

A PUBLIC MONTESSORI ELEMENTARY AND MIDDLE SCHOOL

Academic excellence... Personal growth... Small-school environment

FAMILY HANDBOOK

2021-2022



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ABOUT SEDONA CHARTER SCHOOL

Our Mission

Our Montessori school challenges each child to achieve excellence through an individualized program, which includes a schoolwide musical strings 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.

Our Vision

Through the alumni of Sedona Charter School, we aspire to create a world in which:

- People use empathy, respect, and a commitment to excellence as they work together to overcome challenges, achieve social justice, and ensure a sustainable future.
- Each person finds and fulfills his or her intrinsic purpose.
- People recognize the value in every human being including themselves, and every culture including their own.

Vision for the Child: We envision the children of Sedona Charter School developing these qualities:

Honesty	Friendship	Awe of the world	Pursuit of quality work
Integrity	Compassion	Curiosity	Joy of accomplishment
Responsibility	Empathy	Sense of humor	Stewardship of the earth
Self-discipline	Respectful behavior	Appreciation for the arts	Involvement in the local and global community
Perseverance			

Our History and School Culture

Sedona Charter School opened in the first wave of 55 Arizona charter schools in the fall of 1995. It is now the oldest charter school in the state, with about 150 students attending school on our custom-built, 5-acre campus in west Sedona.

Over the past 25 years, our Montessori school culture has evolved to feature three signature components: music education, outdoor education, and Peace Education -- Model United Nations.

Music education centers around our musical strings program. Students in grades 1-3 all learn to play the violin. Musical strings becomes optional in grades 4-8. Our orchestra grows larger each year as we continue to develop this program.

Our older students go on many hikes and several camping trips each year. The rite of passage for our 3rd graders is a day trip to the Grand Canyon; for our 6th graders it is a week-long hiking and camping trip; and for our 8th graders it is a week on Catalina Island studying coastal and ocean ecology.

Our middle school students often have the opportunity to participate in the Montessori Model United Nations (MMUN) conference in New York City. Usually between eight and 10 of our students choose to participate in this rigorous program,

which features a session at the actual United Nations building. Students talk for years about this life-enhancing event!

Staff

Call 204-6464 to reach all staff

Office: 204-6464

Executive Director: Amy Fultz

Registrar/Financial Assistants: Jannette Villalobos-Gil, Megan Hellmann

Lower Elementary Classroom: 204-6464 extension 1

Principal Educator: Katarina Houser

Facilitating Teachers: Amy Alexander, Haley Seiber, Amy Tedrick

Upper Elementary Classroom: 204-6464 extension 2

Principal Educator: Lucy Hill

Facilitating Teachers: Maija Alanen, Kimberly Pace, Heather Murphy

Classroom Assistant: Jacquie Randall

Middle School Classroom: 204-6464 extension 3

Principal Educator: Jacki Rice

Facilitating Teachers: Kristen Gressley, Alexandra Winter

Schoolwide

Strings and Orchestral Studies: Katherine Okesson

Special Education and 504 plans: Victoria Blessing

Title 1: Bob Wentsch

Résumé information on our teaching staff is available on our website at www.sedonacharterschool.com and in the office on request.

Governing Council-

President, Meg Haesloop (Parent Representative)

Diana Munger(Parent Representative)

Secretary, John Griffin (Community Representative)

Treasurer, Julie James (Parent Representative)

Lucy Hill (Upper Elementary Principal Educator)

Katarina Houser (Lower Elementary Principal Educator)

Jacki Rice (Middle School Principal Educator)

Amy Fultz(Executive Director)

Gail Olson (Sedona Montessori School Administrator)

Jordan Rogers(Parent Representative)

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 pre-med 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.

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 on 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.

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.

Common characteristics of our Montessori classrooms include:

- Individual or small group lessons
- Presentation of concepts from the global to the specific
- Mixed age groupings
- Children who are able and free to choose work
- Children who care for the classroom
- Children who are largely self-regulating so the teachers can observe and guide more than teach

The child's choice, practical work, care of others and the environment, and the high levels of concentration reached when work is respected and not interrupted, help form a human being who cares deeply about other people and the world, and who works to discover a unique and individual way to contribute.

Books:

- Montessori Today by Paula Polk Lillard
- To Educate the Human Potential by Maria Montessori
- From Childhood to Adolescence by Maria Montessori
- 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

Internet Links:

- American Montessori Society: www.amshq.org Click on the "Montessori Education" tab (top left of screen) for brief and accurate information about the history, structure, goals, and expected results of a Montessori Education.
- North American Montessori Teachers Association: www.montessori-namta.org
- Michael Olaf Montessori: www.michaelolaf.net

Who Runs Sedona Charter School?

