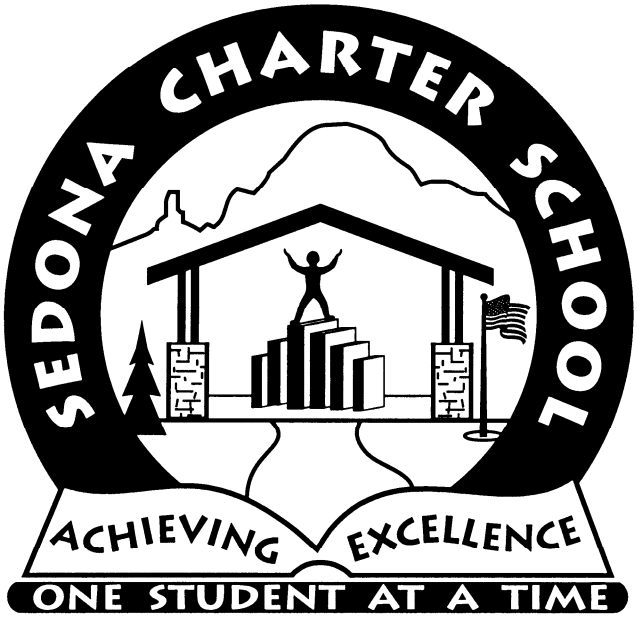

Family Handbook

2008-2009

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About Sedona Charter School

Our Mission: *Our Montessori school challenges each child to achieve excellence through an individualized program. We inspire a passion for learning, instill a sense of personal responsibility, and cultivate a respect for the environment and involvement in the community.*

Founded in 1995 as the second charter contract issued in the state of Arizona, Sedona Charter School has established a place of honor within the educational reform movement and among families who value excellence in education.

After six years in temporary locations, we moved into our permanent campus in 2001. Now at full capacity, the campus houses 160 students. In this small-school atmosphere, our students reach high levels of academic achievement, scoring well on standardized tests, winning in national and regional language, arts, science, and math competitions, and going on to become leaders and high-performing students in high schools and universities across the country.

The ***Montessori*** method forms the foundation of the Sedona Charter School curriculum. It has been said that teachers in other schools can quickly spot a Montessori-educated student in their class due to their ability to think, solve problems, exhibit self-motivation, and self-manage. They know what questions to ask to get help quickly to start and complete projects.

Maria Montessori was a brilliant, innovative physician who revolutionized educational thinking nearly a century ago. Her approach emphasizes *individualized*, *self-directed* learning in which students choose from a variety of materials and processes to help them master a subject or concept. Other key elements of Montessori include:

- Respect for self, others, and the environment
- Presentation of concepts from the global to the specific
- A daily learning journal and weekly contract

Elements of Integrated Thematic Instruction (ITI), which evolved out of research on how the brain functions, are used to develop semester-long instructional themes and to create an environment that fosters learning through choices, immediate feedback, meaningful context, and the absence of threat. ITI also emphasizes life skills such as integrity, curiosity, responsibility, flexibility, caring, problem-solving, initiative, and perseverance.

Staff

Office: 204-6464 extension 200, or press 1

Business Administrator: Alice Madar
Registrar: Barbara Wilson
Financial Assistant: Julie Gould

Lower Elementary Classroom: 204-6464 extension 214

Principal Educator: Bob Wentsch
Facilitating Teachers: Terri Wentsch, Shandra Ryan, Chris Vercillo

Upper Elementary Classroom: 204-6464 extension 203

Principal Educator: Marsha Johnson
Facilitating Teachers: Bill Baker, Janice Montgomery, Laura Schuurman, LeAnn Woods

Middle School Classroom: 204-6464 extension 205

Principal Educator: Jon Anderson
Facilitating Teachers: Dorene Calhoon

Our teachers' resume information is available on our website — sedonacharterschool.com — or in the school office on request.

Governing Council

President, Matthew Fiori (Parent Representative)
Treasurer, Jeff Buresh (Community Representative)
Jon Anderson (Middle School Principal Educator)
Molly Lewis (Community Representative)
Bevin McCabe (Parent Representative)
Marsha Johnson (Upper Elementary Principal Educator)
Bob Wentsch (Lower Elementary Principal Educator)
Gail Olson (Sedona Montessori School Administrator)

Committee Chairs

Achieving Excellence: Jeff Buresh 282-4289
Communication: To be determined
Community Outreach: To be determined
Parent Partnership: Gina Lee 204-1847
Ways and Means: To be determined
Hot Lunch: Julie Gould 282-3849

SEDONA CHARTER SCHOOL

2008-2009 Calendar

2008

August 12	Tuesday	First Day of School
September 1	Monday	Labor Day Holiday
October 10	Friday	Staff Workday
October 13	Monday	Columbus Day Holiday
November 11	Tuesday	Veterans Day Holiday
November 24-28	1 Week	Thanksgiving Break Sat. 11/22 through Sun 11/30 Return to school on Monday 12/1
December 22-Jan. 2	2 Weeks	Winter Break (first day off Saturday 12/20, return to school on Monday 1/5)

2009

January 19	Monday	Martin Luther King Holiday
February 13	Friday	Staff Workday
February 16	Monday	Presidents Day Holiday
March 16-20	1 Week	Spring Break Sat 3/14 through Sun 3/22 Return to school Monday 3/23
April 10	Friday	School Holiday
May 25	Monday	Memorial Day Holiday
May 29	Friday	Last Day of School

