, or excluding others
- Threatening other students' safety directly and/or indirectly

## **Reporting**

There is a fine line between inappropriate behavior and bullying/harassment/hazing. If a student believes that he or she has been harassed, bullied, or treated inappropriately, the student should report the behavior to a teacher; school Health Aide, another adult or school administrator.

## **Liability**

Students who cut, deface or otherwise damage any school property may be suspended or expelled from school. Under Arizona law, parent(s) guardian(s) are liable for any damages their student commits to school property.

# **CONSEQUENCES FOR MISCONDUCT**

The following consequences are listed in order of severity, low to high. Due to the complex nature of discipline problems, however, the steps may not be administered in sequence and may not begin with step one. The final decision as to school consequences for misconduct shall be determined by the administration.

<b>Informal Talk</b>	School Staff will talk with the student and attempt to reach an agreement on how the student should alter his/her behavior.
<b>Minor Penalty</b>	School Staff will administer a "minor penalty." These penalties range from loss of classroom privileges, work detail in buddy class, detention or other similar consequences.

<b>Conference</b>	One or more School Staff members, usually the teacher and administration, may meet with the student. The student must agree to correct his/her behavior. Consequences may be administered including lunch detention, work detail and loss of privileges.
<b>Parent(s)guardian(s) Involvement</b>	Parent(s) guardian(s) are notified directly. A conference will be conducted with the student and his/her parent(s) guardian(s). The student must agree to correct his/her behavior. Parent(s) guardian(s) involvement is mandatory for all further disciplinary action.
<b>Detention</b>	The student will be detained after school. If the student fails to report, he/she may be subject to in school suspension.
<b>Behavioral Contract</b>	The student may be placed on a behavioral contract that must be signed by the student, the parent/guardian and the School Administration. The contract will define the desired behavior and consequences for misconduct.
<b>Restitution</b>	The student is required to return property or goods to the rightful owner and/or provide fair compensation for loss, damage or defacement of others' property.
<b>Alternative Educational Placement</b>	The parent(s)guardian(s) are notified of this action including instructions regarding the process. The student is required to spend one or more days in an alternative learning environment at school.
<b>Suspension</b>	The administration informs the student of the suspension. The parent(s)guardian(s) are notified of this action including instructions regarding the process.
<b>Alternative Educational Program</b>	The school may reassign the student to an alternative educational program with or without the agreement of the student or parent(s)guardian(s) in place of a long term suspension. Additionally, under Arizona law, the school may reassign any student who refuses to: comply with rules, pursue the required course of study or submit to the authority of teachers, the Administration or the School Board.
<b>Expulsion</b>	School Administration informs the student that he/she is subject to expulsion. The parent(s)guardian(s) are notified of this action including instructions regarding the process.

**\*More information on due process in appendix**

## Determining Consequences

In determining the appropriate consequence for a violation of school code, administration shall consider all aggravating or mitigating circumstances they deem relevant. Examples of aggravating or mitigating circumstances that may be considered include but are not limited to:

- The student's age;
- The student's intent;
- The student's disciplinary history, including number of infractions and prior discipline for the same violation;
- The student's academic history;
- Whether the conduct caused a threat to safety;
- Whether school property or personal property was damaged;
- Whether the conduct caused a substantial disruption of the educational environment;

## Suspended Students

Students who are suspended during the school day are expected to be picked up by a parent(s) guardian(s). In the event a student's legal guardian or those appointed on the emergency contact form are unreachable, the student will spend the remainder of the day in an alternative educational placement and serve their suspension beginning the next school day.

## **ISS**

Students who attend ISS will be expected to complete all online and classwork during their assigned time. All students are required to complete their ISS time following all classroom expectations. Parent approval and consent is received when students are placed in the alternative learning environment.

Students may receive an alternative placement in In School Suspension or Suspension if they are:

- a. Engaged in persistent behavior that has been documented by the school that prevents other pupils from learning or prevents the teacher from maintaining control of the classroom environment
- b. Unresponsive to targeted interventions documented through an established intervention process by school administration
- c. Endangering the health and safety of others

Parents and guardians will be notified and consulted about the ongoing behavior and/or placement of the student in an alternative setting.

Parents signing this handbook agree to allow their student to participate in the In School Suspension program at any time at the discretion of administration. Parents may opt out of the In School Suspension program after meeting with the administration team. Parents will be notified if their students has been assigned In School Suspension.