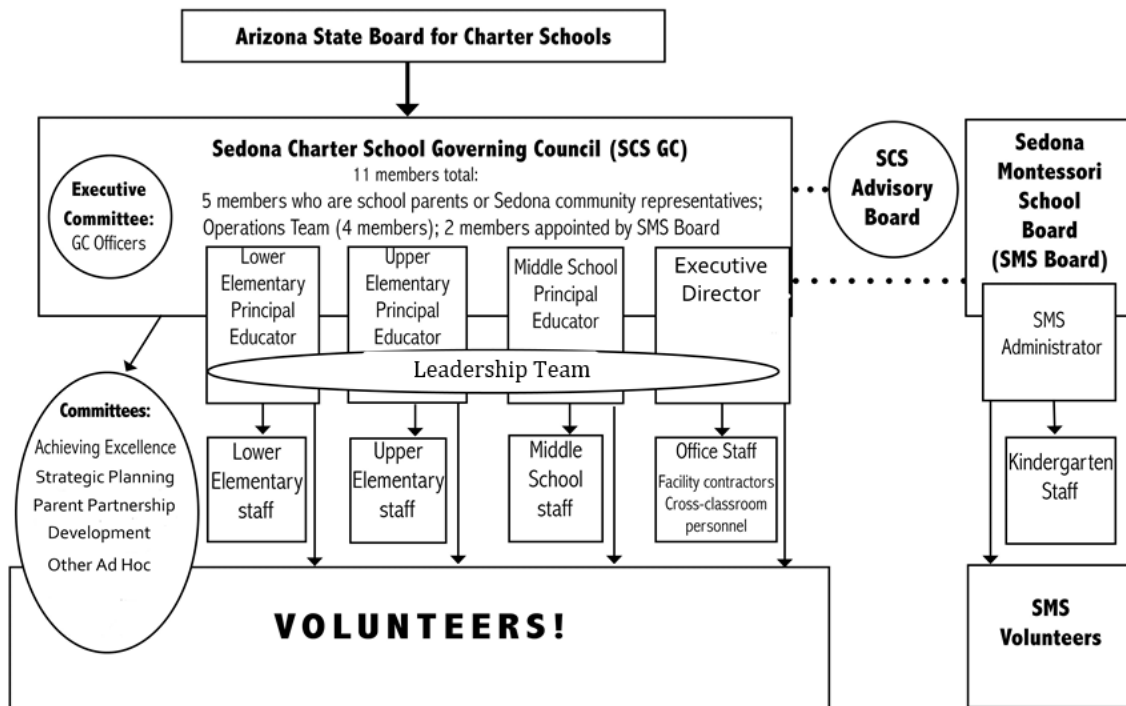
Sedona Charter School is charting a new form of educational governance based on teamwork, real accountability, and the placement of true authority in the hands of those closest to the children: teachers and parents.

Sedona Charter School has no paid school principal or director. Instead, the Principal Educator in each classroom (45 to 60 students) serves as the “principal” of the classroom, developing curriculum, hiring and supervising staff, keeping parents involved in the classrooms, and allocating and monitoring their budgets. As members of the Governing Council that manages the school, the Principal Educators make operational and policy decisions and participate in setting the school’s budget. Together with the Executive Director, Director of Strings and SPED Director, the Principal Educators make a 6-person “administrator,” called the Leadership Team. 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 Development Committees. As much as 65 percent of our parents volunteer in some way, and 30 percent donate more than 50 hours 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 and 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.



As of May 2020

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 and improve academic achievement to meet or exceed State standards.

Vision for the Parent: In order to facilitate our vision for the child (page 2) and support our Montessori program, we expect our students' parents to be:

- Respectful and supportive of teachers and students and our school mission, vision, and policies.
- Committed to Montessori living.
- Willing to contribute to their child's school to the best of their abilities.

Our Vision for our Teachers is to model and facilitate our vision for the child.