Organizational Structure

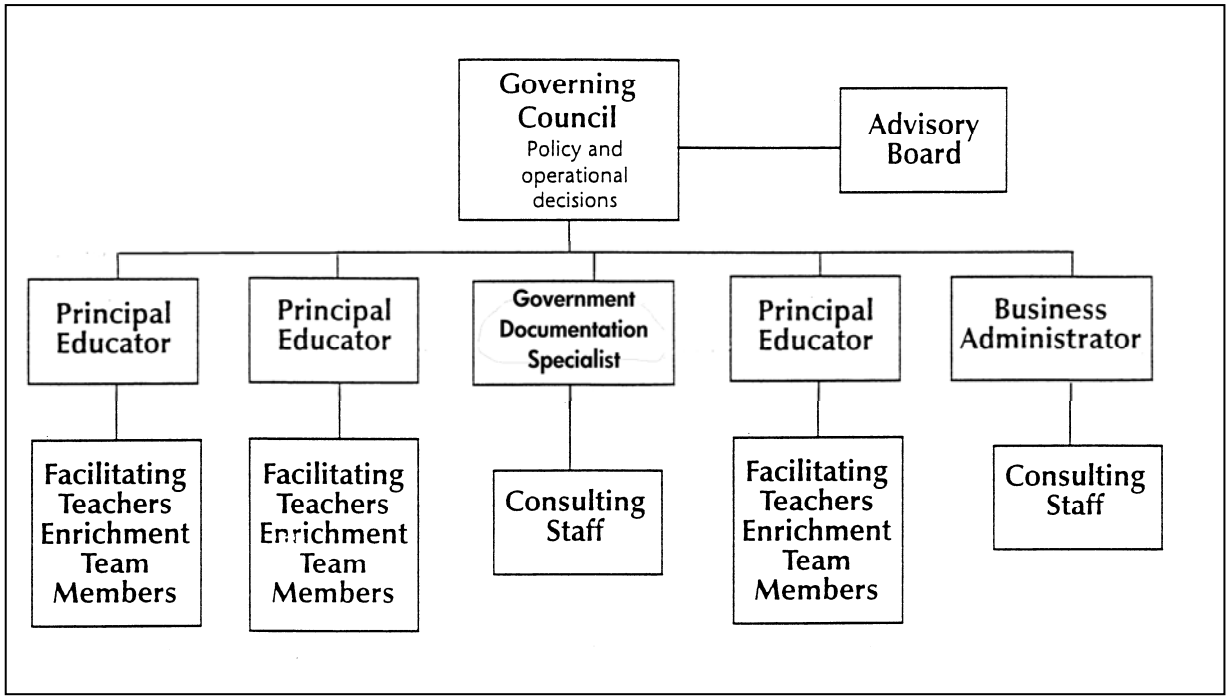
Sedona Charter School is charting a new form of educational governance based on teamwork, real accountability, and the placement of true authority in the hands of those closest to the children: teachers and parents.

Sedona Charter School has no paid school principal or director. Instead, the lead teacher in each classroom (45 to 65 students) serves as the "principal" of the classroom, developing curriculum, hiring and supervising their staff, keeping parents involved in the classrooms, and allocating and monitoring their budgets. As members of the Governing Council that manages the school, the lead teachers make operational and policy decisions and participate in setting the school's budget. Educational researchers have said that no other school in the country empowers teachers to this degree. The teaching staff works as a team to educate and foster the growth and development of the students in their class.

Parents also make key operational and policy decisions on the Governing Council and on committees such as the Achieving Excellence and Ways and Means Committees. As much as 65 percent of our parents volunteer in some way, and 30 percent donate more than 50 hours worth of time to the school, for a total of 6,000 hours in a single year! This donated time ranges the spectrum of responsibility from making classroom supplies to interviewing and helping to hire lead teachers.

Accountability is maintained through annual parent/student satisfaction surveys, ongoing teacher evaluation and development by outside experts, annual financial audits, standardized student tests, and ongoing monitoring by the State Board for Charter Schools and Arizona Department of Education.

Researchers from around the country are fascinated by our governance structure, and several schools are in the process of implementing this model based on Sedona Charter School's own success. Sedona Charter School is truly at the heart of America's education reform efforts.



About Maria Montessori

Montessori is a method of observing and supporting the natural development of children. Montessori educational practice helps children develop creativity, problem solving, social, and time-management skills that enable them to grow into adults that contribute to society and the environment.

Maria Montessori was born in Italy in 1870. At age 13, she began to attend a boys' technical school. After seven years of engineering she began premed studies, and became the first woman in Italy to receive a medical degree in 1896. During the length of her career, Dr. Montessori worked in the fields of psychiatry, education, and anthropology. She came to believe that each child is born with a unique potential to be revealed, rather than as a "blank slate" waiting to be written upon.

In her work at the University of Rome psychiatric clinic, Dr. Montessori developed an interest in the treatment of special needs children and for several years, she worked, wrote, and spoke on their behalf.

In 1907 she was given the opportunity to study "normal" children, taking charge of 50 poor children of the dirty, desolate streets of the San Lorenzo slum on the outskirts of Rome. The news of the unprecedented success of her work in this Casa dei Bambini—House of Children—soon spread around the world.

Invited to the USA by Alexander Graham Bell, Thomas Edison, and others, Dr. Montessori spoke at Carnegie Hall in 1915. She was invited to set up a classroom at the Panama-Pacific Exposition in San Francisco, where spectators watched 21 children, all new to this Montessori method, behind a glass wall for four months. The only two gold medals awarded for education went to this class, and the education of young children was altered forever.

In Rome Dr. Montessori developed the Montessori program for ages 6-12. She altered the traditional teacher-taught subjects in the arts and science so that the children could use materials to guide their open-ended research, working to a much higher level than was previously thought possible for children of this age.

During World War II Dr. Montessori was forced into exile from Italy because of her antifascist views. She lived and worked in India. It was here that she developed her work Education for Peace, and developed many of the ideas taught in her training courses today. She was twice nominated for the Nobel Peace Prize.