## **Expulsion**

Expulsion is the exclusion of a student from school permanently. The school administration will make any recommendations to expel a student to the School Board. A student will be placed on long-term suspension, pending a determination from the Board regarding expulsion. There is no administrative appeal for the governing board's decision to impose disciplinary action. The school reserves the right to determine which behaviors that disrupt the learning process are severe enough to result in expulsion.

## **STUDENT VIOLENCE / HARASSMENT / INTIMIDATION / BULLYING POLICY**

The School does not tolerate bullying in any form. Further, the School will investigate each complaint of bullying and will take appropriate, timely, and responsive action.

The Governing Body believes that to be educated in a positive, safe, caring, and respectful learning environment is the right of every student. The Governing Body further believes that a school environment that is inclusive of these traits maximizes student achievement, fosters a student's personal growth, and helps a student build a sense of community that promotes positive participation as a citizen of society.

The School, in partnership with parents, guardians, and students, will establish and maintain a school environment based on these beliefs. The School shall identify and implement age-appropriate programs designed to instill in students the values of positive interpersonal relationships, mutual respect, and appropriate conflict resolution.

To assist in achieving a school environment based on the beliefs of the Governing Body, bullying, harassment or intimidation as defined by this policy will not be tolerated.

## **DEFINITION**

**Bullying:** Bullying may occur when a student or group of students engages in any form of behavior that includes such acts as intimidation and/or harassment that;

- A. has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property,
- B. is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment for the student, this can be in the form of physical or emotional harm,
- C. occurs when there is a real or perceived imbalance of power or strength, or
- D. may constitute a violation of law.

Bullying of a student or group of students can be manifested through written, verbal, physical, or emotional means and may occur in a variety of forms including, but not limited to:

- A. verbal, written/printed or graphic exposure to derogatory comments, extortion, exploitation, name calling, or rumor spreading either directly, through another person or group or through cyberbullying,
- B. exposure to social exclusion or ostracism,
- C. physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting, and
- D. damage to or theft of personal property.

**Cyberbullying:** Cyberbullying is, but not limited to, any act of bullying 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 School-owned property, and by means of an individual's personal electronic media and equipment.

**Harassment:** Harassment is intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Intentional behaviors that characterize harassment include, but are not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact and unwelcome verbal or written comments, photographs and graphics.

Harassment may be related, but not limited to, race, religious orientation, sexual orientation, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.

**Intimidation:** 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.

### **Prohibitions and Discipline**

Students are prohibited from bullying on school grounds, school property, school buses, at school bus stops, at School sponsored events and activities, and through the use of electronic technology or electronic communication equipment on school computers, networks, forums, or mailing lists.

Disciplinary action may result for bullying which occurs outside of the school and the school day when such bullying results in a substantial physical, mental, or emotional negative effect on the victim while on school grounds, school property, school buses, at school bus stops, or at School sponsored events and activities, or when such act(s) interfere with the authority of the school system to maintain order. All suspected violations of law will be reported to local law enforcement.

### **Reporting Incidents of Bullying**

A student who is experiencing bullying, or believes another student is experiencing bullying is to report the situation to the administrator or another school employee. A school employee who becomes aware of or suspects that a student is being bullied shall immediately notify the School administrator. School personnel shall maintain confidentiality of the reported information.



The initial notification of an alleged incident may be provided verbally. A detailed written description of the incident and any other relevant information must be provided on form(s) made available by the school and submitted to the administrator within one (1) school day of the verbal report. Should the School administrator be the employee who observes, is informed of, or suspects a student is experiencing bullying the administrator shall document the incident or concern in writing. Failure by an employee to report a suspected case of bullying may result in disciplinary action up to suspension without pay or dismissal pursuant to Board Policies GCQF.

Reprisal by any student or staff member directed toward a student or employee related to the reporting of a case of bullying or a suspected case of bullying shall not be tolerated, and the individual(s) will be subject to the disciplines set out in applicable School policies and administrative regulations.

At the time a student reports alleged bullying the administrator shall provide to the student who has allegedly been bullied a written copy of student rights, protections and support services available to the student and shall notify the student's parent(s) of the report. The administrator shall investigate all reports of bullying. If the administrator determines that bullying has occurred, discipline will be administered pursuant to Board Policies JK, JKD, and JKE. Regardless of the outcome of the investigation the administrator will meet with the involved students to review the findings of the investigation. Subject to the restrictions of the Family Educational Rights and Privacy Act (FERPA) set out in Policy JR, the parent(s) or guardian(s) of the involved students shall also be informed of the findings of the investigation.