Our Vision for School Leadership is to be:

Cooperative	Humble	Our school leaders also:
Adaptable	Resourceful	
Committed	Accessible	Model our school's world vision
Honorable	Effective	Model traits expected of students
Deliberate	communicators	
Courageous	Able and willing to take the lead	

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

Partnership Agreement: Sedona Charter School Responsibilities

- Staff will communicate respectfully and professionally at all times: in person, in writing, and in electronic communications.
- Provide and develop an academic program that fulfills the goals expressed in Sedona Charter School's mission and goals statements, thereby exceeding State academic standards.
- Together with parents, provide high-quality K-8 Montessori instruction in a supportive and effective learning environment that enables students to meet the State's academic achievement standards through individualized educational plans which are reviewed and updated on a regular basis.
- Provide programs for parents on the school's philosophy and teaching methods, including 3 required parent-teacher conferences during which this partnership will be discussed as it relates to the individual child's achievement.
- Ensure the health, safety, and welfare of the children at school. We will meet or exceed all federal and state requirements.
- Provide advise and encouragement toward developing a home atmosphere conducive to nurturing a love of learning.
- Provide parents with frequent reports on their child's progress by utilizing the ParentVUE portal to give parents up-to-date grade, assignment and absence information. Keep parents updated on student progress and notify families of any perceived failure to fulfill their obligations of the agreement.
- Provide parents reasonable access to staff. PEs are usually available to meet with parents before or after school by appointment. Parents are asked to write a note, send an email or leave a phone message for staff. An effort to respond will be made that school day or within 24 hours during the school week. Staff cannot be expected to meet with parents during classroom time.
- Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities. Parents are welcome to observe or volunteer at any time in our classrooms. Appointments should be made with the PE in advance. Weekly take home packets and/or e-mails provide information to parents about school events for which they can volunteer.
- Notify families of any disciplinary action regarding their child.

Partnership Agreement: Parent Responsibilities

- Communicate respectfully with school staff and students at all times: in person, in writing, and in electronic communications.
- Participate in Sedona Charter School's orientation program to thoroughly understand the school's philosophy and policies.
- Provide a nurturing home support system: provide healthy meals (including lunch for school), dress your child appropriately, get your child to school on time, and ensure that your child is well rested and ready to learn.
- Provide a home setting that stimulates a love of learning.
- Support your child in ensuring that he or she completes all homework and long-term projects on schedule.
- Spend at least one hour per year observing your child's classroom.
- Complete and return the annual spring Parent Satisfaction Survey.
- Participate in paying fees and extracurricular funding and enhancement activities through the Kids Tax Credit program.
- Volunteer 50 hours per year for the school.** If you do not volunteer in some way, serve to the extent possible by being a parent representative on the school's Parent Partnership Team, the Governing Council or other school advisory or policy groups. Volunteer options include:
 - Volunteer on a committee
 - Volunteer to help plan or serve at an event
 - Volunteer in the classroom. Opportunities include providing your expertise in a specialized area or chaperoning field trips.
 - Make classroom 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 to develop 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 at home during the school year. Promote positive use of your child's extracurricular time.
 - Read with your child, take trips to the library
 - Manage time — develop a schedule
 - Manage screen time and social media time
 - Take trips to museums, art galleries, and exhibits
 - Develop skills on a musical instrument
 - Participate in community sports or performing arts programs
 - Engage your child in practical life exercises such as cooking, preparing shopping lists, and banking
 - Recycle
 - Spend 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, such as community service projects.
- Stay informed about your child's education by promptly reading all school communications and responding as appropriate.

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, please ***schedule routine medical and dental appointments after school hours, and schedule family vacations during school breaks.***

State law also requires schools to record the reason for each absence. Please follow these guidelines:

- **Inform the office** by calling **928-204-6464**. You may leave a message at the office 24 hours a day, so call as soon as you know your child will be staying home.
- **State clearly and specifically** your child's name and grade and **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. (We are required to track illness trends.)
- Call the office in advance to report a planned absence, or on the morning of the absence for 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 be present at the conference. If truancy continues (or the PE has made and documented a sincere effort to have a meeting), the Governing Council may initiate the expulsion process.

If a student is absent 10 consecutive school days for reasons other than illness (with a note from a physician), he or she must be recorded as withdrawn on the 10th day.

State law defines excessive absences as absences of more than 10 percent of regular school days. 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 her children attend school.

Returning after Illness

Sedona Charter School requires you to keep your child home if he or she is vomiting or has a fever. For the 21-22 school year, due to COVID, we require that ***students not return to school until at least 48 hours after the last episode of vomiting, fever, or other COVID-like symptoms. We also require students with coughing or a runny nose to stay at home unless they have a negative COVID test or a doctor's note explaining they have allergies.*** If your child is absent for more than five days due to illness, please bring a doctor's note when your child returns to school.

Tardiness

A student is considered tardy if he or she arrives after 8:30 am by the classroom clock. A PARENT must come in the office to sign in the tardy student. ***If a child in grades 4-8 has been tardy for 5 or more days in a semester, the student may serve detention during lunch.*** If excessive tardies continue, the student's Principal Educator may call the parent or guardian to schedule a conference. If requested by the parent or teacher, a member of the Governing Council may also be present at the conference. If the excessive tardiness continues after this meeting (or after the school has made and documented a sincere effort to have a meeting), the teacher may suspend the student, or the Governing Council may initiate a formal expulsion process.