Even after her death in 1952, interest in Dr. Montessori's methods continued to spread throughout the world. Her message to those who emulated her was always to "follow the child."

Many people, hearing of the high academic level reached by students in this system of education, think that Montessori manipulatives are all there is to the Montessori method. It is easy to acquire materials and take short courses to learn to use them, but to become a true Montessori educator takes long and thorough training.

The child's choice, practical work, care of others and the environment, and above all the high levels of concentration reached when work is respected and not interrupted, reveal a human being that is superior not only academically, but emotionally and spiritually, a child who cares deeply about other people and the world, and who works to discover a unique and individual way to contribute.

A few resources:

Books:

- **Montessori Today** by Paula Polk Lillard
- **Montessori: The Science behind the Genius** by Angeline Stoll Lillard, Renilde Montessori, and An Vu
- **Children of the Universe: Cosmic Education in the Montessori Elementary Class,** by Michael and D'Neil Duffy
- **The Absorbent Mind** by Maria Montessori and John Chattin-McNichols

Internet Links:

- **American Montessori Society:** www.amshq.org
- **Montessori Connections:** www.montessoriconnections.com
- **North American Montessori Teachers Association:** www.montessori-namta.org
- **The International Montessori Index**: www.montessori.edu
- **Michael Olaf Montessori**: www.michaelolaf.net/

PARENTAL INVOLVEMENT

Parent Partnership Agreement

Enrolling a child at Sedona Charter School requires parents to make a strong commitment to the education of their child. Sedona Charter School believes that education takes place both at home and in the school. Therefore, ***parents and the school must be active partners*** in the education of the child. The partnership is intended to be a friendly, supportive, common effort designed to enhance the development of the whole child. This partnership agreement outlines the responsibilities of each partner.

Sedona Charter School Responsibilities

- Provide and develop an academic program that fulfills the goals expressed in Sedona Charter School's mission and goals statements.
- Together with parents, the teacher will develop or update the child's educational plan and related student, teacher, and parent responsibilities on a regular basis.
- Provide programs for parents on the school's philosophy and teaching methods.
- Ensure the health, safety, and welfare of the children at school. We will meet or exceed all federal and state requirements.
- Provide advice and encouragement toward developing a home atmosphere conducive to nurturing a love of learning.
- Welcome parent visits.
- Notify families of any perceived failure to fulfill their obligations of the agreement.
- Notify families of any disciplinary action regarding their child.

Parent Responsibilities

- ***Participate in the Sedona Charter School's orientation program to thoroughly understand the school's philosophy and policies.*** The school believes children develop best when their family and school share a strong and consistent set of values. Our shared values include: ***honesty, integrity, responsibility, self-discipline, compassion, courage, perseverance, loyalty, faith, work, and friendship.***
- ***Provide a nurturing home support system: provide healthy meals, dress your child appropriately, get your child to school on time, and ensure that your child is well rested and ready to learn.*** Also, make sure that your child has a daily lunch at school. **Note:** Sedona Charter School provides educational services only and should not be expected to provide food, health, or other services that are normally the responsibility of parents.
- ***Provide a home setting that stimulates a love of learning.***
- Support your child in ensuring that he or she ***completes homework appropriately and on schedule.***
- ***Spend at least one hour per year observing your child's classroom.***
- ***Complete and return the annual spring Parent/Student Satisfaction Survey.***
- ***Volunteer 50 hours per year for the school.*** If you do not volunteer in some way, you may be requested to take on a task assigned by the Governing Council or a Principal Educator. These tasks will be determined on an individual basis by the needs of the school and your ability to contribute. Examples of ways in which you can contribute:
  Volunteer on a committee
  Volunteer your time in the classroom or school office
  Look for other school needs and work to fill them
  Volunteer your expertise in the classroom (math, science, language, art, music, sports, history)
  Help organize and chaperone field trips
  Donate materials or art supplies — or funds for materials
  Make materials at home

Note: If you cannot volunteer, we ask that you contribute $10 per hour for every hour you cannot volunteer.

- ***Conduct activities with your child that develop his or her personal skills and values*** using methods that are compatible with those of the school. In partnership with your child's Principal Educator, develop, update, and implement an educational plan that defines the activities you will conduct in the home during the school year.
  Examples of such activities:
  Read with your child
  Share current events
  Take trips to the library
  Manage time — develop a schedule
  Take trips to museums, art galleries, exhibits, etc.
  Manage TV time
  Engage your child in practical life exercises such as cooking, preparing shopping lists, and banking
  Recycle
  Spend a minimum of 15 minutes daily talking about the day's events
- Involve your family in activities that ***contribute to your child's development as an active citizen of the local community.*** Examples of family activities:
  Participate in the school's community service projects
  Participate in and support Kids Vote
  Involve your family in community food drives
  Participate in and support community service organizations

As Sedona Charter School staff, Governing Council, and families work together to fulfill the above responsibilities, we will create an extraordinary educational environment for our children.

Procedures For Parents and Students

Absences

State law requires that school-age children attend school regularly. Regular attendance is also essential to success in school. Therefore, Sedona Charter School excuses absences only for necessary and important reasons: illness, bereavement, other family emergencies, and observances of major religious holidays of the family's faith. Please ***schedule routine medical and dental appointments after school hours, and schedule your family vacations during school breaks.***

State law also requires schools to record the reason for each student absence. To help us conform to this requirement, please follow these guidelines:

- ***Inform the office*** (not just the classroom) when your child is absent by calling **204-6464**. You can leave a message at the office 24 hours per day, so call as soon as you know your child will be staying home.
- ***State clearly and specifically why*** your child is absent: a doctor's appointment, religious holiday, emergency, or illness. If the absence is due to illness, state ***what type of illness*** it is.
- Call the office in advance to report a planned absence, or on the morning of the absence if it is due to illness or emergency.
- Call the office each day your child is absent, even if the absence is on consecutive days.