Documentation related to reported bullying and subsequent investigation shall be maintained by the School for not less than six (6) years. In the event the School reports incidents to persons other than school officials or law enforcement, all individually identifiable information shall be redacted. Restrictions established by FERPA on disclosure of personally identifiable student information must be observed at all times.

The Executive Director shall establish procedures for the dissemination of information to students, parents and guardians. The information will include, but not be limited to, Governing Body policies, incident reporting, support services (proactive and reactive) and student's rights. The dissemination of this information shall;

- A. occur during the first (1st) week of each school year,
- B. be provided to each incoming student during the school year at the time of the student's registration,
- C. be posted in each classroom and in common areas of the school, and
- D. be summarized in the student handbook and on the School website, and

The Executive Director shall establish procedures for the dissemination of information to School employees including, but not limited to

- A. Governing Body policy,
- B. preventive measures,
- C. incident reporting procedures,
- D. available support services for students (both proactive and reactive) and
- E. student rights.

Information will be provided to staff members at the beginning of each instructional year and on the first day of employment for new employees.

The Executive Director shall establish procedures designed to protect the health and safety of students who are physically harmed as the result of bullying. These will include, when appropriate, procedures for contacting emergency medical services, law enforcement agencies, or both.

Knowingly submitting a false report under this policy shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant School policies shall be followed. Law enforcement authorities shall be notified any time School officials have a reasonable belief that an incidence of bullying is a violation of the law.

## **INTIMIDATION / BULLYING**

### **STUDENT VIOLENCE / HARASSMENT / INTIMIDATION / BULLYING**

The School does not tolerate bullying in any form. Further, the School will investigate each complaint of bullying and will take appropriate, timely, and responsive action.

**Bullying:** Bullying may occur when a student or group of students engages in any form of behavior that includes such acts as intimidation and/or harassment that

- A. has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property,
- B. is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm,
- C. occurs when there is a real or perceived imbalance of power or strength, or
- D. may constitute a violation of law.

Any student who feels he or she has been the victim of bullying or suspects other students of being bullied should file a complaint with the administrator or the administrator's designee or other school employee. The student's report may be provided verbally or in writing. A student's verbal report will be documented in writing by the employee receiving the report.

Any staff member who becomes aware of or suspects that a student is experiencing bullying shall immediately notify a School administrator. Employees may initially advise the School administrator verbally but shall submit a written report within one (1) school day of the verbal report.

Reprisal directed toward a student or employee for the reporting of a case of bullying or a suspected case of bullying will not be tolerated. Students involved directly or indirectly in reprisal will be disciplined up to and including expulsion pursuant to Policies JK, JKD, and JKE. Any suspected violation of the law will be reported to law enforcement authorities.

Submitted complaints shall be investigated by the School administrator as soon as possible but always within two (2) school days of the initial report. Each investigation will be comprehensive to the extent determined appropriate by the School administrator. In investigating the complaint, the administrator or the administrator's designee will maintain confidentiality to the extent reasonably possible, subject to the restrictions pertaining to disclosure of personally identifiable student information established in the Family Educational Rights and Privacy Act (FERPA).

Each investigation will be documented by the administrator or the administrator's designee. Documentation will be maintained by the School for at least six (6) years. In the event the School must report incidents to persons other than school officials or law enforcement, all individually identifiable information shall be redacted. Should the School administrator determine that bullying has occurred, discipline will be administered pursuant to Policies JK, JKD, and JKE. Regardless of the outcome of the

investigation the School administrator will meet with the student who reported or was reported as being bullied to review the findings of the investigation. Additionally the parent or guardian of the student will be informed of the findings of the investigation.

The Executive Director is responsible for determining the methods of information delivery to employees and students. The Executive Director shall provide to the School administrators, supervisors and all other School employees the information necessary to comply with Governing Body Policy JICK. The information related to bullying is to include but not be limited to preventive measures, incident reporting, related support services available (proactive and reactive), student rights, employee responsibilities, and the ramifications of not reporting a bullying incident or suspicion of bullying. The information shall be disseminated to School personnel at the beginning of each year and as the Executive Director otherwise determines to be appropriate.