Departures During the School Day

If your student must leave school early, come to the office to sign your student out.

During the school day, you must enter at the second school entrance and park at the west end of campus near the office. Office staff will give you a Departure Slip that you must hand to a teacher before the student can leave the campus.

Note: For early departures, please inform the teachers in advance so they can make sure the student is not participating in an off-campus activity when you need to pick him or her up.

Payments

Payments for fees and other expenses may be paid online at the school website: www.sedonacharterschool.com. Money can also be delivered to the school office. With the exception of occasional bake sale money, **do not send money to the classrooms.** **Fundraising money and payments for school expenses should be delivered directly to the office.** Please provide a check or bring exact change. ***The office does not keep change on hand.*** The office staff can process credit card payments (\$10 minimum).

Note: If a check is returned due to insufficient funds, it must be replaced with cash or credit card payment, with an additional fee of \$35 to cover our costs.

Field Trips

Field trips are an extension of classroom activities and are for educational purposes. Only enrolled students may participate. Participation in field trips is encouraged. Exceptions are made for financial hardship (such hardship to be determined by the school upon request by the parent at the time the field trip is announced). Students must be current on school fees and have the current year Family Handbook and Local Field Trip permissions signed and on file in the office prior to departure on any field trip.

Students must leave school and return to school as a group.

Field trip fees: Families must pay field trip fees in full prior to the departure of a field trip. Any fee waivers or scholarships must be approved by the Principal Educator at the time the field trip is announced. If a family does not follow this requirement their child may not go on the field trip. ***Children who do not go on the field trip may attend school and will be either working in their own classroom with a facilitating teacher or in one of the other SCS classrooms.***

Chaperoning or Driving on Field Trips

Chaperoning and/or driving for a school field trip is a fun experience, and a privilege, giving you insight into your child's friendships and interactions within the school community. Chaperones are responsible for the safety and welfare of the students in your group or car. Non-staff chaperones must be either parents or legal guardians, or pre-approved adults over age 25 who have cleared a state background check.

Although SCS makes every effort to use the school van or a hired bus for field trips, occasionally we will need parent driver-chaperones for a trip. All chaperones must have a clearance through **Verified Volunteers**. Information on this clearance is available in the school office. You must have your valid license and insurance card with you when you are driving for a field trip.

SCS is very thankful for our volunteers. Please note that parent drivers are not paid for their gas or other automobile-related expenses.

Local Field Trips

Our classes frequently take walking field trips in the area, or short-distance field trips in the school van with a staff driver. When you enrolled your student, a general permission slip for these field trips is provided and must be signed in order for a student to participate. We do make every effort to notify you of these trips in advance. Because a signed general permission slip is on file, we will not be sending home permission slips for local trips. Walking field trips take place within a 2-mile radius of campus. If you plan to take your child out of school early on a particular day, please call in advance so that your child can remain on campus in case the class goes off campus.

Parent Observation Policy

Parent observations and volunteer participation are encouraged at Sedona Charter School. We want you to have a solid understanding of your child's classroom.

Observations must be scheduled in advance and approved by the Principal Educator. They should not last longer than one hour, unless the Principal Educator has approved an observation of longer duration.

Prior to coming into the classroom for your observation, stop in at the office to sign in and pick up a copy of the Observation Guidelines. Read them prior to stepping into the classroom and follow them as you observe the classroom. During the school day, be mindful that the teachers may not be able to speak with you, as their attention is focused on the students. Make an effort to be as unobtrusive as possible so as not to interfere with classroom activity. Depending upon the circumstances, you may be asked to leave the classroom.

In order to protect student privacy in accordance with federal law, a parent observing a class may not take photographs or make any other type of audio or visual recording during the observation.

Parent Volunteering Policy

Volunteering at school is a great way to have a more meaningful interaction with your child's class community. Volunteering must be scheduled in advance and is at the discretion of the Principal Educator or project chair. Please sign in and out of the volunteer book in your child's classroom every time you volunteer.

When you are working in the classroom, please stay focused on the task at hand.

Volunteers who work in the classroom more than 5 hours per week must have a valid Fingerprint Clearance Card.