Excessive Absences: If a student has more than 10 unexcused absences during the school year, the child's Principal Educator (PE) may call the parent to schedule a conference to address the situation. At the request of the parent or PE, a member of the Governing Council may also be present at the conference. If the truancy continues after this meeting (or after the PE has made and documented a sincere effort to have a meeting), the Governing Council may initiate a formal expulsion process.

If a student is absent 10 consecutive school-days, he or she must be recorded as withdrawn from Sedona Charter School.

A parent or legal guardian may be cited for educational neglect if there is strong reason to believe that the parent/guardian is negligent in ensuring that his or children attend school.

Note: Sedona Charter School's funding is based on student attendance. If you must take your child out of school for any reason other than ill-ness or emergency, consider donating $25 per day — the amount the school can lose from the absence.

Tardiness

A student is considered tardy if he or she arrives after 8:30 am by the classroom clock. If a child has been tardy for an excessive number of days, the child's PE may call the parent or guardian to schedule a conference on the matter. At the request of the parent/guardian or teacher, a member of the Governing Council may also be present at the conference. If the tardiness continues after this meeting (or after the PE has made and documented a sincere effort to have a meeting), the Governing Council may initiate a formal suspension process.

Parent, Student, and Visitor Arrivals and Departures During the School Day

During the school day, parents and visitors are welcome on campus. Enter at the ***second*** school entrance and park at the west end of campus..

Students who arrive after 8:30 am must be dropped off at the school office, and their parent must sign them in inside the office. If a student must leave before the schoolday is over, the parent must sign out the student on the sheet in the school office. In the office, the parent will receive an early Departure Form to give to the teacher before the student can leave campus.

Help us accurately track volunteer hours, campus visitors, and student attendance: ***Stop in at the office and sign in when you come to campus or when you bring a student in late or take a student out early.***

School Closure Due to Weather

Occasionally, Sedona Charter School must close due to weather. Such closings are announced on KAZM radio.

Morning Drop-Off

Dress your child warmly so he or she is comfortable on the walk up to school—and at recess time! Morning drop-off is at the library even in rain or snow—the teachers do have umbrellas.

Drive into the library parking lot on the right side, and follow the loop all the way around until you ***stop only at the drop-off point, where a teacher is waiting***.

It is VERY IMPORTANT that you do NOT stop by or turn down the driveway that goes behind the library. This can cause problems for library staff who are trying to get to work in the morning.

Arrive at the drop-off point between 7:45 and 8:20 am. If you are running late, please still go to the morning drop-off point—teachers are there to shuttle students until 8:35 am.

If you are later than 8:35 am, park by the school office and sign your student in at the office.

If you need to talk to a teacher, park in the library lot and walk up to campus, or wait until after school and park on campus.

Afternoon Pick-Up

Pick up times are as follows:
Lower Elementary (grades 1-3): 3 to 3:15 pm
Upper Elementary (grades 4-6): 3:15 to 3:30 pm
Middle School (grades 7-8): 3:30 to 3:45 pm

Enter at the first driveway, and slowly drive around until you stop in the pick-up line that begins just past the covered play area. The teacher will call your child up to get in your car when you get to the front of the line.

Drive forward, stop at Kachina Drive, and ***slowly exit*** the school. (Neighbors have complained about our parents exiting too quickly.)

If you have students in more than one class, ***do not arrive until it is time to pick up your oldest child.*** (Younger siblings will wait with their older siblings.)

If you arrive before your oldest child's pick-up time, park in one of the spots at the south end of campus until it is time to pick up your child, then get in line.

Sedona Public Library

Maintaining a good relationship with Sedona Public Library is very important to Sedona Charter School. That is why we ask that you drop your children only at the designated drop-off point, and that you ***never drive or park behind the library.*** That area is reserved for library staff and volunteers.

Well-behaved students age 10 and older are welcome to read and research in the library after school. Do not encourage your children to play outside the library. Here is the Sedona Public Library's policy regarding children:

"Parents may not leave children under age 10 unattended in the library. Disruptive children 10 and older will be asked to leave after receiving one warning.

"Parents are responsible for their children's behavior while in the library. Attended children under age ten who are being disruptive will be asked by staff to behave. If disruptive behavior continues, a staff member will inform the parents that their child is disturbing others. If the parents refuse or are unable to control the child, the family will be asked to leave.

"Children must be picked up promptly after programs. Children may not remain outside the library waiting to be picked up. The Sedona Police will be contacted to take custody of children left alone outside after closing hours."

Call 282-7714 for more info on the library.

After School Study Hall

Lower and Upper Elementary classrooms offer after-school study hall at these times:

Lower Elementary: Tue-Fri until 5:30 pm.
Upper Elementary: Mon-Wed until 4:30 pm

If your student participates in after-school study hall, please make a donation, payable in the school office, to help defray expenses.

Sedona Boys and Girls Club

Every day between 3:15 and 3:30 pm the Sedona Boys and Girls Club van arrives to take members over to the Sedona Boys and Girls Club facilities on the West Sedona Elementary School campus. For more information on the Sedona Boys and Girls Club, call 282-0122.

Sedona Teen Center

The Sedona Teen Center at 480 Posse Grounds Road is open to teens age 12-18 from 3 to 7 pm Monday through Friday. For more information on the Sedona Teen Center call 203-9919.

Enrollment Policy

Enrollment is open to all on a first-come, first served basis. Priority is given to currently enrolled students, siblings of currently enrolled students, and students whose families turn in their enrollment packet on the first day of open enrollment (usually mid-April), in that order.

If a student's enrollment packet is turned in on the first day of open enrollment and the student remains on the waiting list for the entire school year, that student will have priority enrollment for the following school year.