The administrator or the administrator's designee is responsible to ensure information related to bullying is disseminated to students, and parents and guardians. The information shall include but not be limited to Governing Body policy, incident reporting, support services (proactive and reactive, ) and student's rights. The dissemination of this information will

- A. occur during the first (1st) week of each school year,
- B. be posted in each classroom and in common areas of the School,
- C. be summarized in the student handbook and on the School website, and
- D. be provided to each incoming student during the school year at the time of registration.

The administrator or the administrator's designee is also responsible to ensure information is disseminated to all students who report bullying, including, at the time the incident is reported, a written copy of student rights, protections and support services available to the student; a copy of the report shall also be given to the student's parent(s)/guardian(s).

The administrator or the administrator's designee is responsible for the maintenance of documentation related to bullying.



### **Safe Bus Riding**

Following school rules on the bus is essential. Failure to do so could result in suspension and eventually dismissal from the bus.

### **Field Trips**

Parent permission is required for each student to participate in the field trip and must be given on the approved school form. Students are required to ride the bus with their class to and from the field trip, therefore parents may not remove their child from the class field trip at any time. Siblings or other children are not allowed.

### **Off School/After School/Night Activities**

When there is a night activity students are not permitted to stay on campus to wait for the night activity. Students also need to be accompanied by their parent(s)guardian(s) to attend night activities, unless otherwise communicated by school administration.

### **Cafeteria Rules**

We expect the same standards of behavior during mealtimes as during any other part of the school day. Children are expected to stay in their seats, display acceptable table manners and talk in a low voice. Lunchtime privileges may be suspended for any child who creates a disturbance in the lunchroom.



### **Internet & Computers**

ISCB provides computers and Internet access for its students. An internet agreement must be signed before students will be allowed access. Access is a privilege, not a right, and with it comes responsibility. Students are expected to adhere to the school's Mission Statement, philosophy and regulations while on school computer networks, just as they are in classrooms or school buildings.

\*More information on internet and computer is in Appendix

### **Guidelines**

- All communication must be polite – Messages must not be inappropriate or offensive in any way
- Do not send, access, download or display offensive messages or pictures
- Do not use obscene language
- Do not reveal personal information about yourself to others
- Do not harass others
- Do not violate copyright laws or regulations
- No 'hacking' or other disruptive activities
- Do not share passwords
- Do not damage computers, network or system
- Do not access files or work of others
- Do not load any files or programs into any computer

Any violations of these rules or other standards of computer etiquette will result in revocation of Internet access. This notification is the only warning a student will receive. Serious violations may result in suspension or expulsion.

# **APPENDIX**

## **RESUME REQUIREMENT**

In compliance with ARS § 15-183-F parent(s)guardian(s) are hereby notified that resume information for all teachers is located in the front office and is available to the parent(s)guardian(s) of any currently enrolled student.

### **Admission policy**

*ISCB will admit all eligible students who submit an application by the Open Enrollment deadline. We adhere to admission procedures which have been approved by the State Board for Charter Schools. Enrollment preference shall be given to students returning to ISCB in the second or any subsequent year of its operation and to siblings of students already enrolled. If, by the deadline, the number of applications exceeds the capacity of a program, class, grade level or building, all applicants will be selected for the available slots through an equitable lottery, except that preferences shall be given to returning students, siblings of a student, and students of Imagine Schools' employees. After the application deadline, students for any remaining slots or from a waiting list will be accepted in the order they were received. All enrollment documents must be completed thoroughly and all documentation provided by the parents, as well as Special education IEP paperwork.*

Students who have been placed on long-term suspension by another school or district are required to have a parent/guardian/student conference with administration as a mandatory part of the admission process. Students who have been expelled by another school or district **may not be admitted.**

Also, students entering the school after September 1, 2017 will be required to have an entrance conference with administration.

**Students transferring from an Arizona district or charter school will be expected to present an official withdrawal slip from the previous school.**

## **Authorization and Permission to Release Medical, Educational and/or Special Education Records**

This release form gives the school permission to obtain all records pertaining to a given student from his or her previous school. This form must be completed and should include the telephone number, fax number, and address of the previous school.

Information regarding a student's progress will be shared only with parent(s)/guardian(s), appropriate members of school faculty and staff and any professional consultants retained for the purpose of measuring or improving instructional quality. When information regarding a student's performance is made public, it will be represented in such a way as to avoid the identification of specific individual students.