Morning Drop-Off

All vehicles should enter via the first driveway and exit via the second driveway (closest to the office). ***Drop-off begins at 8am. ALL children are to be dropped off by the Performing Arts Classroom.*** A teacher will be waiting to ensure children exit vehicles and cross the driveway safely. Parents, please use extreme caution when navigating the parking lot watching for car doors to open and children walking. Please do not pass other cars in carpool. Thank you for your patience!! When leaving campus, please STOP and ***slowly exit.***

Arrive at school between 8:15 am and 8:25 am. The gate closes at 8:30 am. Staff will remain at the drop-off point to meet students until 8:30 am. ***If you arrive after 8:30 am,*** park by the school office and sign your student in at the office. PARENTS MUST come into the office with their child and sign the tardy pass. ***In cooler weather, dress your child warmly*** so he or she will be comfortable on the way to school and at recess time!

Afternoon Pick-Up

Afternoon pick-up is at the same location as morning drop-off, in front of the Performing Arts classroom. ***Please enter at the first driveway, and slowly drive around*** until you stop in the pick-up line. The driveway is closed during the school day, so please do not arrive early.

Pick up is from 2:50 to 3:15. This is a single lane of traffic. Please drive cautiously. A teacher will call your child and if needed your child will be assisted into the car. This is a no passing zone. Drive forward; STOP at Kachina Drive, and ***slowly exit*** the school. To assist with carpool, each family will receive colored carpool tags. Please place on your dashboard during drop off and pick up.

Early Release Wednesdays

Students will be released early each Wednesday to provide time for our staff to plan, catch up and stay abreast of developments in the rapidly evolving world of education. No lunch will be scheduled on these days.

Pick up is from 11:50 to 12:15.

After School Activities

Sedona Charter School does not provide after school care, but we do provide transportation to Precious Stones. If you would like to take advantage of this, please sign up for after school care with Precious Stones and complete our afterschool transportation form and give it to your child's Principal Educator. Precious Stones is located at 390 Dry Creek Road, telephone (928) 282-4091.

There are various after school activities that will be available for students. Please see the office staff or a PE for further information.

School Closure

Occasionally, Sedona Charter School must close due to weather, illness outbreak, or another emergency. Such closings are announced on via our school's automated telephone and text messaging system. We also make every attempt to email parents should there be a school closure, and to list the closure on our website's home page and on our school Facebook page. If in doubt about whether or not school will be open, check your email, the school website, or call the school office.

Lunch

Before lunch, students are reminded to wash their hands and given an opportunity to do so. You may want to include hand wash in your child's lunch bag or backpack as well.

Nutrition is very important to physical and academic growth, health, and well-being. Please pack a healthy bag lunch for your child each day. During the pandemic, we are required to reduce high touch areas in the classroom, so there will not be microwave nor oven use during the school day. Please do not

send your child to school with caffeinated or sugary drinks or foods.

Classrooms will not provide, sell, or distribute candy or soft drinks (except on occasion for holiday celebrations). Bake sales will take place after school only.

Communication

Sedona Charter School strives to keep you informed of activities in your child's classroom and in the school overall.

If the organizers request it, we also send home information on local events or activities that are designed for families or children. Information on non-school activities is sent for your information only—it is not necessarily an endorsement of that person, organization, or activity.

Communication is in the form of:

- Handouts sent home with your child.
- E-mails sent from the office or your child's principal educator.
- Phone calls from your child's teacher.
- Automated messages and text alerts sent to you via our One Call Now communication system.
- Information you can access through ParentVue, the parent portal to our student database.
- Our message board that lists important messages at drop-off and pick-up.
- Report cards sent home every quarter.
- Parent-student-teacher conferences, held three times per year.
- Parent education nights held in each classroom.

Enrollment Policy

Enrollment is open to all on a first come, first served basis. Priority is given to currently enrolled students and their siblings, children of staff members, and new students whose families turn in their enrollment packet on the first day of open enrollment, 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 a student may enroll prior to the first day of open enrollment for the upcoming school year, and 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 from a school within the previous 2 years, or if he or she is in the process of being expelled from another school.

Sedona Charter School does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use

of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups.

Student File Requirements

Sedona Charter School is required to maintain a complete and up-to-date student file. Parents must notify the school office of any changes to information in these documents.

- Enrollment Form
- Parent Information Form
- Custody papers if applicable
- Home Language Survey
- Health Form
- One Call Now Participation Form
- Immunization Record or Request for Exemption
- Arizona Proof of Residence Form and Documentation
- Proof of identity: either an Original Birth Certificate or other proof of identity as specified in AZ state law 15-828 (office staff will make a photocopy).
- Title I Allocation Survey
- Media Release Form (Directory and Photo information)
- Parent Partnership Agreement
- Records Request to send to previous school
- McKinney-Vento Form

Note: If your family is in transition, refer to our Children and Youth in Transition Policy in this handbook.