Priority enrollment means the student may enroll prior to the first day of open enrollment for the upcoming school year, and in the case of siblings, that a sibling of a currently enrolled student may enroll ahead of other students on the waiting list.

A child cannot enroll at Sedona Charter School if he or she has been expelled or suspended for more than 10 days from a public school within the previous 2 years, or if he or she is in the process of being expelled from another school.

Student File Requirements

Sedona Charter School is required to maintain a complete and up-to-date student file. Parents must complete and return the documents listed below ***before the first day of attendance at school or the child will not be admitted.*** Parents must notify the school office of any changes to information contained in these documents.

- Enrollment Form
- Title I Allocation Survey
- Home Language Survey
- Custody papers if applicable
- Directory Information Form
- Parent Partnership Agreement
- Walking Trip Permission Form
- Emergency Health/Over the Counter Medication Form
- Records Request to send to previous school
- Parent Committee Volunteer Form
- Immunization Record or Request for Exemption
- Photo Release Form
- Birth Certificate (staff will make a photocopy)*

**If your family is moving or in transition you have up to 30 days after the first day of school to bring in a birth certificate.*

Grade Level Promotion Requirements (Mastery)

In Arizona and in the nation at large, there is an increasing emphasis being put on children to meet specified academic standards. The practice of "social promotions" is no longer accepted or acceptable. In order for students in Sedona Charter School to move on to the next class, this mastery can be demonstrated and attained in one or more of the following ways:

- 85% completion of weekly work plans. 85% has been designated by our charter with the state as mastery. Since each child's academic work is individualized, this level of 85% is attainable by all.
- A satisfactory/mastery (Meets or Exceeds) score on the AIMS tests.
- If the student does not achieve either of the above, he or she may engage in study over the summer, approved by the Principal Educator, to make up any missing work or to continue study to meet the standards that were shown not to be mastered in testing. Upon completion the work will be evaluated by the Principal Educator. If mastery is achieved or missing work completed, the student may then be recommended for acceptance into the next class.

If a student does not meet at least one of the above criteria, it will be recommended that the child stay an additional year in his/her current program. (Kindergarten, Lower Elementary, Upper Elementary, Middle School).

Principal Educator Responsibilities

- To inform parents and students of this policy upon enrollment and to keep them informed of the student's progress.
- To help each child to succeed and progress.

—Adopted by the Sedona Charter School Governing Council February 7, 2000 , revised April 18, 2000.

Tutoring

If your child falls below the 50th percentile in standardized state testing, he or she may be required to participate in school-provided tutoring outside school hours.

Grievance Policy and Procedure

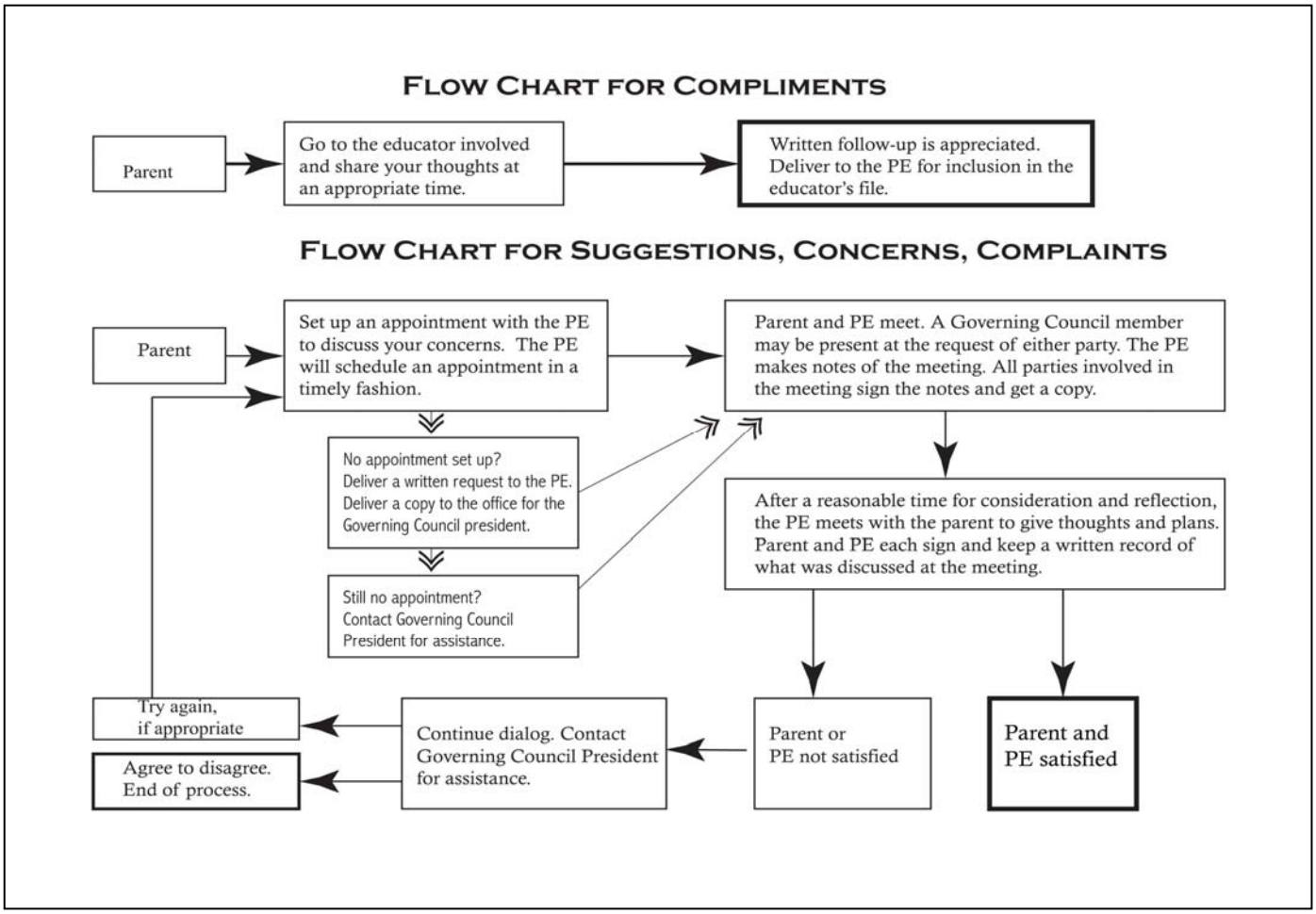
Though most of us prefer to think about the positive things at Sedona Charter School, sometimes there are problems that need to be addressed. If you have a problem or concern, it should be addressed with the other person involved as soon as possible, giving each of you the opportunity to quickly resolve most issues. The following Grievance Policy was approved by the Governing Council on October 21 1996.