## **Arizona Residency Guidelines**



Arizona Department of Education  
Arizona Residency Guideline  
**REVISED 8/15/2012**

Generally, under Arizona law, only Arizona residents are entitled to a free public education. The Arizona Department of Education ("Department") is a designated steward of state education tax dollars and is responsible for providing state aid to school districts and charter schools for students who reside in Arizona. Pursuant to A.R.S. § 15-823(J), a school district or charter school may not include non-resident pupils in their student count and may not obtain state aid for those pupils.

The residency of a student is determined by the residency of the parent or guardian with whom the student lives. Accordingly, it is the responsibility of the school districts and charter schools that receive state aid to ensure that their student/parent residency information is accurate and verifiable.

The Department may audit schools to ensure that only Arizona resident students are reported for state aid. Any school district or charter school that cannot demonstrate the accuracy of any student's residency status may be required to repay the state aid received for that student.

## **Arizona State Attendance Policies**

### **Title 15 - Education**

#### **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 15-901; 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 per cent 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.

#### **15-805. Attendance officer; powers and duties**

A. The attendance officer may enforce the law relating to:

1. School attendance of children between the ages of six and sixteen years.
2. The provisions of section 15-802, subsection E, and section 15-803.
3. Employment of children between the ages of six and sixteen years.

B. The attendance officer may:

1. Issue a citation to an adult or child who is alleged to be in violation of laws specified in subsection A of this section to appear before a court of competent jurisdiction and shall advise the person to whom the citation is issued that failure to appear at the time and place specified in the citation may result in the issuance of a warrant for the person's arrest. A citation that is issued to a child under eighteen years of age shall require the child's parent or person having custody to appear with the child at the time and place specified in the citation. The attendance officer shall notify the child's parent or person having custody that the citation was issued and that the parent or person having custody is required to appear in court with the child and shall give proof of the notice to the court.
2. Issue a citation on an Arizona traffic ticket and complaint form for any violation of laws specified in subsection A of this section.
3. Report a violation of a law specified in subsection A of this section to the local law enforcement agency and request an investigation of the violation. The law enforcement agency shall, when sufficient cause exists, refer the matter for prosecution.
4. Enter all places where children may be employed to investigate and enforce the law.

*Because The Arizona State Law (A.R.S. 15-803) says that it is unlawful for any students between the ages of six and sixteen to fail to attend school during the hours school is in session unless there is a valid excuse for not attending school, if a parent fails to ensure that the student attends school, the law (A.R.S. 15-802.E) states that they are guilty of a **Class 3 misdemeanor**.*

Because of the Arizona State Laws (A.R.S 15-803 and A.R.S. 15-802E)

ISCB will participate in the CUTS program. Excessive absences may be handled through this program. Absences and tardies will be tracked and monitored. In cases where absences and/or tardiness become an issue, parents will be sent an initial letter warning of the infraction. Parent conferences with teachers or the administration may result to resolve the situation. Continued attendance problems following these procedures may result in a court date assignment.

#### **Law enforcement**

School officials are not required to initiate or complete due process procedures prior to notifying law enforcement officers. If a student is arrested or taken into temporary custody on school property during the school day, the school no longer has jurisdiction over the student. The school may make a reasonable effort to notify the parent(s)/guardian(s) when an arrest is made or a student is taken into temporary custody, unless we are lawfully directed not to make such contact. Any action taken by law enforcement officers will be separate from disciplinary action taken by Imagine Camelback.

Evidence of possession or use of these devices will result in confiscation, required parental pick-up, and possible disciplinary and/or legal action. According to ARS 13-3019 it is unlawful for any person to knowingly photograph, videotape, film, digitally record or by any other means use a device to secretly view or record another person without that person's consent. In addition, it is unlawful to disclose, display, distribute or publish a photograph, videotape, film or digital recording made in violation of the above statute without the consent of the person depicted. Violation of this statute is a Class 5 felony and requires mandatory school reporting to a police agency. Cellular telephones can be disruptive in an educational environment. We realize that many parents are choosing to have their child carry a cellular telephone as a means of before and/or after school communication and for safety purposes. If you, as a parent or guardian, have decided that it is necessary for your child to carry a cell phone, we ask that you and your child be aware of the following:

- Imagine Schools states that the school does not assume responsibility for the loss of, or damage to, personal property. If your child has a cell phone or electronic device 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.
- Cellular phones must be turned off and in backpacks at all times while on campus and on the bus. If the cell phone is a disruption or distraction, or visible in any way, it will be confiscated and the parent/guardian will need to come to the school office to pick it up. If it is necessary for you to get an important message to your child during the school day, you may contact our office and our staff will relay the message to your child.