Missing Document Timelines

It is extremely important that all student file requirements listed above be met prior to the first day of attendance. However, families in transition or other circumstances sometimes prevent that from happening. All students will have a 10 day grace period in which to provide required documents, if a student file is not complete 10 calendar days after their first day of attendance, they will be required to stay home until the necessary documents are provided. ***THIS IS ESPECIALLY IMPORTANT IN THE CASE OF BEING UP TO DATE ON IMMUNIZATIONS!*** So, if you get a notice from the office about missing immunizations, please take care of it promptly.

Proof of identity in the form of an original birth certificate (certified copy) or other proof of identity as specified in AZ state law 15-828 must be brought to the office within 30 days of the first day of attendance. The original document must be seen and will be copied. Staff are required by law to notify law enforcement personnel if this is not completed within 30 days.

Immunizations

Sedona Charter School follows state law regarding immunizations. Please ensure that your child’s immunizations are current and a record of them is on file with the school office. This is very important for your child’s health and for the health of other students here.

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. For students in Sedona Charter School to move on to the next class, mastery can be demonstrated in one or more of the following ways:

- o 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.
- o A Meets or Exceeds score on the AZ Merit tests.
- o 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

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

—Adopted by the Sedona Charter School Governing Council February 7, 2009, revised April 18, 2010.

Tutoring

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

School Store

The School Store is located in the office and has a variety of school apparel items for sale as well as shirts, masks and other school collectibles. We also sell a wide variety of blank notecards all designed by former students at SCS. Please feel free to stop by and show your school spirit by wearing these items to school events and activities.

Sedona Public Library

Maintaining a good relationship with Sedona Public Library is very important to Sedona Charter School. ***NEVER drive***

behind or park behind the library. That area is reserved for library staff and volunteers.

Below is the Sedona Public Library's policy regarding children. The Library's phone is 282-7714: "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. 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."

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 directly with the other person involved as soon as possible, before talking with anyone else. This gives each party the opportunity to quickly resolve most issues. The following Grievance Policy was approved by the Governing Council on October 21 1996:

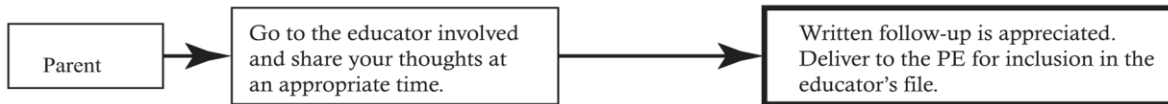
Written comments to parents should always be constructive and explanatory and indicate the means by which the student is to be helped. Communication to a parent is from a Principal Educator (PE), or from a teacher with the PE’s approval. In the rare event that communication to a parent originates with 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.

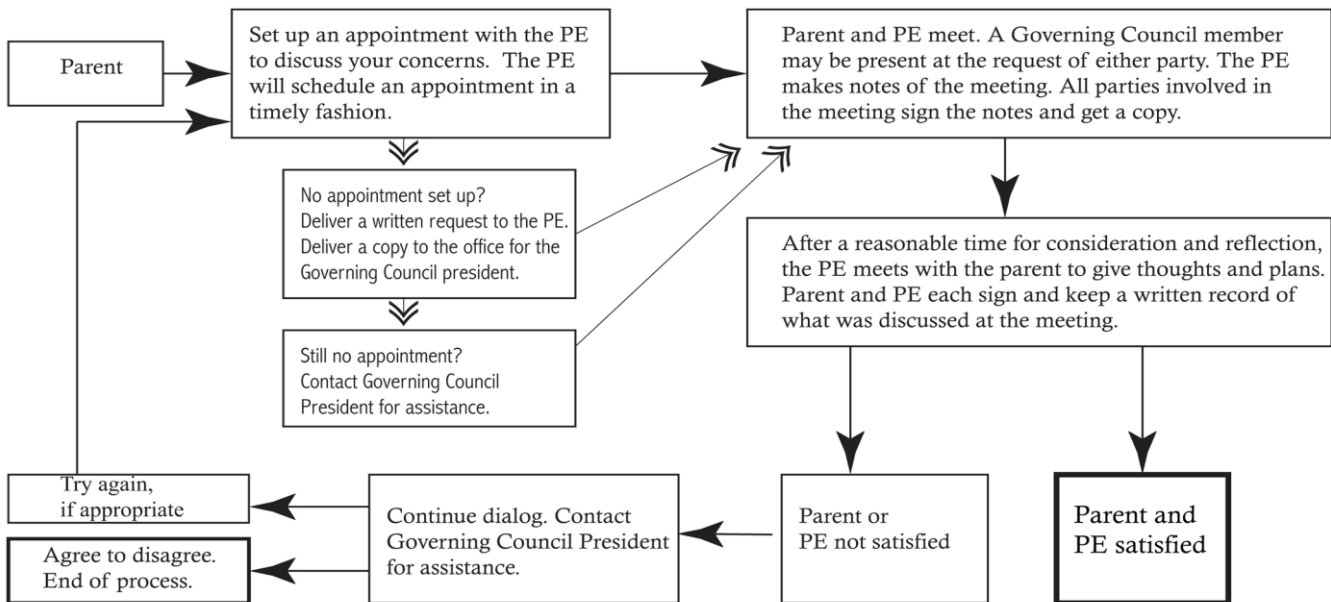
The proper channel with which to bring a matter to the attention of the Governing Council shall be to notify the seated president of the Governing Council. The president may designate a person to mediate for a resolution or the president may call the matter to the attention of the Governing Council itself.