Written comments to parents should always be constructive and explanatory and indicate the means by which the student is to be helped. Communication to a parent is from a Principal Educator, or from a teacher with the approval of the Principal Educator (PE). In the rare event that communication to a parent originates with individuals other than a teacher or PE, the PE must be expeditiously informed in writing. This flow of information aids the school in acting in a harmonious and consistent manner. . . .

Questions or concerns regarding a student, academic work, a behavioral incident or event in the classroom or on the school grounds are of necessity to be referred directly to the PE. Matters not satisfactorily resolved between parent and PE become the domain of the Governing Council.

The proper channel with which to bring a matter to the attention of the Governing Council shall be to notify the seated president of the Governing Council. The president may designate a person to mediate for a resolution or the president may call the matter to the attention of the Governing Council itself.

If we all try and follow the above guidelines, we can address concerns and problems in a timely and appropriate manner, and continue on with the business of educating the most important people around: our children. The following graphic, last revised by the Governing Council on March 8, 2005, illustrates our policy.



Standards of Conduct

Dress

To accommodate the different developmental stages students go through from grades 1-8, our dress code varies slightly between classrooms. However, one fundamental aspect of dress and personal appearance remains consistent. ***Students should dress in a way that does not distract others.*** In keeping with our philosophy of personal responsibility, we expect students to take it upon themselves to be responsible in their decisions regarding personal appearance. Dress in a way that shows respect for yourself and the classroom, and will not interfere with your own (or others') learning and daily school activities.

Illicit Drugs and Alcohol

Sedona Charter School does not tolerate the use of illicit drugs or alcohol. This includes tobacco. Any student who brings such substances to the school or uses such substances at the school will immediately be suspended for 3 days.

School Functions: If a committee wishes to serve alcohol at a school function, they must obtain Governing Council written approval prior to the function.

Field Trips: Sedona Charter School does not allow adults to partake of alcoholic beverages while supervising children.

Tobacco

Adults on campus, as well as students, are required to abide by the state law forbidding the possession or use of tobacco on school grounds at any time. This includes evenings and weekends, even when activities are not school-related. The same restrictions apply to school functions that take place off-campus.

Firearms

State law essentially forbids the presence of any kind of firearms anywhere on campus, carried by anyone other than a peace officer. A student will be immediately expelled for possession of a gun on campus.

Hazing Policy

Although our students are taught to be caring and kind, and demonstrate these traits daily, Arizona law requires the school to have a hazing policy, to post it, and to include it in every student handbook. Here is our policy:

"Hazing" means any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student, and in which the act was committed in connection with an initiation into, an affiliation with, or the maintenance of membership in any organization that is affiliated with Sedona Charter School, ***and*** the act contributes to a substantial risk of potential physical injury, mental harm or degradation or causes physical injury, mental harm or personal degradation.

Hazing is prohibited. Solicitation to engage in hazing is prohibited. Aiding and abetting another person who is engaged in hazing is prohibited. It is not a defense to a violation of the hazing prevention policy if the hazing victim consented to or acquiesced in the hazing activity. All students, teachers and staff shall take reasonable measures within the scope of their individual authority to prevent violations of this hazing prevention policy.

Students shall report violations of the hazing policy to their teacher. Teachers, staff, and parents shall report violations of the hazing prevention policy to the supervising Principal Educator. The Principal Educator shall report such violations to the Governing Council.

If there is a report of hazing activity, the supervising Principal Educator shall speak individually with each individual involved in the incident. If he or she determines that hazing did occur, he or she may suspend the students responsible for the violation. Students may be expelled for serious offenses. If significant physical harm is caused by a violation of the hazing prevention policy, the incident shall be reported to the Sedona Police department.

If an organization knowingly permits, authorizes, or condones hazing activity, that organization's permission to conduct operations at Sedona Charter School shall be revoked. Any teacher or staff who knowingly permits, authorizes, or condones hazing activity is subject to disciplinary action by the Governing Council.

Bullying, Harassment, and Intimidation Policy

Sedona Charter School is committed to a physically and emotionally safe educational environment. Any form of harassment, intimidation, or bullying will not be tolerated. Throughout the course of each school year, students are educated on the recognition and prevention of harassment, intimidation or bullying. If a student or students do engage in such behavior, interventions and discipline (including suspension, expulsion, and/or referral to law enforcement) will be used to change the behavior and help restore a positive climate.

Definition: "Bullying, harassment, or intimidation" means any intentional written, verbal, or physical act, which:

- Physically harms a student or a student's property; or
- Interferes with a student's education; or
- Creates an intimidating or threatening environment; or
- Disrupts the orderly operation of the school.

Bullying, harassment, or intimidation can take many written or oral forms, including rumors, jokes, innuendos, drawings, demeaning comments or actions, or threats. Such comments might be spoken, they might appear in writing, or they might be sent or posted on the Internet.