## **Technology**

### **Computer Network System**

Imagine Schools may provide the use of electronic information services, including the Internet. Use of these services is a privilege, not a right, and must be in support of education and the educational goals of the school. On an annual basis, students and parents are provided an EIS Statement of Awareness regarding the use of electronic information services. Parents who prefer that their children not be provided Internet access while at school should return the EIS Statement of Awareness form indicating denial of access. Imagine Schools utilizes filtering software to block access to information that may not be appropriate for youth in a school setting. Imagine Schools makes reasonable efforts to prevent such access by using Internet filtering tools and teacher supervision, but, ultimately, students are responsible for their own behavior. Imagine Schools does not assume liability for inappropriate use or access of information via electronic information services.

Imagine Schools uses a state of the art Local Area Networks (LANs) that provide e-mail and Internet services. All classrooms are equipped with computer work stations for teacher and student access. The school library is also automated through this network. Students and parents are expected to read and sign the Internet Use Rules Agreement.

Grade retention is the practice of requiring a child to repeat a particular grade. It is recognized that not all students learn at the same rate, or through the same modality. Therefore, the school is committed to providing each student with developmentally appropriate curriculum and instruction, which allows the student to progress toward mastery of a defined set of grade level standards, concepts, skills and outcomes. Students may be retained under the following conditions and circumstances:

- Retention of a student at the elementary school level should occur no more than once in grades K-2 and no more than once in grades 3-5.
- Students in middle and high school repeat the failing class, or repeat the grade level if the required numbers of credits have not been achieved.
- Approval of the school principal is required for the retention of students.
- Parents/Guardians signature on the retention form is required.
- Principal's approval is required in writing.
- The teaching team will communicate and advise the new teacher of the individual student needs. Methods for instruction for the student as outline in the final CST form.
- Retention paperwork will be added to the student's file and will be forwarded to the next school should the student be withdrawn and moved to another school.

Imagine Schools complies with all Federal and State laws concerning student records. Information regarding a student's progress will be shared only with parents or guardians, appropriate members of school faculty and staff and any professional consultants retained for the purpose of measuring or improving instructional quality.

### **Due Process**

Students have a responsibility to respect the rights of others and school policy. Students referred for discipline are entitled to the following due process rights:

- To be informed of accusations against them.

- ☐ The opportunity to accept or deny the accusations.
- ☐ To hear evidence on which accusations are based.
- ☐ The opportunity to present an alternative factual position.
- ☐ The opportunity to appeal a disciplinary decision in accordance with school policy.

Imagine Schools at Camelback is not required to initiate or complete due process prior to notifying law enforcement agencies.

#### ELL Program Overview

##### **Identification/Assessment of English Language Learners**

All parent(s) guardians enrolling their student in ISCB designate their primary home language on the home language survey form. Student in grades K-7 whose primary home language is other than English are assessed for English Language Proficiency in the areas of speaking, reading, and writing with the Arizona English Language Learner's Assessment (AZELLA). Students scoring below the established criteria for fluent English proficiency are considered English Language Learners and are provided with a program to help them academically succeed in English classes.

##### **Structured English Immersion Classroom Content**

The Structured English Immersion (SEI) Classroom content at ISCB is a minimum of four hours daily of English Language Development (ELD). ELD is a type of instruction that has as its orientation the teaching of English language skills to students who are in the process of learning English. It is distinguished from other types of instruction (math, science, or social studies). ELD instruction focuses on the Language Star phonology (pronunciation-the sound system of a language, morphology (the internal structure and forms of words), syntax (English word order rules), lexicon (vocabulary), and semantics (how to use English in different situations and contexts). Curriculum is aligned to the Arizona K-12 English Language Learner Proficiency Standards and the Discrete Skills Inventory (DSI).