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.

FLOW CHART FOR COMPLIMENTS



FLOW CHART FOR SUGGESTIONS, CONCERNS, COMPLAINTS



STANDARDS OF CONDUCT

Dress

To accommodate the different developmental stages that 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 school will immediately be suspended for 3 or more 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. Drinking alcohol is not permitted on field trips, including overnight field trips.

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.

Vaping products and e-cigarettes are also prohibited on campus.

Firearms and Other Weapons

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 firearm on campus. Any adult found to have a firearm on campus will be reported to law enforcement immediately.

Other weapons: For the purposes of this policy, weapons are items that are intended to be used or designed to be used to inflict physical harm on persons, animals, or objects. Students are prohibited from carrying, possessing, using, or threatening to use a weapon or simulated weapon on school premises without authorization by a school administrator. If a

weapon is found, school personnel will immediately confiscate it, contact the student's parents, and investigate the incident to determine appropriate consequences.

Any employee or student who observes or is aware of a situation involving a firearm or other weapon must immediately report the situation to a Principal Educator or other school official, who may in turn contact law enforcement. Failing to report is cause for disciplinary action.

Hazing Policy

Although our students are taught to be caring and kind, and they 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. This includes sexual harassment. Sexual harassment includes verbal or physical contact of a sexual nature when such conduct creates an offensive, hostile and intimidating learning environment.

Throughout the course of each school year, students are educated on the recognition and prevention of harassment, intimidation or bullying. If an individual or group engages 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 unprovoked, repeated written, verbal, or physical act, which:

- is intended to cause physical or emotional harm to another individual’s person or property, or to create fear that such harm is forthcoming; or
- is intended to create an intimidating or threatening environment; and thus, by its nature, interferes with a student’s education and/or his/her sense of safety; and so by extension,
- 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 engaged in with the specific intent to cause physical or emotional harm.

To constitute bullying (as opposed to one-time inappropriate physical behavior), the offending behavior is characterized by repetition, pattern, and ongoing harm or intimidation.

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. Please speak with your child’s Principal Educator before turning in the form to the school office. After you turn the form in to the office, it will be referred to the school’s Bullying Prevention Committee (BPC). The BPC includes a community member, a school parent, a teacher, and a middle school student.

The BPC will conduct an investigation. Within 10 school days of receiving the complaint, the BPC 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 BPC concludes that bullying, harassment, or intimidation did occur, and the team is recommending corrective action. Such action may be initiated by the Principal Educator, or in cases involving possible expulsion, it may require Governing Council involvement.
- 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.

School Discipline Policy

Definitions

“Suspension” means the temporary withdrawal of the privilege of attending Sedona Charter School classes 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 for the following reasons:

- 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
- If 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.
- Sedona Charter School does not tolerate violence. If a teacher witnesses a student intentionally harming another student, the offender's parents will be called, and that student will be excluded from the classroom for at least the remainder of the day—either in school or out of school, at the teacher's discretion.

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 (SCSGC) 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 a 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 SCSGC, 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 offense of school or classroom rules by the student. There are three stages of disciplinary action. The length of time or number of offenses at a particular stage level varies with the severity of the student's infractions. If there is a severe infraction, one or more stages may be skipped.

Stage One

The student shall be warned by the teacher, and shall be asked to reflect on his or her behavior and how it could be different in the future. Documentation of the incident shall be kept in the classroom. A notice may be sent home and the Principal Educator or his or her designate may request a conference with the child's parents.

Stage Two

The student shall be suspended for the remainder of the day and up to 10 additional school days. Written notice of the suspension will be sent home with the student. Prior to his or her re-admittance, the student shall submit a written improvement plan to his or her Principal Educator. The Principal Educator may also require the student and parents to meet with the Principal Educator prior to re-admittance. A student may be suspended more than once.

Stage Three: Expulsion of the Student

Regarding all action concerning proposed expulsion:

- 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.