Bullying, harassment, or intimidation can also be physical. Examples include exclusionary behavior, pranks, gestures, or physical attacks.

Informal Complaint Process: Anyone may use informal procedures to report and resolve complaints of bullying, harassment, or intimidation. Students are encouraged to report to any staff member any bullying, harassment, or intimidation they see or experience. Staff shall inform the student's Principal Educator when they receive such complaints.

Informal remedies include a statement from a staff member to the alleged perpetrator that the conduct is not appropriate and will lead to discipline if proven, and an opportunity for the complainant to explain to the offender, either in writing or face-to-face, that the conduct is unwelcome and disruptive. The incident may also be referred to peer mediation.

Written Formal Complaint Process: Anyone may initiate a formal complaint of bullying, harassment, or intimidation. Complainant(s) should not be promised confidentiality at the onset of an investigation.

All formal complaints shall be in writing as provided in the Bullying, Harassment, and Intimidation Complaint form available in the school office. Turn in the completed form at the school office, where it will be referred to the school's designated compliance team.

The compliance team, appointed by the Governing Council each school year, includes a community member, a school parent, a teacher, and a middle school student.

The compliance team will conduct an investigation. Within 10 school days of receiving the complaint, the team will deliver to the Governing Council and to the complainant a full written report of the complaint and the result of the investigation, stating one of the following:

- The compliance team is recommending corrective action and awaiting a Governing Council meeting to determine such action; or
- The investigation is incomplete to date and will be continuing; or
- The school does not have adequate evidence to conclude that bullying, harassment or intimidation occurred.

If the investigation does show that bullying, harassment, or intimidation has occurred, corrective measures will be instituted as quickly as possible, and not more than 10 school days after the written report is delivered.

Note: False reports or retaliation for harassment, intimidation, or bullying constitute violations of this policy.

Approved by the Sedona Charter School Governing Council
April 11, 2006

School Discipline Policy

Definitions

"Suspension" means the temporary withdrawal of the privilege of attending Sedona Charter School for a specified period of time, no more than ten school days. A suspension is imposed by the student's Principal Educator.

"Expulsion" means the permanent withdrawal of the privilege of attending Sedona Charter School unless the Sedona Charter School Governing Council reinstates the privilege. The privilege may not be reinstated for at least one year. An expulsion is imposed by the Sedona Charter School Governing Council, generally on recommendation from the student's Principal Educator.

Responsibilities of Students

Students shall comply with the rules, pursue the required course of study, and submit to the authority of the teachers, the administrators, the parent volunteers, and the Sedona Charter School Governing Council.

Causes for Suspension and Expulsion

A Principal Educator may remove a student from the classroom and/or suspend a student if either of the following conditions exist:

- A teacher has documented that the student has repeatedly interfered with the teacher's ability to communicate effectively with the other students in the classroom or with the ability of the other students to learn.
- A teacher has determined that the student's behavior is so unruly, disruptive or abusive that it seriously interferes with the teacher's ability to communicate effectively with the other students in the classroom or with the ability of the other students to learn.

The Governing Council may expel a student for:

- Open defiance of authority
- Disruptive, disorderly or inappropriate behavior
- Creating an unsafe situation
- Causing serious injury to another person
- Disrespect
- Verbal abuse
- Obscene language or obscene gestures
- Violation of Arizona criminal code
- Violent behavior which includes display of, use of, or threat to use a dangerous instrument or a deadly weapon
- Possession or use of a gun, either real or imagined.
- Violation of Sedona Charter School's Bullying, Harassment, and Intimidation and Policy

The Sedona Charter School Governing Council shall immediately expel a student who has brought a firearm to school.

A student who cuts, defaces, or otherwise injures any school property may be suspended or expelled. Upon written complaint of the Sedona Charter School Governing Council, the parents or guardians of minors who have injured school property shall be liable for all damages caused by their children or wards.

The Sedona Charter School Governing Council, as it deems appropriate, may expel students for actions other than those listed above.

Disciplinary Actions

A written report may be filed by the teacher and the following actions taken as a result of each suspendable offense of the school rules by the student:

First Offense

The student shall be warned by the teacher, be placed in isolation or "time out" and must complete a written Improvement Plan which must include a description of the incident, what the student could do differently in the future, and recommendations for consequences both in school and at home. The Improvement Plan must be reviewed and signed by the student and the parents and returned to the teacher within 48 hours of the incident.

Second Offense

The student shall be suspended for the remainder of the day and up to ten additional days as determined by a mandatory conference between parents, student, and staff member. The teacher shall remind the parents that the next offense will result in expulsion. Prior to his readmittance, the student shall submit a new signed and approved Improvement Plan with an increase of at-home and at-school consequences.

Third Offense: Expulsion of the Student

Regarding all action concerning the expulsion of a student:

- The Sedona Charter School Governing Council shall be notified by the Principal Educator of the intended disciplinary action.
- The Governing Council shall schedule an Expulsion Hearing.
- The Governing Council shall give the parents or guardians of the students a written notice of the date, time, and place of the upcoming Governing Council expulsion hearing, at least 5 days prior to the hearing.
- The Sedona Charter School Governing Council shall record the action taken in the student's permanent file.

Notes Regarding Suspension and Expulsion

The suspension or expulsion of students with disabilities shall be in accordance with the Arizona Education Code.

If a student withdraws from school after receiving notice of possible action concerning discipline, expulsion, or suspension, the Sedona Charter School Governing Council may continue the action after the withdrawal and may record the results of such action in the student's permanent file.

Upon the request of any student or the parent or guardian, the Sedona Charter School Governing Council may review the reasons for a student's expulsion and consider readmission after one year.