##### **SEI Classroom Entry and Exit**

SEI Classroom entry and exit is determined solely by AZELLA score. Students whose AZELLA composite proficiency level scores are Pre-Emergent, Emergent, Basic, Intermediate shall be grouped in SEI Classrooms. Proficient students are monitored for a 2 year period. New ELLs, in the first year of education in an Arizona School, shall take the AZELLA at least twice during the first school year, once at the beginning of the year, or upon initial entry to school, and once at the end of the school year for purposes of measuring progress. Continuing ELLs shall be reassessed with the AZELLA at the end of each school year.

##### **Time Allocations**

Each student who qualifies for SEI program placement receives four hours of daily English Language Development instruction that is governed by certain time allocations and skill teaching and learning objectives. Each of these discrete sections of ELD is based on specific categories of language instruction according to the skills identified by the ELL Proficiency Standards and further delineated in detail by the Discrete Skills Inventory (DSI).

##### **Parent Notification/Consent**

A Parent Notification/Consent form shall be completed by the parent/guardian annually for students who are designated as English Language Learners. If a parent/guardian chooses not to give consent for their student to participate in the ELL program, the parent must contact the ELL Coordinator on campus. Please inquire in the office.

##### **Parental Waivers**

Participation in the ELL program may be waived with prior written, informed consent or by signing the parental waiver provided by the AZ Department of Education. The parent/guardian must personally visit the school and meet with the ELL Coordinator and the Student Study Team to apply for the waiver. If a waiver is granted, tutoring services will cease for the student. However, ongoing SEI strategies provided by the student's teacher will continue for the benefit of all students. Students whose parents withdraw them from the ELL program will continue to have their English proficiency evaluated by the AZELLA in the spring of each year until the student establishes English proficiency for two (2) years.

##### **Rights under Title IX**

ISCB does not discriminate on the basis of race, color, national origin, sex or handicap in its educational program or activities as required by Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and of Section 504 of the Rehabilitation Act of 1973, respectively.

##### **Technology and Computers**

To maintain system integrity and ensure responsible use of systems for academic purposes, ISCB uses Internet filters. School faculty and administrators will also review files and request search histories of websites visited. Information and files stored on school computers and servers are not private.

ISCB has no control over the nature or content of information from other computer systems and disclaims any responsibility to exercise such control. Information via the Internet is public and often uncensored and students may come in contact with materials that are controversial or inaccurate. ISCB is also not responsible for the appropriateness or accuracy of information retrieved.



### **Equal Educational and Employment Opportunity**

Under certain conditions, discrimination can include harassing conduct by students or by district employees if, among other things, the harassing conduct is based on the student's race, color, ethnicity, national origin, gender, religion or disability and if the conduct creates a hostile learning environment under the law. Imagine Schools policy provides detailed procedures on handling complaints of discrimination. If a student believes he or she has been subject to discrimination by the district, the student should report the discrimination to the school administrator within 15 working days from the date of the act of discrimination. Federal Law prohibits employment discrimination based on race, color, national origin, gender, religion or disability. If you feel that any person has discriminated against your child based on gender, race, color, ethnicity, national origin, handicap or disability, or if you have questions that cannot be answered at your school, please contact Dr. Nancy Hall at (602) 547-7961. Any student who knowingly makes false accusation of discrimination may be subject to disciplinary action.

### **Family Educational Rights and Privacy Act**

The family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (eligible students) certain rights with respect to the student's education records. They are:

1. The right to inspect teacher resumes (located in front office – upon request).
2. The right to inspect and review the student's education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the school administrator a written request that identifies the record(s) they wish to inspect. The school administrator will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
3. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask Imagine Schools to amend a record that they believe is inaccurate or misleading. They should write to the school administrator, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. If Imagine Schools decides not to amend the record as requested by the parent or eligible student, we will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
4. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel), a person serving on the school board, or a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist). 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.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. Non-custodial and divorced parents have equal rights relating to student records unless the school has been provided a court order to the contrary. Certain student education records are considered "directory information", including the following: student's name, mailing address, e-mail address and telephone number; names of the parents; address and telephone number of the parents, date and place of student's birth, class designation (grade level, etc.), extracurricular participation, weight and height (if a member of an athletic team), enrollment dates, awards received, and photograph. **Directory information may be released to the public unless the parent or eligible student gives written notice to Imagine Schools that any or all such information should not be made public without prior consent.**

### **Protection of Pupil Rights Amendment**

1. Provide written consent before a student participates in any survey funded by the U.S. Department of Education that requests protected information:

- political affiliations
- family mental or psychological problems
- sexual behavior or attitudes
- illegal, anti-social, self-incriminating or demeaning behavior
- critical appraisals of family members
- privileged relationships recognized by law such as with attorneys, doctors and ministers
- family religious practices, affiliations or beliefs
- income, unless required by law to determine program eligibility.