Classroom Behavior and Discipline

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

In accordance with American Montessori Society standards, corporal punishment is prohibited.

Staff-Student Non-Fraternization Policy

Adults who have contact with children and adolescents through school activities have the responsibility not to betray or misuse their privileged position. Students develop a special trust in school staff by virtue of the school's authority and the important role the school plays in their lives. Adults must never take advantage of students' vulnerability or of their confidence that adults in school will behave appropriately.

For this reason, our staff do not interact with students under age 18 on social media. Staff email communication with students shall only occur through school-hosted email accounts and shall be limited to official school activities.

It is the policy of Sedona Charter School to prohibit any sexual relationship, contact, or sexually unwanted behavior or communication (verbal or non-verbal) between a staff member and a student. The prohibition extends to students of the opposite sex or the same sex as the staff member, and applies

regardless of whether the student or the staff member is the initiator of the behavior and whether or not the student welcomes or reciprocates the attention.

Complaints should be reported to the Sedona Charter School Compliance Officer, who will investigate to determine whether a violation has occurred. In an executive session of the Governing Council, the Compliance Officer will inform members of the Governing Council that an investigation is being conducted.

Violations will result in disciplinary action up to and including dismissal.

Definitions:

Staff Members: part-time and full-time employees, substitutes, consultants, coaches, tutors, student teachers, interns, volunteers and others who work with or have contact with children under the auspices of, or through contract with, Sedona Charter School.

Prohibited behavior: includes, but is not limited to, flirting and bantering with sexual overtones, dating, courting, or engaging in a personal relationship on or off campus (or via electronic communication) that is sexually motivated or unwanted.

Approved by Sedona Charter School Governing Council
March 23, 2010. Updated May 2018

GOVERNMENT-REQUIRED NOTICES

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-(800) 877-8339(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
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This notice is available in English and Spanish on the ADE website at <https://www.azed.gov/specialeducation/parents> under forms. For assistance in obtaining this notice in other languages, contact the ADE/ESS at the above phone/address.

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.

Title 1 Parent Involvement Policy Addendum

It is the policy of Sedona Charter School to:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).
9. The Title 1 Coordinator shall be responsible for ensuring Sedona Charter School compliance with these requirements.

Availability of Teacher Qualification Information

Sedona Charter School must notify parents of students attending Title I School-wide and Title I Targeted Assistance Programs that parents may request information on the professional qualifications of the student's teacher. The information must state whether:

- the teacher meets Arizona state qualifications and licensure requirements,
- the teacher is teaching under an Emergency Teaching Certificate,
- the teacher has a baccalaureate degree,
- the child receives services from a paraprofessional and
- the qualifications of the paraprofessional.

This information is available on our website and in the office on request.

Non-Discrimination

Sedona Charter School does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups.

The following person has been designated to handle inquiries regarding the non-discrimination policies: Crystal Hoyle, telephone 928 204-6464. For more information on notice of non-discrimination, visit <https://ocrcas.ed.gov/> or call 1-800-421-3481.

School Directory Information

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.

Sedona Charter School **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 and grade level.

Child Find Policies & Procedures to Parents Regarding Special Education

Note: If you suspect your child may have a learning disability, or you have other questions or concerns regarding Special Education services at Sedona Charter School, please contact the school office at 204-6464 and ask for our Special Education Director, Victoria Blessing.

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 motels, 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:

- Immediate enrollment of Homeless students, regardless of missing documentation.
- Homeless children and youths are not stigmatized or segregated on the basis of their status as Homeless.
- Transportation is provided to and from the “school of origin.”

Dispute Resolution Procedure

In the event of a dispute, children and youth in transition will remain enrolled in the school until the dispute is settled. Sedona Charter School’s Compliance Committee shall review the dispute and deliver a written decision to all parties. Parents of children and youth in transition will be notified of their right to appeal the dispute decision to the Arizona State Department of Education.

Abuse and Molestation

Any person who reasonably believes that a minor is or has been the victim of physical injury, abuse, child abuse, a reportable offense or neglect that appears to have been inflicted on the minor by other than accidental means or that is not explained by the available medical history as being accidental in nature, or who reasonably believes that there has been a denial or deprivation of necessary medical treatment or surgical care or nourishment with the intent to cause or allow the death of an infant who is protected under A.R.S. § 36-2281, shall immediately report or cause reports to be made of this information to a peace officer or to Child Protective Services in the Department of Economic Security, except if the report concerns a person who does not have care, custody or control of the minor, the report shall be made to a peace officer only.

School personnel who develop the reasonable belief of abuse in the course of their employment are required by law to report.