A child cannot enroll at Sedona Charter School if he or she has been expelled or suspended for more than 10 days from a public school within the previous 2 years, or if he or she is in the process of being expelled from another school.

Approved by the Sedona Charter School Governing Council
June 14, 2006

Classroom Behavior and Discipline

Each classroom has additional standards, expectations, and procedures regarding behavior and discipline.

GOVERNMENT-REQUIRED NOTIFICATIONS

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

Sedona Charter School is required to notify parents of their rights under the PPRA. The PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams.

Parents have the right to consent before students are required to participate in a survey concerning any of the following areas, if the survey is partially or completely funded by the U.S. Department of Education.

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

This requirement also applies to the collection, disclosure, or use of student information for marketing purposes and certain physical exams and screenings that are not required by state law.

Sedona Charter School does not plan to conduct any of the above activities during this school year. If for some reason Sedona Charter School should conduct one of the above activities, you will be notified in writing and given an opportunity to exclude your child.

Confidentiality of Student Education Records

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

Parents or eligible students have the right to inspect and review the student's education records maintained by the school within 45 days of a request made to the school administrator. Schools are not required to provide copies of records unless it is impossible for parents or eligible students to review the records without copies. Schools may charge a fee for copies.

Parents or eligible students have the right to request in writing that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest. A school official is a person employed or contracted by the school to serve as an administrator, supervisor, teacher, or support staff member (including health staff, law enforcement personnel, attorney, auditor, or other similar roles); a person serving on the school board; or a parent or student serving on an official committee or assisting another school official in performing his or her tasks. A legitimate educational interest means the review of records is necessary to fulfill a professional responsibility for the school.
- Other schools to which a student is seeking to enroll.

- Specified officials for audit or evaluation purposes.
- Appropriate parties in connection with financial aid to a student.
- Organizations conducting certain studies for or on behalf of the school.
- Accrediting organizations.
- To comply with a judicial order or lawfully issued subpoena.
- Appropriate officials in cases of health and safety emergencies.
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

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

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

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

For additional information or to file a complaint, you may call the federal government at (202) 260-3887 (voice) or 1-800877-8339(TDD) OR the Arizona Department of Education (ADE/ESS) at (602) 542-4013. Or you may contact:

Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202-5901	Arizona Department of Education Exceptional Student Services 1535 W. Jefferson, BIN 24 Phoenix, AZ 85007

This notice is available in English and Spanish on the ADE website at www.ade.az.gov/ess/resources under forms. For assistance in obtaining this notice in other languages, contact the ADE/ESS at the above phone/address.

Child Find Policies & Procedures to Parents Regarding Special Education

In accordance with Arizona law, it is Sedona Charter School's policy that:

- All children with disabilities who are in need of special education and related services shall be identified, located, and evaluated (34 CFR § 300.125).
- A practical method has been developed and implemented to determine which children are currently receiving needed special education and related services (34 CFR § 300.125).*

This policy applies to highly mobile children with disabilities and children who are suspected of being children with disabilities under 34 CFR § 300.7 and in need of special education, even though they are advancing from grade to grade (34 CFR § 300.125).

We maintain documentation of the public awareness efforts to inform the public and parents within their jurisdiction of the availability of special education services [34 CFR § 300.125, Arizona Administrative Code (AAC) R7-2-401].

We conduct screening activities for all newly enrolled students and those transferring without sufficient records. The screening activities are completed within 45 days of enrollment. The screening includes consideration of academic or cognitive, vision, hearing, communication, adaptive, emotional and psychomotor domains [AAC R7-2-401(D)(6)].

We maintain documentation and annually report the number of children with disabilities within each disability category that have been identified, located, and evaluated (34 CFR §300.125). The collection and use of data to meet these requirements are subject to the confidentiality requirements of 34 CFR §§300.560 and 300.577.

We refer children suspected of having disabilities aged birth through two years to the Arizona Early Intervention Program (AzEIP) for evaluation and, if appropriate, services.

Children and Youth in Transition Policy

Homelessness exists in Sedona. A combination of high housing costs and poverty causes many families to lose their housing. Many young people leave their homes due to abuse, neglect, or family conflict. Children and youth who have lost their housing live in a variety of places, including motel, shared residences, transitional housing programs, cars, campgrounds, and other places. Their lack of permanent housing can lead to potentially serious physical, emotional, and mental consequences. Sedona Charter School will ensure that all children and youth receive a Free Appropriate Public Education and are given meaningful opportunities to succeed in our school. Sedona Charter School also follows the requirements of the McKinney-Vento Act.

It is the policy of Sedona Charter School to view children as individuals. Therefore, this policy does not refer to children as homeless; it instead uses the term "children and youth in transition." Under federal law, children and youth in transition must have access to Free Appropriate Public Education, including preschool, and be given a full opportunity to meet Arizona and Sedona Charter School academic achievement standards. They must be included in Arizona and Sedona Charter School assessments and accountability systems. Sedona Charter School will ensure that children and youth in transition are free from discrimination, segregation, and harassment:

- Barriers to the enrollment of children and youth in transition are removed so that students are immediately enrolled in Sedona Charter School. Such barriers include transportation, immunization, residency, birth certificates, school records, other documentation, and guardianship.
- Children and youth in transition are not stigmatized or segregated based on the basis of their transitional status.
- At the request of a child or youth in transition's parent, guardian, or liaison, Sedona Charter School will provide transportation to and from school.

School Directory Information Notice

Sedona Charter School designates certain student information as "directory information," and will disclose that information in school publications that are available to ***school families***, unless notified in writing of any items the parents do not wish to be made available. SCS ***does not*** sell or share this information with other businesses or organizations, except as required by law. Directory information for Sedona Charter School includes the student's name, the names of the student's parents, the student's address, telephone number, grade level, and photo.