2. Be notified and choose to opt out of certain activities, surveys and exams including:

- activities involving collection, disclosure or use of personal information obtained from students to market, sell or otherwise distribute information to others
- surveys requesting protected information, regardless of funding
- any non-emergency, invasive physical exam or screening required for attendance, administered by the school and not necessary to protect students' health and safety – except for hearing, vision, or scoliosis screenings, or any exam or screening permitted or required by state law.

3. Inspect the following material, upon request, before the district administers or uses:
  - surveys and instructional material involving protected information
  - documents to collect students' personal information for marketing, sales or other distribution purposes
  - instructional material in educational curriculum
4. Receive notification at the start of each school year, and after substantive changes are made, about the district's policy for complying with the Protection of Pupil Rights Amendment.
5. Report any violation of rights by filing a claim with:  
Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Ave S.W.  
Washington, DC 20202-4605

### **Confidentiality and Child Find**

### **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:

1. 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;

2. Other schools to which a student is seeking to enroll;
3. Specified officials for audit or evaluation purposes;
4. Appropriate parties in connection with financial aid to a student;
5. Organizations conducting certain studies for or on behalf of the school;
6. Accrediting organizations;
7. To comply with a judicial order or lawfully issued subpoena;
8. Appropriate officials in cases of health and safety emergencies; and
9. 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.

### **The Individuals with Disabilities Education Act (IDEA)**

This free, appropriate public education refers to special education and related services, described in an Individualized Education Program and provided to the child in the least restrictive environment. 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 behavioral and 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 ensure 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 IDEA regulatory requirements.

Children with disabilities and their parents are guaranteed certain educational rights, known as procedural safeguards, from birth through age 21. IDEA and its implementing regulations also provide methods to help you assure that your input is considered. If your child is having difficulty in school, please check with the teacher to determine what interventions have been tried to help your child succeed. If the interventions are unsuccessful, a referral for special education evaluation may be necessary. You may contact the school administrator if you wish to make a referral personally.

If special education disabilities are suspected, we are required to evaluate your child to identify and document whether your child has any disabilities that affect his or her learning and, if so, to determine what special education and related services are required. The evaluation will be done only after we have explained what we plan to do during the evaluation. We will use tests and procedures selected specifically for your child. The evaluation will not include basic tests or procedures used routinely for all students within a class, grade or school. This evaluation will be conducted according to federal and state requirements and will include information you provide. Following the evaluation, we will provide you the complete results within 60 calendar days of your written consent.

#### **Child Find**

- A. All students with disabilities who are in need of special education and related services shall be identified, located and evaluated (§300.125).
- B. A practical method shall be developed and implemented to determine which students are currently receiving needed special education and related services (§300.125).
- C. This policy applies to highly mobile students with disabilities and students that are suspected of being a student with a disability under §300.7 and in need of special education, even though they are advancing from grade to grade. (§300.125).

*Procedures include, but are not limited to:*

- 1. ISCB will maintain documentation of the public awareness efforts to inform parent(s)/guardian(s) of the availability of special education services (§300.125, AAC R702-401).
- 2. Screening activities will be implemented for all newly enrolled students and those transferring in without sufficient records.
- 3. The screening will be completed within 45 days of enrollment.
- 4. The screening will include consideration of academic or cognitive, vision, hearing, communication, emotional and psychomotor domains (AAC R7-2-401(c)).
- 5. ISCB will maintain documentation and annually report the number of students with disabilities within each disability category that have been identified, located and evaluated (§300.125).

## Parent Agreement – Student Handbook

Imagine Elementary at  
Camelback  
5050 North 19<sup>th</sup> Avenue  
Phoenix, AZ 85015

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Attention Parents and Guardians,

All students were given a handbook the first day of school. Please make sure to read through the information provided in this handbook. Please contact your students teacher if the handbook was not received. Thank you!



I have read and agree to follow the procedures listed in the Imagine Schools at Camelback Student Handbook. I also agree that my student(s) have been made aware of all the rules and procedures set forth in the handbook.

Parent/Guardian Name (Please Print)\_\_\_\_\_

Parent/Guardian Signature  \_\_\_\_\_

\_\_\_\_\_